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 THEREWITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information:

Name: Angela D. Jones, DNP, RN
Department: Nursing
Email: jonesas7@sfasu.edu
Office Phone: (936) 468-7725
Office: A107 (Annex – top of the hill)
Office Hours:
Monday: 1000-1200
Tuesday: 1100-1200
Wednesday: 1000-1200
Please email for an appointment.
Additional times will be available upon request.

Name: Michelle Klein, MSN, BBA, RN
Department: Nursing
Email: kleinmp@sfasu.edu
Office Phone: (936) 468-7716
Office: A108 (Annex – top of the hill)
Office Hours:
Monday: 1000-1300
Tuesday: 1000-1200
Please email or message via TEAMS for an appointment.
Additional times will be available upon request.

Class meeting time and place
See Course Calendar in Brightspace for time, location, and course assignments.

Required Textbooks:


Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: https://www.sfasu.edu/docs/nursing/technology-requirements.pdf
For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

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. This course incorporates 150 minutes of asynchronous content.
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

**End of Program Student 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.

**General Education Core Curriculum Objectives/Outcomes**
None

**Student Learning Outcomes**
The student will:

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 DECs 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 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

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 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

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.
Unit/Module Objectives:

Module 1: Chapters 1-3
1. Examine changes in healthcare in the 21st century.
2. Analyze the role of government in healthcare
3. Identify social determinants of health and their relationship to health disparities.
4. Examine the principles, standards and competencies of public health nursing practice.
5. Discuss historical events and relate them to the principles that underlie public health nursing today.
6. Identify the challenges for public health nurses in the 21st century.
7. Discuss how healthcare systems are organized based on philosophies of care and are culturally influenced.
9. Discuss differences across international public health systems.
10. Differentiate governmental and nongovernmental structures in public health systems.
11. Examine definitions for public health, policy, and politics while identifying the relationships between concepts.
12. Explain the process of policy-making, and the ethical and legal considerations.
13. Identify the basic economic and financial concepts in relation to healthcare services.
14. Identify the definition and determinants of quality of care.
15. Examine the role of nurses in healthcare policy.
16. Discuss workforce diversity and cultural competency.
17. Discuss information management in the healthcare system.
18. Explain the major reforms in the healthcare system in the United States.

Module 2: Chapters 10-12
1. Describe the principles of cultural competence and the impeding factors.
2. Examine the various aspects of culture.
3. Discuss the role of the nurse in providing culturally appropriate care.
4. Evaluate the role of the community health nurse.
5. Describe the process of community assessment.
6. Identify factors affecting community health.
7. Analyze the various frameworks for community assessment.
8. Examine the principles of case management.
9. Differentiate between the types of home care agencies and home care models.
10. Explain home care regulations.
11. Discuss the nurse’s role in home visits.

Module 3: Chapters 4-6
1. Describe the continuum of health.
2. Examine the determinants of health.
3. Discuss global burden of disease and the factors affecting the disease burden.
4. Discuss the role of the nurse in public/community health.
5. Examine health promotion and disease prevention strategies in public/community health nursing.
6. Determine the levels of prevention in caring for individuals, families, groups, and communities.
7. Analyze behavioral change models used in promoting health and preventing disease.
8. Evaluate the impact of health literacy on health promotion and disease prevention.
9. Examine the principles and scope of epidemiology.
10. Analyze epidemiologic models used in promoting health and preventing disease.
11. Explain epidemiologic principles to public/community health nursing.
Module 4: Chapters 7-9
1. Explain the primary method used to measure the existence of states of health or illness in a population during a given period.
2. Demonstrate the use and calculation of rates relevant in nursing practice.
3. Discuss the differences between the sensitivity and specificity of tests.
4. Describe the difference between descriptive and analytical research.
5. Review the strengths and weaknesses of retrospective, prospective, case control, and experimental designs.
6. Discuss research questions related to problems identified in community and public health nursing.
7. Explain social determinants of health and how they contribute to the health status of a community.
8. Review public health intervention strategies related to social justice and health equity.
9. Identify community program objectives that are specific, measurable, achievable, relevant, and time bound (SMART).
10. Describe the role of the community health worker in providing services for poor, underserved, and diverse populations.
11. Identify sources of funding for community health intervention programs.
12. Describe the contributions and characteristics of nurse-managed health centers.

