Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE OF COMMUNITY POPULATIONS

NURS 4431 Course Section 001
NURS 4031 Practicum Sections 010 - 013
Fall 2021

Course Coordinator
Michelle Klein, BBA, MSN, RN

Clinical Instructors
Angela D. Jones, DNP, RN
Michelle Klein, BBA, MSN, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THERE WITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information:
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Office Phone: (936) 468-7725
Office: A107 (Annex – top of the hill)
Office Hours:
Monday 1000-1200
Tuesday 1000-1600

Please email for an appointment.
Additional times will be available upon request.

Name: Michelle Klein, BBA, MSN, RN
Department: Nursing
Email: kleinmp@sfasu.edu
Office Phone: (936) 468-7716
Office: 154
Office Hours:
Monday 0900-1500
Tuesday 1000-1200

Please email for an appointment.
Additional times will be available upon request.

Class meeting time and place: Tuesdays 0800-1000 SFASU-SON

Text and Materials Required:
  ISBN: 978-1-975111-69-4
- Students must have the required computer access and programs to support SFASU BRIGHTSPACE.

Course Description
This course builds on previous, concurrent, and prerequisite courses and introduces the student to concepts of health promotion and illness prevention in community populations. Students apply nursing theory, research, practice, and the nursing process to provide holistic care for communities of various developmental levels, spiritual, ethno-cultural, and socioeconomic backgrounds. Emphasis is placed on collaboration with community members and interdisciplinary healthcare providers to promote awareness and needs of healthy communities. Students are encouraged to think critically about bioethical and health issues, distribution of healthcare resources, and to communicate effectively on professional, interpersonal, and intrapersonal levels.

Credit Hour Description
(4 credit hours; 2 didactic hours and six hours clinical practicum per week) This course typically meets once a week for 2 hour segments for 15 weeks and an additional final week. Students have reading assignments with quizzes and are required to take major exams and a comprehensive final exam. Didactic preparation and activities require an average minimum of 6 hours a week to prepare outside of classroom hours.
The clinical component is composed of 90 designated clinical hours. These hours consist of attending clinical practice sites, virtual simulations, lab simulations, and several collaborative
community projects. Students are required to successfully pass the clinical component to pass this course.

Number of Credit Hours:
4 credit hours (2 hour didactic and 6 hours clinical practicum).

Prerequisites and Co-requisites:
Prerequisites: NURS 4606, NURS 4407, NURS 4208
Co-requisites: NURS 4330, NURS 4432, NURS 4233

Program Learning Outcomes
Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth, and development in the profession of nursing.

Student Learning Outcomes
1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for providing leadership and care to community clients.
2. Demonstrate responsibility and accountability using consistent professional behavior patterns and communication.
4. Evaluate research for application of findings to nursing practice with communities.
5. Utilize the nursing process to provide professional nursing care and education to communities.
6. Discuss current social, economic, and political ramifications of healthcare policy, the impact on communities, and potential changes.
7. Design and implement education plans in collaboration with community and interdisciplinary healthcare team members to meet identified needs of communities of diverse developmental, spiritual, ethno-cultural, and socioeconomic backgrounds.
8. Describe existing and potential nursing roles to meet emerging health needs of communities in a changing society.
9. Incorporate moral, legal, economic, and ethical issues in the provision of care to communities.

Differentiated Essential Competencies (DEC’s)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The

Revised: 8/20 MK
DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information at https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf.

Please review the School of Nursing Policies located on the SFASU Nursing website. You are required to consent to, and abide by, the policies of SFASU and of the DeWitt School of Nursing while a student in this nursing program. http://www.sfasu.edu/nursing/115.asp

**SFASU COVID-19 POLICY:**

There are no specific policies related to COVID for SFASU at present; however, you are expected to abide by clinical facility policies.

**SFASU School of Nursing Technology Requirements:**

All students are required to have access to a laptop or desktop computer for academic and testing purposes. You may view the complete list of technical requirements on School of Nursing website for Windows and Mac computers. We do not currently support mobile devices for Examsoft or HESI exams (iPads, Androids, etc). We do not support any computer systems other than Windows or Mac (no Chromebooks, Linux devices, etc). For questions regarding laptop hardware or software, please contact The SFA Help Desk at SFA Help Desk Link or 936-468-HELP. At all times, the computer should be capable of running the software below or contain the necessary hardware listed. It is the responsibility of the student to ensure that his/her computer has the required software installed upon admission, and it is updated throughout his/her time as a student.

*Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Brightspace for corrections or updates. Any changes or updates will be clearly noted in the course NEWSFEED or Brightspace email.*

**Exam schedule: Room 115**

*All students are subject to instructor directed seat and/or room changes.*

Any accommodations must be through the Office of Disability Services.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Exam #</th>
<th>Time</th>
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<tbody>
<tr>
<td>9/7/2021</td>
<td>Tuesday</td>
<td>Exam #1</td>
<td>1000-1200</td>
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<tr>
<td>9/28/2021</td>
<td>Tuesday</td>
<td>Exam #2</td>
<td>0800-1000</td>
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<td>10/19/2021</td>
<td>Tuesday</td>
<td>Exam #3</td>
<td>0800-1000</td>
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<td>11/9/2021</td>
<td>Tuesday</td>
<td>Exam #4</td>
<td>0800-1000</td>
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<tr>
<td>12/6/2021</td>
<td>Monday</td>
<td>Exam #5</td>
<td>HESI (1500-1700)</td>
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**Course Requirements**

Evaluation is based on achievement of the objectives. Evaluation strategies may include exams, quizzes, homework assignments, case studies, observation in clinical settings, patient care conferences, clinical paperwork documenting the nursing process, and clinical performance evaluations.

To pass this course, the student must:

Have a weighted mean test score of 75%, or better, have an overall course grade of 75%, or better, receive a grade of PASS for the clinical portion, receive no more than two (2) “F” days in the
clinical portion of this course; and meet all course requirements as specified in the course syllabi and related School of Nursing policies.

**Grading Policy**
Evaluation is based on achievement of the objectives. Evaluation strategies include unit tests, a comprehensive course final examination (HESI), completion of required assignments, practice within the clinical setting, patient care conferences, and clinical performance evaluations.

Faculty reserve the right to change any previously graded quiz, test, presentation, or any written work at any time in the semester until final course grade is posted on MySFA.

**Assignments:** Information in Brightspace.
1. Windshield Assignment

**Asynchronous instructional minutes:** Information in Brightspace
1. CDC Vaccines Training Modules

**Evaluation and Grading Criteria**

<table>
<thead>
<tr>
<th>Didactic</th>
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<tbody>
<tr>
<td>EXAM #1</td>
<td>20%</td>
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<td>EXAM #2</td>
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<tr>
<td>EXAM #3</td>
<td>20%</td>
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<tr>
<td>EXAM #4</td>
<td>20%</td>
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<tr>
<td>EXAM #5 (HESI EXAM CONVERSION SCORE)</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Clinical**

Windshield Survey
Reflective Short Paper
Evaluations by Preceptors

It is necessary to obtain a WEIGHTED MEAN TEST SCORE OF 75 or better in the class EXAM GRADES to pass this course. A weighted mean test score below 75, or a course grade below 75, constitutes failure. Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass Nursing 4431. Students must receive no more than two (2) “F” days in the clinical portion of courses (SON Policy 1.7).

**Grading Scale**

\[
A = 90 - 100 \quad B = 80 - 89 \quad C = 75 - 79 \quad F = \text{below 75}
\]

**SON Rounding Policy:**

(SON Policy 1.7) for all courses:
1. Rounding is confined to the final course grade.
   Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (BRIGHTSPACE) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

**Attendance/Absence Policy:**
*Attendance is expected/required.*

**Classroom**
All students are expected to attend classes regularly. *Your contribution to this class is invaluable. Participation is part of the professional nurse’s role; students are expected to be punctual in class attendance and be prepared for educational activities. Students should review the syllabus and calendar to assure that assignments are turned in timely. Late submissions are discouraged except for major emergencies, and the instructor must be advised prior to due dates for the student to receive an extension. Excessive tardiness for turning in assignments will result in lowering of grades. (Refer to SON Policies).*

**Exams**
Attendance is mandatory. Students are expected to be present for any exam. At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in an approved university-sponsored event(s). However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

If so directed by the instructor, the student must bring a written excuse from the professional healthcare provider.

If the student has an excused absence from an exam, the instructor has the option of requiring a make-up exam or increasing the percentage of the points of another test.

