

SAM HOUSTON STATE UNIVERSITY

College of Health Sciences

School of Nursing

NURS 4030 30; CRN 82686 Community Nursing (RN to BSN)

**Course description:**

This course focuses on the synthesis of public health concepts within a preventive framework to promote and maintain the health of communities and includes an examination of the historical development, philosophy, health care systems, epidemiology, and nursing care of specific populations and groups in the community. Primary, secondary, and tertiary levels of prevention are emphasized as they relate to the natural history of disease in individuals, families, and groups. A community health assessment is completed using census data, morbidity, and mortality rates, epidemiologic and statistical methods, and community-based research. Progressively behaviors that are more independent are expected of students in community health practice. *This course is writing enhanced.*

**Semester/Year:** Fall 2017

**Class meeting times:** Online and optional face-to-face meetings (3) as scheduled on course calendar.

**Class meeting place:** Online and Huntsville University Plaza building, 1 Financial Plaza Drive, Huntsville, TX 77340 TBA

**Faculty:**

Name: Pam Slagle MSN, RN

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Office Hours: Monday 1300 to 1500 and by appointment available by email/phone/text between 8am and 5pm M-F. Please allow 48 hours for email responses. Do not anticipate communications after hours or on weekends.

**Course Credit: 3 Semester Credit Hours (SCR), Didactic: 2 hr. and Clinical: 1 hr.** (Clinical/Lab: total 45 hours.)

**Pre-requisites/Co-requisites:** NURS 3370 RN to BSN Role Transition

**Course Objectives: (Link each to Program Objectives, Texas DECS and AACN BSN Essentials)**

<b>Objective/s</b>	<b>Activities/Assignments</b>	<b>Measurement</b>	<b>Standards Alignment (if applicable)</b>
<b>1. Distinguish community health from public health</b>	<b>Discussion boards</b>	<b>Outcome: 1</b>	<b>TX DECS II B, C</b>
<b>2. Analyze one major global health problem and its significance upon the local community</b>	<b>Discussion boards</b>	<b>Outcome: 10</b>	<b>TX DECS III C; II C</b>
<b>3. Examine risks/issues facing vulnerable world health communities, especially vulnerable populations</b>	<b>Epidemiology Terms Matching Activity John Snow Case Study</b>	<b>Outcome: 2, 6</b>	<b>TX DECS II B</b>
<b>4. Analyze and recommend care for one health problem in an organization and its significance upon the local community.</b>	<b>Discussion boards</b>	<b>Outcome: 2, 4</b>	<b>TX DECS III C</b>
<b>5. Apply the concept of community to a local clinical service.</b>	<b>Summary of Health related issues on school board or city council agenda</b>	<b>Outcomes 4,5,6,7, 9</b>	<b>TX DECS I ABC, II ABCE, III ABDF, IV ABCD</b>
<b>6. Perform a community assessment and develop a plan for a selected population which addresses acute and chronic disease;</b>	<b>Windshield Survey</b>	<b>Outcomes: 2, 6</b>	<b>TX DECS I ABC, II ABC,CG, III AC, IV ABCE</b>
<b>7. Collaborate with a local</b>		<b>Outcome: 4</b>	<b>TX DECS II A, C</b>

<p>community to address community issues.</p> <p>8. Assess the availability of community resources in a selected area with a diverse population.</p> <p>9. Gather and analyze public data, which illustrates health needs.</p> <p>10. Demonstrate professionalism and leadership in classroom and clinical setting through dress, attitude, and communications both in the agency, classroom and the delivery of nursing care.</p>	<p><b>Population Focused Assessment and Teaching plan</b></p> <p>Windshield survey</p>	<p><b>Outcome 7</b></p>	<p><b>TX DECS IV A</b></p>
	<p>Windshield survey</p>	<p><b>Outcome 1,2</b></p>	<p><b>TX DECS II D</b></p>
	<p>Discussion boards; Culturally competent nursing care CE Activity</p>	<p><b>Outcomes: 3,4,5</b></p>	

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system).

1. Gain a basic understanding of the subject of community nursing (i.e. factual knowledge, methods, principles, generalizations, theories).
2. Develop knowledge and understanding of diverse perspectives, global awareness and other cultures.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Acquiring skills in working with others as a member of a team.
5. Learning to apply knowledge and skills to benefit others or serve the public good.