Module 5: Chapters 13-15
1. Define family nursing competencies.
2. Compare theoretical perspectives of family nursing.
3. Analyze contemporary family issues.
4. Apply the Calgary Family Assessment and Calgary Intervention Clinical Practice Models.
5. Examine evidence-based maternal-child health home visiting programs.
6. Analyze components of family caregiving.
7. Explain the difference between infectious and communicable diseases.
8. Examine the chain of infection.
9. Discuss the components of an outbreak investigation and descriptive epidemiology.
10. Describe public health surveillance.
11. Differentiate between foodborne and waterborne illnesses.
13. Analyze influencing factors in recent emerging and reemerging infectious diseases.
15. Explain prevention and control of reemergence of vaccine-preventable diseases.
16. Identify antimicrobial-resistant threats in the United States.

Module 6: Chapters 16-18
1. Compare and contrast the various types of violence.
2. Identify the risk factors for various types of violence.
3. Examine the impact of violence on community populations.
4. Discuss the role of the nurse regarding assessment of and intervention for patients who are affected by or have the potential to be affected by violence.
5. Compare and contrast the various types of substance abuse.
6. Identify the risk factors associated with substance abuse.
7. Examine the impact of substance abuse on community populations.
8. Discuss the role of the nurse regarding assessment of and intervention for patients who are affected by or have the potential to be affected by substance abuse.
9. Discuss factors contributing to being identified as a vulnerable population.
10. Compare and contrast the various groups classified as a vulnerable population.
11. Examine the role of the nurse in caring for members of vulnerable populations.

**Module 7: Chapters 19, 20, 25**

1. Discuss the links between human health and the environment.
2. Describe how the nursing process of using assessment, intervention, and evaluation can be used to examine the impact of the environment on human health.
3. Describe the concept of an exposure pathway.
4. Describe environmental conditions to consider when assessing the environment of a community.
5. Review the concept of environmental justice.
6. Identify major global environmental health issues.
7. Identify types of disasters and the disaster planning process.
8. Examine the role of the nurse in a disaster.
9. Differentiate between biologic, chemical, and radiologic agents and response to exposure.
10. Describe the public health response.
11. Examine the importance of occupational health nursing.
12. Discuss the role of the nurse regarding assessment of and intervention in occupational health.

**Module 8: Chapters 22-24**

1. Examine the role of the school nurse.
2. Compare and contrast the various types of assessment associated with school nursing.
3. Discuss common health concerns associated with school nursing.
4. Identify interventions for promoting health and wellness in school nursing.
5. Examine the role of the nurse in faith community nursing including standards of care.
6. Identify the definition of hospice and the conditions for receiving hospice care.
7. Discuss the role of the nurse in providing end-of-life care including the dying process.
8. Evaluate various treatments used in providing end-of-life care and the impact on the client.
9. Analyze the role of the nurse in managing distressing symptoms in end-of-life care.

**COURSE REQUIREMENTS**

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

**EVALUATION and GRADING CRITERIA**
It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript.

**Policy 1.7:**
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 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).

BSN GRADING SCALE:
90-100 = A
80-89 = B
75-79 = C
Less than 75 = F

Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass this course.

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</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>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Exams**
Exams will be composed of 50 questions (multiple formats) and possible additional pilot questions over specified material. All tests will be computerized. If computerized testing is not feasible, a paper and pencil test may be substituted. Students will have 2 minutes per question (NCLEX allotment). Students will be able to review any incorrect questions and rationales at the conclusion of the test. Students arriving late will not be allowed to begin the exam if any student has left the testing room. Late arrival after a student has left the testing room will be considered an unexcused absence. Students that begin the exam late will complete the exam with only the remaining time available. No time extensions will be given. 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 absence is not excused, the maximum grade is 75. To calculate the grade, the ratio/proportion method will be used (i.e., 90 on unexcused absence makeup exam would be 90/100 : x/75, where x = 67.5). Make up exams may be alternate format and/or include a different number of items at the faculty discretion. Students are responsible for contacting faculty to schedule make up exams. Make up exams will be scheduled in accordance with faculty and student availability.

**Testing Expectations**
1. Please leave your belongings in your car. Students will only be allowed to bring a pencil and/or earplugs to their desk. Keys and other personal items will be left at the front of the room. A scratch piece of paper will be given.
2. Students may not wear hats, caps, hoods, sunglasses, or watches.
3. No food or drink will be allowed in the testing room.
4. Students should not magnify the font on the computer screen. Students needing accommodations should have prior arrangements with disability services.
5. During the exam, faculty will only answer questions regarding technical issues. No content questions will be answered.
6. After leaving the exam, please be courteous of those still taking the exam. Noise in the hallway outside of the exam room should be minimal.
7. 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.

**Exam Remediation Policy**
Students that make less than 75 on any exam are required to make an appointment for exam remediation with their clinical instructor prior to the next exam.