All final exams are mandatory. Any missed final exam will result in an incomplete grade until the final exam is taken.

**PROCEDURE:** In the event of an imminent absence, the student will:
1. Notify the instructor prior to the exam;
2. Contact the instructor within two (2) days following the exam, to make arrangements for taking the exam.

If the absence is not excused, a zero (0) will be received for the exam.

**Testing Expectations**
*Testing Expectations - Because of the testing classroom environment, if you need a larger font, you must seek accommodations through Disability Services. Changing the font size during an exam is not allowed. Changing the font size requires a two-click process; therefore, it is a blatant violation of testing expectations and this will result in a ZERO on the exam. Testing is never a joint effort. Students may only have earplugs and a pen/pencil. One piece of paper may be supplied by instructor(s) only. NO hats, caps, hoodies, drinks/food, calculators, sunglasses, electronic devices (including smart watches), note cards/paper with information on content are allowed. Backpacks, keys and cell phones will be placed a designated area. Cell phones will be turned off and are not allowed on or near your person. Please visit the restroom before the test. (An instructor will accompany the student if a restroom break is necessary; only one student may leave the testing room at a time and no additional testing time is given.)*

**Students who arrive late to the Computer Testing Room or to Disability Services will ONLY be allowed to take the exam if no other student has left the testing room(s), and they will complete the test without time extension within the allotted testing period.**
If you are testing in Disability Services, you must schedule to begin your exam at the same time as the class exam, unless prior arrangements are made with course instructors.

Testing will begin promptly. All students must remain in the testing center during the scheduled testing time until dismissed by the instructors. Failure to remain in the testing center until dismissed by the instructors will result in a zero for the test.

ACADEMIC INTEGRITY

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Definition of Academic Dishonesty (SFASU Policy 4.1 Student Academic Dishonesty) Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any class assignment or exam; (2) falsifying or inventing of any information, including citations, on an assignment; and/or (3) helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to (1) submitting an assignment as one's own work when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author credit. (Taken from SFASU 4.1 Student Academic Dishonesty Policy)

Unacceptable Actions
Writing for or with another student any course assignment unless otherwise a designated as a group project. Receiving from another person any course assignment/examination. Helping another person complete any course assignment/examination. Logging into computer programs and/or signing for another student on computer or the roster. Sharing passwords to tests, quizzes, or content.

Self-Plagiarism
As a student, self-plagiarism is the presentation of your own previously completed work as an original and is considered unethical (APA, 2021). In specific circumstances, students may wish to duplicate their written work; however, appropriate notation of previous work is required. Normally, if one is repeating a course in the nursing program and the student previously successfully completed the assignment, but is required to complete the assignment again as part of the course work, the vast majority of the assignment should constitute new work of the student. If the student needs to add a small segment of the work into any assignment, it should be noted in the new document. For example, "As discussed in the Spring 2021 assignment XYZ, COVID-19 vaccinations are essential for promoting public health" (Name, 2021). This clearly identifies the student's intent to point the reader to the previous document.

Reference:

Withheld Grades (SFASU Course Grades Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the
semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

It is the students responsibility to make reservations with disability services for alternative testing accommodations; students with accommodations must test within disability services. **Students who have contracted with Disability Services for testing must take exams in Disability Services. Students testing in Disability Services are held to the same TESTING EXPECTATIONS*.**

**Classroom Behavior**
Professional behavior is expected in the classroom. Any disruptions will be addressed and if they do not cease then the student(s) will be asked to leave the class. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, SFASU policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Student Success Center Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

- **SF ASU Counseling Services**
  - [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  - 3rd Floor Rusk Building
  - 936-468-2401

- **SFASU Human Services Counseling Clinic**
  - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - Human Services Room 202
  - 936-468-1041

**Crisis Resources:**

- Burke 24-hour crisis line 1(800) 392-8343
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

**Course Evaluations By Students**

**Please complete on-line course evaluations. Your evaluation is important!**
CHAPTER OBJECTIVES posted in Brightspace
COMMUNITY CLINICAL EXPERIENCE

(0 credit hours, required to pass NURS 4431) The clinical component is composed of 90 designated clinical hours. These hours consist of attending clinical practice sites, virtual simulations, lab simulations, and several collaborative community projects. Students are required to successfully pass the clinical component to pass this course.