**Instructional Strategies:**

Teaching/learning strategies will include assigned readings from the course textbook and articles from professional journals, viewing of PPP presentations, reviewing internet websites, posting to the discussion board, written assignments and/or quizzes, classroom discussion and group learning activities.

**Learning Activities:**

Discussions, papers, presentations, case studies, quizzes or other activities as specified by the course faculty. Clinical activities include a variety of projects designed to guide the student to fulfill course objectives.

**Evaluation Methods:**

Quizzes	10%
Exam 1	10%
Exam 2	10%
Exam 3	10%
Final	10%
Discussion Board/ Clinical activities	30%
Windshield survey	10%
Population Focused Assessment and Teaching	
<u>Plan Paper</u>	<u>10%</u>
Total	100%

**School of Nursing Grading Scale:**

	Percentage	
A	89.5-100	Passing
B	79.5-89.4	
C	74.5-79.4	
D	69.5-74.4	Not Passing
F	69.4 and below	

**Calculation of Course Grade:**

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.
- All clinical and classroom assignments must be satisfactorily completed in order to pass the course.

## **First Alert Program**

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center. Additional information on the First Alert Program can be accessed from <http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

**Required Text(s):** Holzemer, S.P.; Kainberg, M. (2014), *Community Health Nursing: An alliance for health* (2<sup>nd</sup> ed.), Burlington, MA; Jones & Bartlett Learning.

*Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) (2010). American Psychological Association: Washington, D.C.

**Required Article(s):** See assignments in Blackboard.

## **Course Calendar with Content Outline:**

### **NURS 4030 RN-BSN Community Nursing Fall 2017 Calendar\***

Date	Lesson	Content Activities	Learning Activities and Due Date (Due at 11:59 pm)
<b>Module 1; Theoretical Foundations of Community Nursing</b>			
Aug 23, 2017	Role Expectations of Community Nurses	Text Introduction pp. 1-7 Shoultz, J., & Hatcher, P. A. (1997). Zotti, M., Brown, P., & Stotts, R. (1996)	(Initial Discussion Board Post on Friday/Saturday Discussion Board responses by Tuesday following week). <b>8/25/17 Discussion: Introduction to Community Health</b> Initial Post Due 8/26/17 Response due 8/29/17
Aug 30, 2017	Providing Care to Groups and Clients in the Community	Text Chapters 1 & 2	Due 9/6 Chapter quizzes <b>Discussion: CHN Roles and Settings</b> Initial Post Due 9/2/17 Response due 9/5/17 Culturally Competent Nursing Care CE Activity (11 hours)
Sept 6, 2017	Community Assessment	Text Chapter 3	Due 9/13 Chapter quiz <b>Discussion: Community Assessment and the Alliance Model</b> Initial Post Due 9/9 Response due 9/12/17 Windshield Survey (Due 10/14) (8 hours)
Sept 13, 2017	Health Policy and Evidence-based Research	Text Chapter 4	Due 9/20 Chapter quiz <b>Discussion: Health Policy Agendas</b> Initial Post Due 9/16/17 Response due 9/19/17 <b>Exam 1</b>
Sept 20, 2017	Communication and Information Management	Text Chapter 5	Due 9/27 Chapter quiz <b>Discussion: Communication Strategies to Promote Community Health</b> Initial Post Due 9/23/17 Response due 9/26/17