**Classroom attendance**
Refer to SON Policies. Students are adult learners. Therefore, it is up to the student to make the decision to attend class or not. However, we recommend that students attend class regularly. Students are responsible for all materials assigned and/or presented in each class, any information presented by your classmates, and all announcements (verbal and email/Brightspace).

**Acceptable Student Behavior**
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. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Integrity**
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Evaluations**
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

**Brightspace**
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password
http://d2l.sfasu.edu

*What are the technical requirements to use the system?*
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

*How do I get technical help?*
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

**Withheld Grades Semester Grades Policy (5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

DeWitt School of Nursing Policies
To access the SON’s student policies, follow this link: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
In order to pass the course, you must also pass clinically. Passing clinically means meeting clinical expectations, outcomes, hours, and points as outlined below.

Clinical Attendance
Attendance is mandatory for all clinical hours. Clinical hours are those hours spent with clients assessing, planning, implementing, and evaluating in the health-care setting and simulation lab, those in case studies, and all other assignments given clinical credit. Unexcused absence from clinical will result in a clinical F-day. Failure to call the clinical instructor prior to the start of clinical is considered an unexcused absence from clinical. All clinical absences must be made up. Course instructors reserve the right to give alternate clinical experiences to make up clinical hours. Failure to complete all clinical hours may result in clinical course failure.

Clinical Points & Hours
You must receive 150 out of a possible 200 points (75%) to pass clinically. Points will be deducted in full unless otherwise specified on grading rubric or in course syllabus.

<table>
<thead>
<tr>
<th>Clinical Experiences &amp; Assignments</th>
<th>Hours</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Patient Care:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Days (5 total @ 8 hours average for each)</td>
<td>40</td>
<td>-</td>
</tr>
<tr>
<td>Post Conference / Evaluations by Preceptors</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Community Activity (Fall flu shots, Spring Festival)</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td><strong>Other Clinical Assignments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection Short Paper</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Stop the Bleed Training Certification (@SON)</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Personal Protective Measures for Biological Events (@SON)</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>End of life: Grief Simulation (@ SON)</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Human Trafficking Experience Module</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Disaster Simulation/Module</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Windshield Survey</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Hours/Points</strong></td>
<td>90</td>
<td>200</td>
</tr>
</tbody>
</table>

See course calendar for specific dates of clinical rotations, simulations, and assignment due dates.

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

Failure to meet any clinical expectation may result in a clinical F-day. More than two (2) failed clinical days (2 “Clinical F” days) will result in failing clinical.

- Follow all DeWitt School of Nursing policies.
- Provide care for clients in accordance with the DeWitt School of Nursing BSN Student Handbook, Texas Standards of Nursing Practice Act, the ANA Code of Ethics, and Student Handbook for Undergraduate Programs.
- Ensure safe nursing practice.
- Accurately report and/or document nursing interventions, patients’ symptoms, responses, and progress in an effort to maintain patient safety and welfare.
- Ensure accurate entries in records pertaining to the giving of medications, treatments, or nursing care.
- Follow the policy and procedure for wastage of medications at the facility in which you are receiving clinical instruction.
- Ensure that no medications or supplies are misappropriated during clinical experiences.
- Administer nursing care, medications, and treatments in a timely and safe manner.
- Perform nursing techniques or procedures only within expected competencies and scope of practice.
- Ensure that all nursing interventions and procedures are performed under the supervision of clinical faculty and/or licensed preceptors.
- Notify the primary nurse and the instructor in the event of an emergency or change in patient condition.
- Maintain patient confidentiality.
- Ensure that you follow the School of Nursing dress code at all times, including having all necessary supplies for clinical.
- Report off to appropriate personnel before leaving the unit at any time.
- Receive satisfactory remarks from clinical sites. In the event of precepted clinical, receive 75% satisfactory on observed criteria on preceptor evaluations.
- Abstain from tobacco and alcohol use of any kind during clinical and/or in uniform.
- Abstain from gum chewing, eating, or drinking in client areas.
- Keep cell phones in bag and on silent. Cell phones are not permitted in the patient care area or in uniform pockets unless otherwise approved by clinical faculty under extenuating circumstances.
  - Cell phones are for communicating with the course faculty only. Prior to checking your phone for instructor communication, you must notify the preceptor of your intent. Any other use of your phone is strictly prohibited.
- Actively pursue skills, opportunities, and experiences at clinical sites.
- Demonstrate professional behavior at all times.
- Demonstrate continual development of critical thinking and clinical judgment, in-depth application of nursing process, and clinical expertise.
- Arrange conferences with the instructor to discuss progression, processes, and clinical experiences as needed.
- Use instructor feedback to improve performance throughout the semester.