PURPOSE: The purpose of the community clinical experience is to provide the nursing student a total of 90 hours of clinical experience in order to use the nursing process as a framework for practice with clients in a community requiring nursing care.

Clinical Learning Outcomes
1. Examine populations at risk from epidemiological, social, and environmental perspectives.
2. Collaborate in developing goals for community-based programs whose primary goal is health promotion or health restoration.
3. Provide direct and indirect care in community-based programs whose goals are health prevention, promotion, or restoration.
4. Implement health risk appraisal for diverse community settings.
5. Advocate for health education, healthy lifestyles, & early detection and treatment of disease, including vulnerable populations.
6. Identify problems that clients experience in accessing health care including vulnerable populations.
7. Evaluate the role of the nurse in disaster planning.

Clinical Expectations
The clinical experience for Community Health Nursing will be graded. The following are general criteria: Mastery level passing on all clinical components of the clinical evaluation tool must be met.

1. Students are expected to follow through with all clinical assignments and commitments. An absence must be excused or it will result in a failed clinical day. Makeup on an excused absence must be arranged with faculty. Students must notify faculty, and any and all of the following which are applicable, if an unavoidable absence is about to occur: agency contact person, home family, peer committee chairperson, or member. To the extent possible, a student should arrange for a substitute for group work and arrange to reciprocate the time. Failure to make appropriate notifications of change to the established schedule will be grounds for an “F” day.

2. Students are expected to meet all objectives in carrying out the nursing process with professional care and courtesy to all clients, staff members, public contacts in the process of Service-Learning, peers, and faculty. Evaluation of specific written work and observed behavior by instructor and agency contact evaluation will contribute to grade.

3. No medicines may be given by the student nurse in the home. Students may perform procedures for which they have received prior instruction and validation by a nursing instructor in clinical settings other than a home, if an RN acts as a preceptor.

4. Client information is kept confidential and shared only with faculty, other students in the course of consultation, staff members of the agency, or the client’s physician on a need to know basis. Family must give their consent for any referral or physician contact.

5. Assignments are to be typed and submitted in the assigned Dropbox in Brightspace. No hardcopies with be accepted.
6. Students will follow the SON dress code policy during clinical* (SON Policy 3.6). Agency guidelines for dress are to be followed or adapted to the satisfaction of the agency and faculty. 
*SFA Nursing Student identification is to be worn at all times when engaged in clinical activity.
*The first dress code infraction will result in a warning; the second infraction, and each future infraction(s), will result in a clinical F-Day.

7. Additionally, students must have appropriate facemask, stethoscope, watch with second hand, pen and paper when presenting to any clinical site.

Required paperwork from clinical rotations must be signed by the designated preceptor. (Refer to Texas BON Education Guidelines 3.8.2.a effective 4/10/19)

CLINICAL SIGN-IN LOG: Each student is required to sign in and submit the name of the location and RN Preceptor (link provided), at the beginning of every clinical experience.

Designated Clinical Hours
Subject to Covid Federal/State/University/School of Nursing/course changes.

Direct Patient Care:

1. Practice in various clinical settings 32
2. Community Activities 21-40
   [Ex: Fair w/ Brown Family Health Center (Spring)
   Flu shots w/ ETCHS (Fall), and Vaccination Clinics]
3. Post Conference / Evaluations by Preceptors /
   Reflection Short Paper 3

Indirect

4. Personal Protective Measures for Biological Events 8
5. Stop the Bleed Training Certification 2
6. Human Trafficking Experience 8
7. End of life: Grief Simulation (@ SON) 4
8. Defining Hope Module (online) 2
9. Disaster Simulation/Module 8
10. Windshield Survey 2

Total 90

Clinical Attendance
All excused absences from the clinical setting will be made up at the discretion of the instructor.

At the discretion of the clinical instructor, students may be excused from clinical for reasons such as health, family emergencies, or student participation in approved university-sponsored events. If so directed by the instructor, the student must bring a written excuse by the health care provider. An unexcused absence will result in a clinical “F” day.

Unexcused absences are defined as any absence that was not cleared with the instructor prior to the clinical experience, or any absence not directly related to illness of self, or death of immediate family member or significant other. In the event of an emergency preventing prior notification, the instructor should be notified within 24 hours of the missed clinical day.