<b>Module 2: Voices of Client and Nurse</b>			
Sept 27, 2017	Voices of Client and Nurse	Text Chapters 6 & 7	Due 10/4 Chapter quiz <b>Discussion: Factors Contributing to Homelessness</b> Initial Post Due 9/30/17 Response due 10/3/17 Summary of Health Related Issues on School Board or City Council Agenda (5 hours)
<b>Module 3: Community Based Needs Assessment</b>			
Oct 4, 2017	Epidemiology and Environmental Health	Text Chapter 8	Due 10/11 Chapter quiz <b>Discussion: Environmental Threats</b> Initial Post Due 10/7/17 Response due 10/10/17 <b>Epidemiology Terms Matching Activity</b> John Snow Case Study and written assignment (2 hours)
Oct 11, 2017	Health Promotion, Maintenance and Restoration	Text Chapter 9	Due 10/18 Chapter quiz <b>Discussion: Health Literacy and Patient Safety</b> Initial Post Due 10/14/17 Response due 10/17/17 Windshield Survey (Due 10/14)
<b>Module 4: Care Management and Resource Allocation</b>			
Oct 18, 2017	Systems of Care Management	Text Chapter 10	Due 10/25 Chapter quiz <b>Discussion: Healthcare Financing</b> Initial Post Due 10/21/17 Response due 10/24/17 <b>Exam 2</b>
Oct 25, 2017	Justice and Resource Allocation	Text Chapter 11	Due 11/1 Chapter quiz <b>Discussion: Vulnerability and Health Disparities</b> Initial Post Due 10/28/17 Response due 10/31/17
<b>Module 5: Programs- Planning to Termination</b>			
Nov 1, 2017	Community Program Development	Text Chapter 12	Due 11/8 Chapter quiz
Nov 8, 2017	Project Management for Program Change	Text Chapter 13	Due 11/15 Chapter quiz <b>Discussion: Program Management</b> Initial Post Due 11/11/17 Response due 11/14/17
Nov 15, 2017	Emergency and Disaster Management	Text Chapter 14	Due 11/22 Chapter quiz Population Focused Assessment and Teaching Plan (10 hours) <b>11/17/17 Disaster Simulation at Gibbs Ranch (8 hours Clinical)** if not able to attend will have further assignments via faculty to complete hours need to notify faculty ASAP if not able to obtain time to come to campus activity**</b> <b>Discussion: Disaster Management</b> Initial Post Due 11/18/17 Response due 11/21/17 <b>Exam 3</b>

Nov 22	Thanksgiving Week	No Assignment	Hope you enjoy your time with family and friends and do not overeat! Remember Healthy Nurse Healthy Nation!
:Module 6: Future Considerations			
Nov 29, 2017	Global Health Concerns and an Evidence-Based Future	Text Chapter 15-16	Due 12/6 Chapter quizzes <b>Discussion: Global Health Issues</b> Initial Post Due 12/2/17 Response due 12/5/17
Dec 6, 2017	Final Exam		Due 12/6/17 <b>Final Exam</b>

\* Dates are tentative and subject to change. No assignment will be due earlier than currently posted.

Legend: **Discussions** **Miscellaneous activities** **Exams** **Clinical Project/Activity** **On Campus Activity**

### Assignment Instructions & Grading Rubrics/Evaluation

Specific assignment instructions and grading rubrics are available in Blackboard.

#### Online Discussion Requirements

Online learners should recognize that the purpose of the weekly discussions via the Blackboard Discussion Board is to develop a scholarly and engaging discussion between students and faculty; thus, encouraging an active, online learning community. Student success in the course depends upon timely participation in the discussions coupled with completion of all assignments.

#### Weekly Discussion Board Requirements

- On at least two separate days each week, students are required to participate in that week's discussions. Please keep in mind that the purpose of the discussion board is dialogue, not monologue, so this requirement is used to help ensure that you are interacting with the board as it evolves throughout the week.
- A minimum of 2-4 posts each week are required, depending on the number of discussion questions. These posts shall consist of a minimum of: **1) answers to one discussion questions, (herein considered MAIN or Initial POSTS), and 2) a total of THREE (3) responses to peers throughout the week.**
- ALL of your posts should reflect your synthesis and critical analysis of the readings (articles and text), combined with your experience, expertise, and perspective. Your opinions are

important, but should always be supported by the literature, experience, or case study. Keep in mind that posts consisting of “I agree” or “That’s interesting” do not fulfill the requirements of this class.

- The electronic week begins on Wednesday at 8:00 am Central Time (CT) and ends on Tuesday at 12:00 am CT.
  - Your main posts should be on the discussion board each week on or before Saturday midnight. You will not receive full credit for participation if you post late.
  - The remaining posts (responses to peer MAIN POSTS) must be posted by the end of the electronic week.
- If there is, a post from the Instructor marked “RESPOND” you must post a response to the question, case study, or problem presented. **This is in addition to your weekly posts.**
- Students are not able to “make-up” for not posting to the Discussion Board in any given week. If you need to be out of town or do not have internet access, you need to arrange to participate in the weekly discussion.
- All references shall be in **APA format for all main posts**. Responses should link to material from the required readings or assignments.
- Students may wish to prepare their weekly discussion posts in Microsoft word and then copy and paste the information into the Discussion Board. Blackboard “times out” after a certain amount of time, and work may be lost if this occurs.
- All discussion posts must reflect proper writing skills indicative of your educational background. Students shall use correct grammar, spelling, and punctuation.
- Refer to the 'Discussion Board Rubric' for grading criteria.