**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.
Direct Patient Care Clinical Experiences
Direct patient care clinical experiences include clinical rotations in Nacogdoches, Lufkin, San Augustine, Center, Hudson, Woden, Garrison, and/or Martinsville with a variety of experiences to include school nursing, community clinics, home care (home health and/or hospice), and community activities as directed. Students will arrive to assigned clinical site prepared and on time. Students will be given feedback after each clinical day on clinical performance. See attached Clinical Evaluation Tool. The associated Clinical Evaluation of Nursing Student by Preceptor Forms and a Reflective Short Paper will support achievement of the direct care learning experiences.

Dress Code
Students are expected to adhere to the DeWitt School of Nursing Dress Code Policy. On the first violation of the policy, students will be given a written warning. Any subsequent violations of the dress code policy will result in a clinical F-Day.

Arriving Late to Clinical Experiences
Students are expected to arrive at all clinical experiences, including simulation and/or classroom experiences that count for clinical hours, on time and prepared to learn. A student is considered late if they arrive more than 5 minutes after the designated clinical start time. On the first late arrival, students will receive a written warning (tardy). Any subsequent late arrival to clinical experiences will result in a clinical F-Day. A situation in which the student misses the majority of the clinical experience or arrives more than one hour after the designated start time will be considered an unexcused clinical absence and receive an immediate clinical F-day.

Late Submission of Clinical Assignments
Points may be deducted for clinical assignments submitted late per specific rubric guidelines. Late or delaying assignment submissions may result in an “incomplete” for the course. Students are expected to complete all clinical hours. See Clinical Attendance section for additional details.

Clinical Evaluation Tool
Expected behaviors are based on professional standards. These behaviors are detailed on the Nursing 4431 Clinical Evaluation Tool below. Students must meet all clinical outcomes to pass clinical.

Clinical Assignments

Reflective Short Paper
Students must complete this clinical assignment prior to their group post conference. Professional writing and APA formatting is required. The clinical assignment and grading rubric are located in Brightspace. The paper is to be typed and submitted in the assigned Dropbox in Brightspace. No hardcopies with be accepted. A grade less than 75% is considered unsatisfactory; therefore, a revision will be required. Upon revision, a 15-point deduction will accrue.

Windshield Survey
Refer to the course calendar for due date. Professional writing is required. The clinical assignment and grading rubric are located in Brightspace. The completed survey is submitted in the assigned Dropbox in Brightspace. No hardcopies with be accepted. A grade less than 75% is considered unsatisfactory; therefore, a revision will be required. Upon revision, a 15-point deduction will accrue.
Stephen F. Austin State University
Richard and Lucille DeWitt School of Nursing
Clinical Evaluation Tool
Nursing 4431: Care of Community Populations

Student: _____________________________________________
Date ____________________________________________ Fall/Spring: ______________
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>Student Signature:</th>
<th>Final Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: ____________________
### Clinical Outcomes