PROCEDURE:
In the event of an imminent absence, the student will:
1. Notify the clinical instructor, and
2. Notify the clinical agency, if appropriate, at least one hour prior to scheduled clinical experience.

**Failure to notify the instructor and the facility constitutes unprofessional behavior and the student will receive a clinical “F” day.**

Absence from the clinical area exceeding 10% will result in a clinical failure regardless of the reasons (including excused absences). (Refer to SON Policy 3.3)

Students are expected to arrive to all clinicals on time, as well as complete the clinical assignments by required date and time. At the third late occurrence, students will be required to meet with faculty to discuss progression in course.

**Clinical meeting times and places**
NURS 4431 clinicals are scheduled around other course clinicals during the semester. Most clinicals will be scheduled on WEDNESDAYS, THURSDAYS, AND FRIDAYS, although other days may be scheduled at the discretion of the instructor. Students will be assigned to various community clinical sites. Times and dress code may vary so consult the Clinical Agency List posted on Brightspace.

**Required clinical materials**
Students must have stethoscope, watch with second hand, pen and paper for all clinical rotations. Students must wear SON nametag at all times during clinical. Refer to Clinical Agency Information for additional requirements (PPE, facemask, etc.).

**Required Documentation**
Refer to course calendar for due dates. Additional information and forms provided in Brightspace.

**Clinical Evaluation of Nursing Student by Preceptor**
This form is available on Brightspace. Students must have each preceptor complete this written evaluation form. If preceptors choose to return the evaluation form with the student, the evaluation should be in a sealed envelope with the preceptor’s signature over the flap. The forms are turned in for each clinical day during the group post conference.

**Reflection Short Paper**
**Students must complete this clinical assignment prior to their group post conference.** The clinical assignment is located in Brightspace.

**Clinical Evaluation**
**Purpose:** The purpose of the clinical evaluation process provides a method of determining whether desired outcomes have been successfully achieved by the student and to determine whether the student has sufficient knowledge for the established level of clinical practice to care for clients within a community.

**Method of evaluation:** Include evaluations after each clinical experience, final evaluations, counseling conferences, documentation of clinical experiences.
1. Based on coming to clinical prepared to care for any patient assigned by the instructor/preceptor.
2. Based on actual care given.
3. Based on clinical skills performance.
4. Based on communication skills with clients, nursing staff, physicians, and instructor.
5. Based on behavior denoting professionalism and acceptance of responsibility.
6. Based on initiative in all areas of clinical practice.
7. Based on time management skills development.
8. Includes clinical evaluations by instructor/preceptor to notify student of areas of strengths and weaknesses.

**Clinical Failure**

A. Equals more than two (2) failed clinical days (“Clinical F” days). The following represent one (1) failed day each:
   1. Failure to provide care for clients in accordance with the Texas Standards of Nursing Practice Act 217.11
   2. Failure to take advantage of opportunities at various clinical sites (i.e. being asked to follow doctors, studying instead of following nurse …) or complaints from clinical sites.
   3. Failure to give satisfactory performance in all oral or written work and complete all prescribed remediation.
   4. Failure to adhere to all SON policies.
   5. Unexcused absence from clinical.
   6. Two failures to arrive at clinical site on time. Tardiness is described as being more than 5 minutes late (smartphone clock) to arrive at the appropriate clinical setting; if later than 1 hour, it is considered an unexcused clinical absence.
   7. Failure to meet any/all of the clinical expectations listed above.

B. Failure to receive a passing grade on ALL Formative Clinical Evaluations during the semester. These evaluations are completed by the instructor and/or preceptor for each clinical experience.

C. Failure to receive a “Satisfactory” rating on all behaviors outlined on the formal Summative Clinical Evaluation form.
**Course Calendar: 4431 Nursing Care of Community Populations** refer to Brightspace for more info