#### **Discussion Board Rubric**

*Students are expected to participate in the discussions. It is understood that students come from a wide variety of backgrounds and experiences. You are not graded with respect to your performance in comparison with colleagues. You are evaluated on your own level of progress throughout the course and the quality of your participation in class activities.*

Criteria	A (90-100) Outstanding	B (80-89) Proficient	C (75-79) Basic	D/F (0-74)  Below Expectations
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• rich in content</li> <li>• full of thought, insight &amp; analysis</li> </ul>	<ul style="list-style-type: none"> <li>• substantial information</li> <li>• thought, insight &amp; analysis has taken place</li> </ul>	<ul style="list-style-type: none"> <li>• generally competent</li> <li>• information is thin and commonplace</li> </ul>	<ul style="list-style-type: none"> <li>• rudimentary &amp; superficial</li> <li>• no analysis or insight is displayed</li> </ul>



<b>Connections</b>	<ul style="list-style-type: none"> <li>• clear connections to previous or current real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• new ideas or connections</li> <li>• lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>• limited, if any connections</li> <li>• vague generalities</li> </ul>	<ul style="list-style-type: none"> <li>• no connections are made</li> <li>• off topic</li> </ul>
<b>Uniqueness</b>	<ul style="list-style-type: none"> <li>• new ideas</li> <li>• new connections</li> <li>• made with depth and detail</li> </ul>	<ul style="list-style-type: none"> <li>• new ideas or connections</li> <li>• lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>• few, if any new ideas or connections</li> <li>• rehash or summarize other posting</li> </ul>	<ul style="list-style-type: none"> <li>• no new ideas</li> <li>• "I agree/disagree with" statements</li> </ul>
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>• all required postings early in discussion and throughout the discussion (<b>first posting by Sat. midnight, responses by due date</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• all required postings</li> <li>• some not in time for others to read &amp; respond (<b>first posting after Sat. midnight</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• all required postings</li> <li>• most at the last minute without allowing for response time</li> </ul>	<ul style="list-style-type: none"> <li>• some, or all, required postings missing</li> </ul>
<b>Writing Style</b>	<ul style="list-style-type: none"> <li>• few grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• several grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• obvious grammatical or stylistic errors</li> <li>• errors interfere with understanding content</li> </ul>	<ul style="list-style-type: none"> <li>• obvious grammatical or stylistic errors</li> <li>• makes understanding content impossible</li> </ul>
<b>Total points possible</b>	<p><b>15</b></p> <p><i>3 points per criteria</i></p>	<p><b>10</b></p> <p><i>2 points per criteria</i></p>	<p><b>5</b></p> <p><i>1 point per criteria</i></p>	<p><b>0</b></p> <p><i>0 points per criteria</i></p>

### Population-Focused Assessment and Teaching Project

**Goal:** Define and analyze the needs of the population of your choice. The population group will share a risk or actual illness that is a public health problem.

Develop a teaching intervention to address the health need(s) of the selected population.

Apply nursing theory and nursing process to community as client.

**Step 1:** Consider national priorities and disparities in health by accessing the CDC, NIH, HP2020 and APHA web sites.

**Step 2:** Gather information about your assigned population from professional literature, national state & local databases and health departments, and the web sites mentioned in Step 1.

**Step 3:** Summarize the literature review and demographic data. Use diagrams, tables, graphs with frequencies and citations for the demographic data. Include incidence and prevalence data.

**Step 4:** Identify applicable public policies related to the population. Summarize the policies. Applicable policies may be national, state, or local.

**Step 5:** Identify two local key informants who may provide information about the selected population. Create an interview guide. Obtain faculty approval of key informants and proposed interview guide before conducting the interviews.

**Step 6:** Conduct at least two interviews with key informants. Interviews may be conducted face-to-face or by phone or computer technology, as the interviewee consents.

**Step 7:** Identify resources available to the population. Visit at least one local resource or agency and write a summary of the visit.