**The student will:**

<table>
<thead>
<tr>
<th>Clinical Outcomes</th>
<th>DEC</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the nursing profession.</td>
<td>IA IIA</td>
<td>IIIE</td>
</tr>
<tr>
<td>2. Protect confidentiality of clients, families, community populations and facilities.</td>
<td>IA</td>
<td></td>
</tr>
<tr>
<td>3. Appraise own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td></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></td>
</tr>
<tr>
<td>5. Participate and encourage others in activities to promote the role of nurses in community populations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
<td></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></td>
</tr>
<tr>
<td>2. Utilize nursing process in provision of care to clients in community populations.</td>
<td>IIC IIB</td>
<td>IID</td>
</tr>
<tr>
<td>3. Communicate therapeutically maintaining professional boundaries.</td>
<td>IIE</td>
<td></td>
</tr>
<tr>
<td>4. Develop and implement comprehensive teaching plans and strategies to meet the learning needs of clients/at-risk populations.</td>
<td>IIG</td>
<td></td>
</tr>
<tr>
<td>5. Evaluate the responses and outcomes to therapeutic interventions of the clients/community.</td>
<td>IIF</td>
<td></td>
</tr>
<tr>
<td><strong>C. PATIENT SAFETY ADVOCATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Maintain strict infection control measures in various community population settings.</td>
<td>IIIB</td>
<td></td>
</tr>
<tr>
<td>2. Administer medications and provide treatment regimens safely.</td>
<td>IID</td>
<td></td>
</tr>
<tr>
<td>3. Maintain physical and emotional safety of clients and health care providers in various clinical settings.</td>
<td>IIIB</td>
<td>IIC</td>
</tr>
<tr>
<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>IIID</td>
<td>IID</td>
</tr>
<tr>
<td><strong>D. MEMBER OF THE HEALTH CARE TEAM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>2. Investigate public policies to support health care access for vulnerable populations, based on demographic changes.</td>
<td>IVC IIC</td>
<td></td>
</tr>
<tr>
<td>3. Function as a facilitator with in the organizational structure of the various health care settings in the community for improved client services.</td>
<td>IVD</td>
<td>IVA</td>
</tr>
<tr>
<td>4. Advocate for clients to insure continuity of care.</td>
<td>IVC</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>
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></td>
<td></td>
<td></td>
<td>IA, IIIA, IIIE</td>
<td></td>
</tr>
<tr>
<td>Student displayed caring and compassion toward the clients.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IID, IIC</td>
<td></td>
</tr>
<tr>
<td>Student cooperated with staff in providing services to clients.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IB, IIB, IID, IIE, IIF</td>
<td>IID, IVA, IVC, IVD</td>
</tr>
<tr>
<td>Student exhibited interest in learning new skills or concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IB, IIA</td>
<td></td>
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<tr>
<td>Student’s dress was appropriate for this clinical experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IA</td>
<td></td>
</tr>
<tr>
<td>Student’s interactions and communications were professional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IA, IVA</td>
<td></td>
</tr>
<tr>
<td>Student maintained and provided patient safety at all times.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IIIB</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)
Refer to Brightspace for the DETAILED Course Calendar: 4431 Nursing Care of Community Populations

# Fall 2023 NURS4431 Highlights

<table>
<thead>
<tr>
<th>Month /week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
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<tbody>
<tr>
<td>Aug 28 - Sept 3</td>
<td>08-10 clinical orientation</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Sept 4 - 10</td>
<td>08-100 unit 2 (ch 10-12)</td>
<td></td>
<td>B starts</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sept 11 - 17</td>
<td>Stop the Bleed &amp; composite pics</td>
<td>08-10 unit 1 (ch 1-3)</td>
<td></td>
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<tr>
<td>Sept 18 - 24</td>
<td></td>
<td></td>
<td></td>
<td>11-13 exam 1 (units 1&amp;2)</td>
<td></td>
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<tr>
<td>Sept 25 - Oct 1</td>
<td>08-10 unit 3 (ch 4-6)</td>
<td></td>
<td></td>
<td></td>
<td>End group B</td>
<td></td>
</tr>
<tr>
<td>Oct 2 - 8</td>
<td>08-10 unit 4 (ch 7-9) &amp; post conf &amp; reflection paper due grp B</td>
<td>A starts</td>
<td></td>
<td></td>
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<tr>
<td>Oct 9 - 15</td>
<td></td>
<td>11-13 exam 2 (units 3&amp;4)</td>
<td></td>
<td>Community FLU vax</td>
<td>Community FLU vax</td>
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<tr>
<td>Oct 16 - 22</td>
<td>08-10 unit 5 (ch 13-15)</td>
<td></td>
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<tr>
<td>Oct 23 - 29</td>
<td>08-10 unit 6 (ch 16-18)</td>
<td></td>
<td></td>
<td></td>
<td>End grp A</td>
<td></td>
</tr>
<tr>
<td>Oct 30 - Nov 5</td>
<td></td>
<td>11-13 exam 3 (units 5&amp;6) &amp; post conf &amp; reflection paper due grp A</td>
<td>clinical make up</td>
<td>clinical make up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 6 - 12</td>
<td>08-10 unit 7 (ch 19,20,25)</td>
<td>BIO/PPE 08-17</td>
<td></td>
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<tr>
<td>Nov 13 - 19</td>
<td>08-10 unit 8 (ch 22-24)</td>
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<tr>
<td>Nov 20 - 26</td>
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<td>DUE Sunday: Windshield Survey, Human Trafficking Module, Disaster Sim Module</td>
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</tr>
<tr>
<td>Nov 27 – Dec 3</td>
<td>12-14 exam 4 (units 7&amp;8)</td>
<td></td>
<td></td>
<td>End of Life Sim &amp; Pre-sim due</td>
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<tr>
<td>Dec 4 - 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dead week</td>
<td></td>
</tr>
<tr>
<td>Dec 11 - 16</td>
<td>4431 final 14-16</td>
<td></td>
<td></td>
<td>pinning</td>
<td>graduation</td>
<td></td>
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</tbody>
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