**AREAS MARKED AS TENTATIVE ARE SUBJECT TO CHANGE**

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<th>Date</th>
<th>Time</th>
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| **Tuesday, August 24th**    | 0800-0830     | Rm 115   | Welcome  
Brief introduction to Course & review Syllabus  
Discuss Clinical Schedules, & Direct and Indirect Clinical Components  
**MODULE 1:** Chapters 1-3 KLEIN (Posted ONLINE) |
| **Tuesday, August 31st**    | 0800-1000     | Rm 115   | **MODULE 2:** Chapters 4-6 JONES  
Discuss Clinical Schedules, & Direct and Indirect Clinical Components |
| **Wednesdays/Thursdays/Fridays September 1st...** | | | Community Clinical rotations START for Clinical Group B (end on 9/17)  
Your Assigned Location(s) **Clinical Sign-In Log with each experience**  
*CDC VACCINE TRAINING MODULES* |
| **Monday, September 7th**   | 1000-1200     | Rm 115   | **Exam 1:** Chapters 1-6  
**NOTE TIME CHANGE** |
| **Thursday/Friday, September 9th and 10th** | TBA by SIGN UP SHEET | | **Creative Photography – COMPOSITE PICTURE TAKEN**  
COST: $25.00 by cash or credit card at the time of your portrait |
| **Tuesday, September 14th** | 0800-1000     | Rm 115   | **MODULE 3:** Chapters 7-9 KLEIN  
**To Do:** Sign up for your slot for Stop the Bleed Training – (link to Google doc located in Brightspace)  
Stop the Bleed Training (must wear jeans or long pants) |
| **Tuesday, September 21st** | 0800-1000     | Rm 107   | **MODULE 4:** Chapters 10-12 JONES  
Post Conference Group B  
**DUE:** Bring Summative Clinical Evaluation form completed and signed  
**Reflection Short Paper (required clinical) in BRIGHTSPACE dropbox** |
| **1600-1700 (group B) Rm101** |               | | |
| **Wednesdays/Thursdays/Fridays September 22nd...** | | | Community Clinical rotations START for Clinical Group C (end on 10/8)  
Your Assigned Location(s) **Clinical Sign-In Log with each experience** |
| **Tuesday, September 28th** | 0800-1000     | Rm 115   | **Exam 2:** Chapters 7-12  
**Assigned:** Windshield Survey |
| **Tuesday, October 5th**    | 0800-1000     | Rm 115   | **MODULE 5:** Chapters 13-15 KLEIN  
**Assigned:** Clinical Experience Reflections **Group C due** (required clinical) in BRIGHTSPACE |
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, October 8th</td>
<td>1200-1800</td>
<td><strong>TENTATIVE</strong></td>
<td>FLU VACCINE DRIVE-THRU EVENT at School of Nursing</td>
</tr>
<tr>
<td>Saturday, October 9th</td>
<td>0800-1800</td>
<td><strong>TENTATIVE</strong></td>
<td>FLU VACCINE DRIVE-THRU EVENT at School of Nursing</td>
</tr>
<tr>
<td>Tuesday, October 12th</td>
<td>0800-1000</td>
<td>Rm 107</td>
<td>MODULE 6: Chapters 16-18 JONES&lt;br&gt;<strong>Due:</strong> Windshield survey due in Brightspace Dropbox&lt;br&gt;Post Conference Group C&lt;br&gt;<strong>DUE:</strong> Bring Summative Clinical Evaluation form completed and signed Reflection Short Paper (required clinical) in BRIGHTSPACE dropbox</td>
</tr>
<tr>
<td></td>
<td>1600-1700</td>
<td>(group C) Rm101</td>
<td></td>
</tr>
<tr>
<td>Wednesdays/Thursdays/Fridays October 13th</td>
<td></td>
<td>Community Clinical rotations START for Clinical Group A&lt;br&gt;(end on 10/29) Your Assigned Location(s) <strong>Must submit clinical Sign-In Log with each experience</strong></td>
<td></td>
</tr>
<tr>
<td>Tuesday, October 19th</td>
<td>0800-1000</td>
<td>Rm 115</td>