**Step 8:** Develop a teaching plan to address the identified population need. The plan should be in nursing process format that includes community health nursing diagnoses and teaching interventions within the scope of CHN practice.

**Step 9:** Summarize the project in Word according to the grading rubric.

#### Population-Focused Analysis Project Grading Rubric

Criteria	Weight	Grade
Introduction and summary of assigned population <ul style="list-style-type: none"><li>What qualifies the population need as priority public health problem?</li></ul>	10	
Literature review <ul style="list-style-type: none"><li>Minimum of five articles required from peer reviewed literature.</li><li>Synthesize the literature into key points.</li></ul>	10	

Demographic data <ul style="list-style-type: none"> <li>• Diagrams, tables, graphs</li> <li>• Incidence &amp; prevalence</li> <li>• Citations</li> </ul>	<b>15</b>	
Public policies applicable to the population <ul style="list-style-type: none"> <li>• List and summarize</li> </ul>	<b>10</b>	
Interview results (cite per APA 6 <sup>th</sup> , p 179) <ul style="list-style-type: none"> <li>• Interviewees &amp; credentials</li> <li>• Rationale for selection</li> <li>• Role in the population</li> <li>• Key points</li> </ul>	<b>5</b>	
Available resources and summary of the site visit(s)	<b>10</b>	
Teaching Plan (See Teaching Plan Grading Rubric)	<b>25*</b>	
Reference list in APA format	<b>5</b>	
Appendices <ul style="list-style-type: none"> <li>• Interview guide</li> <li>• Group work/documentation (if group project)</li> <li>• Others as applicable</li> </ul>	<b>10</b>	
<b>Total</b>	<b>100</b>	

**Professional writing:** projects must follow the Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (APA). Projects that are highly disorganized, full of numerous grammatical & sentence structure errors or lack APA formatting may be returned ungraded at faculty discretion. Projects without citations earn a grade of zero. It is strongly recommended that you seek Student Success Center assistance.

### Teaching Plan Grading Rubric

<b>Criteria</b>	<b>Weight</b>	<b>Grade</b>
<u>Method and Framework</u> Selected teaching delivery method (handout, poster, wallet card, etc.) exemplifies an applicable framework for planning health promotion, disease prevention, and risk reduction in the target population (Module 1, Part 1, Objective 4; Module 3, Part 1, Objective 6; Module 4, Part 1, Objectives 3 & 5)	<b>5</b>	
<u>Epidemiology</u> Demonstrates understanding of the epidemiology of problem. (Module 5, Part 2, Objectives 2, 3, & 4,)	<b>5</b>	
<u>Healthy People 2020</u> Applies Healthy People 2020 as a guide for education planning in the community. (Module 1, Part 1, Objective 6)	<b>5</b>	
<u>Communication</u> Demonstrates effective communication in the role of professional nurse in the community setting. (Module 4, Part 1, Objective 3)	<b>5</b>	
<u>Scholarly Inquiry</u> Cover page in APA format;	<b>5</b>	

Reference list in APA format lists reputable sources and peer-reviewed articles.		
Total Teaching Plan Points	25	

Transfer points to Population Focused Assessment primary rubric under “Teaching Plan.”

## Windshield Survey Template



### RN to BSN Program NURS 4030: Community Health Nursing

To be able to effectively plan services for a community, the community health nurse must know the community (geographic boundaries, people, industry and health-related resources and gaps in services). A windshield survey is one component of a familiarization assessment. The survey is conducted from a car or by walking through the community and provides a visual overview of the community and its residents. Additional information can be gathered from community resources (i.e. phone book, maps, chamber of commerce offices and websites, visitor centers and governmental websites).

Instructions: Perform a windshield survey of the community around your clinical site or where you live, (use US Census Tract Information to identify geographic borders <http://www.census.gov/geo/maps-data/maps/2010tract.html>). Describe the community according to the physical, economic, service, and population criteria. Identify areas needing additional assessment and preliminary conclusions.

### Physical

#### Boundaries

What are the geographical boundaries?

Are there political and/or economic boundaries?

Are there natural boundaries or built boundaries?

Are there named neighborhoods and sub-communities? If so, how are they identified?

#### Housing and Zoning

What is the age of the buildings?

What are the construction materials? What condition are the structures in?

What is the density of the structures?

Are the residences single family or multifamily?

How similar are the structures?

Is commercial property separate from residential?

What is the condition of the area (trash, abandoned vehicles, yard maintenance, and vehicles in the driveways or on the streets)?

Are there any areas of stagnant water or trash?

Are there signs of pollution? Air or water quality issues?

### **Economic**

#### Stores and Shopping

Does the area look like a thriving community?

Is there adequate shopping (e.g. Grocery stores and shopping areas)?

Are there areas where the homeless or economically disadvantaged gather? Are there soup kitchens, temporary shelters, low-income centers and low-income housing?

Are there business, industries, and manufacturing and service sector employers in the area?

What is the unemployment rate?

#### Industries

What are the major industries?

What types of occupations are evident?

How far do most people travel for employment?

### **Services**

#### Transportation

What types of public and private transportation are available?

Do most people use public or private transportation?

What is the accident rate? How crowded are roadways?

Are there bike paths/ trails and sidewalks?

Do the disabled have access to adequate transportation?

What is the condition of transportation access to health care (i.e. the hospital, clinics, etc.?)

#### Communication

Is there evidence of local, state and national communication?

Do residents have access to print and broadcast media?

Are there informational posters, billboards, busses, etc.?

What kind of public information system is available for emergency communication?

#### Parks and Recreational Areas

Are there open spaces for recreation (parks, golf courses, lakes, etc.) for adults and children?

Are these areas safe and well maintained?

Is anyone using them?

Are there other obvious places for social gatherings?  
Are these places open to all or only particular groups?  
Are there gyms? Sports fields? Pools?  
Are the open spaces public or private?

#### Religion

How many churches or places of faith do you see?  
What denomination or faith are they?  
What time are the services or gathering times?  
What size are the churches? Is there evidence that space is used for non-religious community needs?

#### Schools

Are there schools in the community? Public, private, parochial?  
How many? What grade levels? What condition?  
What are the main concerns and problems for the schools?

#### Health care

Does the community have adequate health care?  
Are there hospitals in the community? Are they for profit or not-for profit?  
Are there physicians /primary provider offices?  
Is mental health/substance abuse care available in the community?  
What about dental care? Hospice? Public Health department services? Nursing homes and/or rehabilitation services?  
Are pharmacies available?  
Are services in one location or dispersed throughout the community?

#### Municipal and Protective Services

Where are the police, fire station and ambulance services located?  
Is there more than one location (substation, precinct, etc.) in the area? Are the locations evenly dispersed or are they located more in one area than another?  
Is there evidence of any specific health problems?  
Risk factors for communicable disease?

#### Political

Are there signs of political activity?  
Are there homeowners associations?  
Are meetings posted?  
Political party affiliations?

### **Population**

#### Ethnicity

Is there a predominant ethnic group?  
Do stores, restaurants, churches; signs indicate a particular ethnic group?

What languages are spoken?

#### Age and Gender

What can you tell about the age and gender?

#### **Conclusions**

What do the physical, economic, service, and population characteristics indicate about the community?

Are there additional areas that need investigation?

How do each of the broad categories fit together to give you an initial overview of the community?

Given the information you acquired about your community, how would you proceed? Support your answer from the text.

#### **Windshield Survey Grading Rubric**

Criteria	Points	Grade
Introduction: <ul style="list-style-type: none"><li>• Provide an introduction to the community.</li><li>• Why and how was the community selected?</li></ul>	5	
Physical: <ul style="list-style-type: none"><li>• Describes the community boundaries.</li><li>• What type of housing and zoning are in the community?</li></ul>	15	
Economic: <ul style="list-style-type: none"><li>• Describes the stores and shopping available.</li><li>• Describes the industries in the community.</li></ul>	15	
Services: <ul style="list-style-type: none"><li>• Describes available transportation and community communication strategies.</li><li>• Describes parks and recreation.</li><li>• What types of religion, schools and health care exist in the community?</li><li>• Describes the municipal and protective services and political services in the community.</li></ul>	40	
Population: <ul style="list-style-type: none"><li>• Describes the population in terms of ethnicity, age, and gender.</li><li>• Includes data from the most recent US Census.</li><li>• Utilizes graphs and tables to convey information.</li></ul>	15	
Conclusion: <ul style="list-style-type: none"><li>• Summarizes the observations and identifies additional areas of investigation.</li><li>• Combines the findings of the physical, economic, services, and population categories to provide an overview of the community.</li><li>• Creates a plan for further investigation/intervention.</li><li>• Supports recommendations from text and the literature.</li></ul>	10	
	100	

## **Clinical Information**

Please refer to the course calendar to see dates for clinical assignments. Completion of all clinical hours are to be submitted by due dates to account for the 45 hours of clinical time for satisfactory completion of this course. Rubrics for evaluation of activities are located in the syllabus as well as on Blackboard.