<td><strong>Exam 3:</strong> Chapters 13-18&lt;br&gt;&lt;br&gt;<strong>To do</strong> (if not already...): Defining Hope Module, Disaster Module, Human Trafficking Module</td>
</tr>
<tr>
<td>Tuesday, October 26th</td>
<td>0800-1000</td>
<td>Rm 101</td>
<td>MODULE 7: Chapters 19-21 KLEIN&lt;br&gt;&lt;br&gt;<strong>To do:</strong> pre-sim assignment for next Wednesday’s simulation</td>
</tr>
<tr>
<td>Tuesday, November 2nd</td>
<td>0800-1000</td>
<td>Rm 107</td>
<td>MODULE 8: Chapters 22-25 JONES&lt;br&gt;&lt;br&gt;<strong>To do:</strong> pre-sim assignment for Wednesday’s simulation&lt;br&gt;Post Conference Group A&lt;br&gt;<strong>DUE:</strong> Bring Summative Clinical Evaluation form completed and signed Reflection Short Paper (required clinical) in BRIGHTSPACE dropbox</td>
</tr>
<tr>
<td></td>
<td>1600-1700</td>
<td>(group A) Rm 101</td>
<td></td>
</tr>
<tr>
<td>Wednesday, November 3rd</td>
<td>0800-1700</td>
<td><strong>TENTATIVE</strong></td>
<td>CLINICAL: SIMULATION&lt;br&gt;End of Life Grief Simulation for all clinical groups&lt;br&gt;Make sure to complete the pre-sim assignment located in NURS4431 content and follow all of the instructions and printing requirements PRIOR TO YOUR TIME SLOT.</td>
</tr>
<tr>
<td>Tuesday, November 9th</td>
<td>0800-1000</td>
<td>Rm 115</td>
<td><strong>Exam 4:</strong> Chapters 19-25</td>
</tr>
<tr>
<td>Wednesday, November 10th</td>
<td>0800-1700</td>
<td>Rm101</td>
<td><strong>CLINICAL ALL Students:</strong> Personal Protective Measures for Biological Events&lt;br&gt;(Required: pre-test prior to 0800 start time, and post-test after)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
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<td>---------------------</td>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Tuesday, November 16th</td>
<td>End of Semester Wrap up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0800-1000 Rm 101</td>
<td></td>
<td></td>
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<tr>
<td>November 22nd – 26th</td>
<td>THANKSGIVING BREAK</td>
<td></td>
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<tr>
<td>Tuesday, November 30th</td>
<td>Clinical components due by 0800</td>
<td></td>
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<tr>
<td>0800 upload deadline</td>
<td>Disaster Module</td>
<td></td>
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<tr>
<td></td>
<td>Defining Hope Module</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Human Trafficking Module</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONDAY, December 6th</td>
<td>HESI EXAM: COMMUNITY HEALTH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rm 115 1500-1700</td>
<td><strong>DUE</strong> for option to replace quiz grade:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1. TYPHON HISTORY SHEET (submit to dropbox PRIOR to entering the exam)</td>
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<td></td>
<td><strong>AND</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2. SFASU ONLINE EVALS (of this course and of us).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday, December 9th</td>
<td>PINNING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday, December 10th</td>
<td>GRADUATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised: 8/20 MK
Student: ___________________________
Date: ____________________
Instructor(s): ____________________________