- Culturally Competent Nursing Care CE activity
- Windshield Survey
- Summary of Health Related Issues on School Board or City Council Agenda in student's home area.
- John Snow Case Study and written assignment
- Population Focused Assessment and Teaching Plan

## **Course Policies/Expectations**

### ***Expectations for Success in this Course***

- Read the lesson and the required assigned material. All the content you need for this class, including links to discussions and assignments, is available under "Course Content". All of the assignments/discussions are listed in the lessons under Course Content. Most due dates are in the syllabus/class schedule but in particular, occasions, the class faculty may announce the due date.
- Participate fully in the course. Your ideas, comments and feedback expressed in your assignments and shared with faculty and classmates are important and valued.
- Check Blackboard during the week to check for updates, read announcements, work on assignments, and check clinical site updates.
- Manage your time wisely in order to complete your assignments on or before deadlines.
- Seek assistance immediately if you are having trouble. Follow the chain of command – peer, classroom faculty, course coordinator, level coordinator, Director, and Dean.
- At the end of the course, all students are asked to complete evaluations of the course, faculty and clinical sites.

***Classroom Conduct and Civility:*** The instructor will conduct this class in an atmosphere of mutual respect. The instructor encourages active participation in online discussions. We may have strongly differing opinions on the various topics of class discussions. Conflicting ideas are encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. Faculty will manage the discussions so that the exchange of ideas can proceed in an orderly fashion. You should expect that if your conduct during discussions seriously disrupts the atmosphere of mutual respect, you would not be permitted to participate further.

***Faculty/Student Communication:*** Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account regularly (every 24-48 hours) and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students should include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (i.e.: no phone calls/texts after 9pm or on the weekend). Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.



**Group Assignments:** Group dynamics and the group process are important learning outcomes for the School of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.
3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.
5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution.

**Late Work:** All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after the assigned deadline will generally receive a “0”. There may be circumstances in which the instructor allows a student to hand in an assignment after the due date with a reduction in grade.

### **School of Nursing Policies**

#### **Absence Policy**

Participation in weekly online activities is an important part of the student learning experience in the Sam Houston State University (SHSU) School of Nursing (SON). Non-participation or late participation in online activities is obstructive to this process and will be considered an absence. Presence at clinical rotations is required for satisfactory completion of clinical courses.

There are two kinds of absences recognized by SHSU SON: an absence given with prior notice and a no-call/no-show absence. An *absence given with prior notice* is one in which the professor or clinical instructor was directly spoken with by phone call or in person before the scheduled class/clinical start time. A *no-call/no-show absence* is an absence in which the student does not attend the class or clinical rotation and has not directly spoken with the instructor/professor before the scheduled class/clinical start time.

**Examination Policies:** When possible, test grades will be posted within 48 hours of the exam. Written exams and written assignments must be completed as scheduled. If a student is unable to complete a written (clinical or class) assignment, arrangements must be made with the instructor(s) in advance.

See [\*Absence from Scheduled Examinations Policy in the SON RN-BSN Student Handbook for guidelines.\*](#)

### **University Policies**

**Academic Honesty/Plagiarism:** Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not

limited to, cheating on an examination or other academic work, which is to be submitted, plagiarism, collusion and the abuse of resource materials.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

### **Student Absences on Religious Holy Days (AP 861001)**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

### **Academic Grievance Procedures for Students (AP 900823)**

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

*Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.*

#### FERPA

Disruptive conduct under Dean of Students-General Conduct And Campus Regulations  
Withdrawal/resignation

### **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy related to rights and responsibilities, see: <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

### Syllabus Acknowledgement Form

I \_\_\_\_\_ acknowledge I have read the syllabus for NURS 4030 30 RN to BSN Community Nursing. By signing this form, I agree to abide by the parameters set out in the syllabus.

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Student signature

Date