Evaluation Criteria:   S = Satisfactory   U= Unsatisfactory

Ongoing clinical feedback will be provided in individual student-faculty conferences throughout the clinical rotation and will be documented on page 3.

Clinical objectives for evaluation are listed on page 2.

By the end of the clinical rotation, the student must satisfactorily demonstrate all behaviors described in the clinical objectives to pass the clinical portion of the course.

<table>
<thead>
<tr>
<th>Final Clinical Grade:</th>
<th>Final Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Pass or Fail)</td>
<td></td>
</tr>
</tbody>
</table>

Instructor Signature

<table>
<thead>
<tr>
<th>Final Student Comments</th>
</tr>
</thead>
</table>

Student Signature:

Date: ____________________
Clinical Outcomes  
*The student will:*  

<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the nursing profession.</td>
<td>IA IIIA</td>
<td>1. Maintain strict infection control measures in various community population settings.</td>
<td>IIB</td>
</tr>
<tr>
<td>2. Protect confidentiality of clients, families, community populations and facilities.</td>
<td>IA</td>
<td>2. Administer medications and provide treatment regimens safely.</td>
<td>IID</td>
</tr>
<tr>
<td>3. Appraise own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td>3. Maintain physical and emotional safety of clients and health care providers in various clinical settings.</td>
<td>IIB IC</td>
</tr>
<tr>
<td>4. Assume accountability and responsibility for providing safe, quality nursing care to individuals, families, groups, and community populations.</td>
<td>IB</td>
<td>4. Perform skills safely and efficiently. Provide direct and indirect care in community-based programs whose primary goals are health prevention, promotion, or restoration.</td>
<td>IID</td>
</tr>
<tr>
<td>5. Participate and encourage others in activities to promote the role of nurses in community populations.</td>
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</tr>
<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
<td></td>
<td><strong>D. MEMBER OF THE HEALTH CARE TEAM</strong></td>
<td></td>
</tr>
<tr>
<td>1. Apply knowledge, concepts, and theories of evidence-based practice to clinical practice issues in various community settings from epidemiological, social and environmental perspectives.</td>
<td>IIA</td>
<td>1. Analyze the role of the community health nurse as a coordinator of human and material resources for the provision of care for clients in various community settings.</td>
<td>IVC</td>
</tr>
<tr>
<td>2. Utilize nursing process in provision of care to clients in community populations.</td>
<td>IIC IIB IID</td>
<td>2. Investigate public policies to support health care access for vulnerable populations, based on demographic changes.</td>
<td>IVC IIH</td>
</tr>
<tr>
<td>3. Function as a facilitator within the organizational structure of the various health care settings in the community for improved client services.</td>
<td>IIE</td>
<td>3. Function as a facilitator within the organizational structure of the various health care settings in the community for improved client services.</td>
<td>IVD IVA</td>
</tr>
<tr>
<td>4. Communicate therapeutically maintaining professional boundaries.</td>
<td>IIE</td>
<td>4. Advocate for clients to insure continuity of care.</td>
<td>IVB</td>
</tr>
<tr>
<td>5. Develop and implement comprehensive teaching plans and strategies to meet the learning needs of clients/at-risk populations.</td>
<td>IIG</td>
<td>5. Serve as a health care advocate in monitoring and promoting access to and quality of health care for clients/community.</td>
<td>IVB</td>
</tr>
<tr>
<td>6. Evaluate the responses and outcomes to therapeutic interventions of the clients/community.</td>
<td>IIF</td>
<td>6. Advocate for health education, healthy lifestyles, &amp; early detection and treatment of disease, including vulnerable populations/aggregates of populations.</td>
<td>IVB</td>
</tr>
</tbody>
</table>
# NURS 431 Nursing Care of Community Populations

**Richard & Lucille DeWitt School of Nursing**  
Stephen F. Austin State University  
**NURS 4431: Nursing Care of Community Populations**  
Clinical Evaluation of Nursing Student by Preceptor  
DECs MAPPING

**Student Name:** ______________________  
**Preceptor Name (print):** ______________

**Date:** __________________________  
**Preceptor Signature:** __________________________

**Time in: ____ Time out: ____**  
**Clinical Site: __________________________**

**Clinical Group:** __________________________

**Directions:** For each performance indicator, evaluate whether the student performed the indicator: (S) satisfactorily, (NI) needs improvement, (U) unsatisfactorily, or (N/O) not observed for this experience.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>S</th>
<th>NI</th>
<th>U</th>
<th>N/O</th>
<th>DECs</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students telephoned the day before experience to verify time, location, and dress.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IA, ID</td>
<td></td>
</tr>
<tr>
<td>Student was prompt and courteous.</td>
<td></td>
<td>IA, IIIA, IIE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student displayed caring and compassion toward the clients.</td>
<td></td>
<td>IID, IIIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student cooperated with staff in providing services to clients.</td>
<td>IB, IIB, IID, IIE, IIF, IIID, IVA, IVC, IVD</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student exhibited interest in learning new skills or concepts.</td>
<td>IB, IIA</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student’s dress was appropriate for this clinical experience.</td>
<td>IA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s interactions and communications were professional.</td>
<td>IA, IVA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student maintained and provided patient safety at all times.</td>
<td>IIIB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We value you and your feedback, positive or negative, in order to provide the best prepared graduate nurses possible. **The student should not be present when you are completing this evaluation.**  
Continue your comments on the back of the sheet, if necessary.  
Please feel free to contact us with ANY concerns:  
Dr. Jones (936) 468-7725  
Mrs. Klein (936) 468-7716

**Please hand back to student this evaluation: a) in a sealed envelope with your signature over the seal, or b) fax Attn: Community Coordinator: 936-468-7752.**

DECs listed above are defined by the Texas Board of Nursing as “Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors”. More information on DECs can be found at: [http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf](http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf)