



**The University of Texas at El Paso School of Nursing
Nursing in the Community - NURS 4503
CRN:25335
SPRING 2021**

COURSE DESCRIPTION/COURSE OVERVIEW: This course is intended to introduce students to nursing care of individuals, families, groups, communities, and populations. Principles and practices of community health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually and culturally appropriate health promotion and disease prevention interventions. The role of the nurse as advocate for social justice is explored. (Application experience required).

COURSE RATIONALE: This course focuses on the principles and practices of public health and community health applied from a multi-disciplinary approach. In this course, health concerns of individuals, families, groups, communities, and populations are addressed.

COURSE PRE-REQUISITES: Prerequisites: Department approval. Pre-Requisite: N4300, N4303, N4414, and N4502 with a minimum grade of "C".

CREDIT ALLOCATION: 3-0-2

FACULTY INFORMATION

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REQUIRED TEXTBOOKS:

American Psychological Association. (2019). Publication manual of the American Psychological Association. (7th edition). Washington, D.C.: American Psychological Association.

Maurer, F. & Smith, C. (2013). Community/Public Health Nursing Practice. Health for Families and Populations. (5th edition). St. Louis, Missouri: Elsevier

COURSE OUTCOMES:

1. Relate the role and the responsibilities of the baccalaureate prepared nurse in promoting the health of patients, families, groups, communities, and populations.
2. Apply knowledge of physiological, psychological, sociopolitical and spiritual influences in assessing and planning care for aggregates within communities.



3. Use healthcare information systems and patient care technology in the provision of preventive care.
4. Apply decision-making skills and clinical judgment in the provision of patient care during disaster, mass casualty, and other emergency situations.
5. Analyze outcomes to guide the delivery of care, determine allocation of resources, and drive policy development.
6. Apply behavioral change techniques in the delivery of health promotion and disease prevention interventions to patients, families, groups, communities, and populations.
7. Discuss determinants of health including: the role of social, cultural, economic and environmental factors across various groups, communities, and populations.
8. Develop an intervention plan in collaboration with members of the healthcare team that takes into account determinants of health, availability of resources, diversity, personal values, and activities directed towards health promotion, disease and injury prevention, disability, and premature death.
9. Examine the efficiency, cost-effectiveness, and equity of clinical prevention and population-focused interventions.
10. Propose a plan to advocate for the health of vulnerable populations, the elimination of health disparities, and the promotion of culturally competent care.
11. Incorporate evidence-based practice strategies in the provision of care including: health teaching, screening, outreach, disease and outbreak investigation, referral, and follow-up, across various groups, communities, and populations.
12. Illustrate basic epidemiological concepts including: risk, natural history of disease, levels of prevention, epidemiological triangle, the web of causation, and public health surveillance.

PRACTICE EXPERIENCE OUTCOMES:

Use the nursing process as a framework for providing nursing care

- 1A-Perform a comprehensive assessment of a community.
- 1B-Contribute to the development of an intervention plan based on data collected during the community assessment.
- 1C-Select cultural and age-appropriate interventions for the target group, community, or population.
- 1D-Illustrate nursing care that is safe and based on the established intervention plan.
- 1E-Demonstrate clinical judgment when creating a plan of care for a group, community, or population and participating in the evaluation of “expected outcomes”.

Utilize continuity of health care strategies within the health care team and across various settings

- 2A-Participate as a member of the community-based health care team.
- 2B-Communicate patient population-related information to the identified community-based health care team
- 2C-Plan and provide health-related education for identified patient population.
- 2D-Include information technology to document patient population information and communicate with members of the community-based health care team.

Use scientific principles and evidence-based practice as a foundation for nursing practice

- 3A-Apply knowledge of pathophysiology, pharmacology, and nutrition when providing health-related education and care to groups, communities, and populations.
- 3B-Include appropriate resources when determining best established practice for health-related education and care to groups, communities, and populations.
- 3C-Use scientific evidence as a basis for nursing practice.

Provide high-quality nursing care in an environment that is safe for the patient, self, and others

- 4A-Incorporate communication techniques that facilitate the development of a therapeutic, caring nurse-patient relationship.
- 4B-Intervene for the group, community, or population when health care or health related issues arise.
- 4C-Appraise issues that affect quality of care and participate in activities that promote improvements in quality or access.



4D-Analyze actual and potential environmental safety risks while providing a safe environment for the patient, self, and others.

4E-Use leadership skills to enhance efficient delivery of care to groups, communities, and populations.

Provide nursing in a professional, ethical, and legal manner

5A-Provide nursing in accordance with professional standards.

5B-Provide nursing in an ethical manner.

5C-Provide nursing within established legal parameters.

5D-Demonstrate accountability and responsibility for care provided to groups, communities, and populations.

Use communication that promotes an effective exchange of information.

6A-Model responsibility for effective exchange of information with groups, communities, and populations.

6B-Predict barriers to effective communication and make appropriate changes in communication.

6C-Create a policy communication tool regarding procedures and resources available for the identified population for other members of the health care team.

6D-Communicate effectively with the community-based health care team identify concerns regarding conflict that might impact patient care.

PROGRAM LEARNING OUTCOMES, AACN, DECS, UTEP EDGE:

UTEP SON PLOs (Level 3 Program Outcomes) & QSEN Competencies *: Patient-Centered Care*, Teamwork & Collaboration*, Evidence Based Practice*, Quality Improvement*, Safety*, Informatics*, Professionalism, Leadership, Communication, Systems-Based Practice, Health Promotion & Education

BSN Essentials (AACN): Essential I, II, III, IV, V, VI, VII, VIII, IX

Differentiated Essential Competencies (DECs) for Baccalaureate Degree (BSN) *version year 2010

Member of the Profession A, B, C, D

Provider of Patient-Centered Care A, B, C, D, E, F, G, H

Patient Safety Advocate, A, B, C, D, E, F

Member of the Health Care Team A, B, C, D, E, F, G

UTEP EDGE Experiences: Learning Communities, Community Engagement, Creative Activities, Student Leadership, Internships, Capstone Experience

UTEP EDGE Advantages: Leadership, Problem-Solving, Communication, Entrepreneurship, Social Responsibility, Confidence, Global Awareness, Teamwork, Critical Thinking

TEACHING METHODOLOGIES: Textbook, Articles/News Items, Video, Blackboard LMS, Discussion Board, Quizzes, Reflection Journals, My Learning

GRADING POLICY AND STRUCTURE

Time Stamps LMS

- Attendance, participation, and all LMS (Blackboard LMS) postings are counted in Mountain Time (MST). The time stamps in the computer represent MST, regardless of your actual time zone.

Discussion Boards

- Discussion Boards will be open from Monday thru Saturday of the scheduled week. Original posts are due by **Wednesday at 11:59pm MST** of the scheduled week. Peer responses are due by **Saturday at**



11:59pm MST of the scheduled week. The student is required to be a participant in the discussion board and be visible (via original posts and/or classmate replies) a minimum of 3 days a week.

Assignments

- Assignments are due by **11:59pm (MST)** on the **due date calendar/course schedule**. Assignments (not including DB forums or Quizzes) will be accepted after the due date for up to 3 days (72 hours); however, there will be a **deduction of 10% from the total assignment points per 24 hours past the due date**. Late points start immediately following the due date/time. This is done in fairness to those students who turn in their assignments on time. After 3 days post the due date (72 hours)—no assignments will be accepted. The only exception is with extenuating circumstances or events that have been discussed with the instructor PRIOR to the deadline.

Quizzes

- Quizzes will be available for a specific timeframe (as indicated on the class calendar). There will be **2 attempts** for each quiz. The highest grade will be documented in the grade book. Late quizzes will not be accepted. Once all quizzes are completed, feedback on the questions will be released. Please note—in order to ensure the integrity of the quizzes, there will not be any “question specific” feedback given. The feedback will be given as an overall discussion. If you would like specific feedback based on your quiz responses, please contact the course faculty for an appointment to review your quiz.

In the case of emergencies when you are prevented from logging on, please contact the Course Faculty as soon as possible by phone and/or email. If you know you will be out of town or otherwise prevented from submitting assignments on the due date, make every effort to turn them in early. Anytime you feel that you are falling behind in the course, it is best to contact the Course Faculty immediately to discuss your situation. In regards to dropping the course with a “W”, it is the **student’s responsibility** to make arrangements with the UTEP Registrar and drop by the “withdrawal date” located on UTEP Registrar website.

In order to pass the course, the student MUST:

1. **Pass the Didactic Assignments with a minimum of 30 points (75%)**
2. **Pass the Practice Experience Assignments with a minimum of 45 points (75%)**
3. **Reflect a minimum of 50 Total Shift Hours of which 7.5 are mentor meeting hours in TYPHON**
4. **Pass the Practice Experience Performance Component of the course.** Practice Experience Performance is evaluated on a **Pass/Fail basis****
 - Pass = 1) Demonstrating competency in **every** area of practice experience performance evaluation tool **AND**
 - 2) Successful completion of all required practice experience assignments.
 - Fail = 1) Non-achievement of competency expectations in any one or more areas of practice experience performance evaluation tool **OR**
 - 2) Any serious infraction involving professionalism.
5. **Achieve a minimum of 75 for the overall Course Grade**

*****If **ANY** of the above criteria are not met, the student will not pass the course.



***** There is no rounding of grades and fractional points will be dropped. Extra credit is not permitted.

GRADING SCALE:

Grading scale:

90 - 100	= A
80 – 89	= B
75 – 79	= C
60 – 74	= D
< 60	= F

Didactic Assignments (40%)

- Self-Introduction Video Discussion Board Complete/Not Complete
- Discussion Boards x4 20%
- Course Quizzes x 4 20%
- My Learning Reflection (N4503) Complete/Not Complete
- My Learning Reflection (Program) Complete/Not Complete

Practice Experience Assignments (60%)

- Community Portfolio Components (51%)
 - Project Plan Document 3%
 - Windshield Survey Tool 2%
 - Environmental Survey Tool 2%
 - Interview #1 (FQHC/CHC) 3%
 - Interview #2 (Healthcare Team) 3%
 - Reflective Journal #1 5%
 - Website Review (Health Department) 3%
 - Reflective Journal #2 5%
 - Website Review (Online Resource) 3%
 - Interview #3 (Local Resource) 3%
 - Interview #4 (Local Resource) 3%
 - Teaching / Resources PowerPoint 6%
 - Visual Handout (for patient/family) 2%
 - Project Presentation Synopsis 3%
 - Reflection Journal #3 5%
- Community Mentorship Evaluations (9%)
 - Typhon Checkpoint #1 with mentor meetings 3%
 - Midterm Evaluation Signed Complete/Not Complete
 - Patient/Family Teaching Evaluation Signed Complete/Not Complete
 - Typhon Final with mentor meetings 6%
 - Final Evaluation Signed Complete/Not Complete



What should you expect from me as the Lead Faculty?

- I will provide you clear instructions on class expectations
- I will check my **Blackboard course email** at least once a day and will get back to you within 24 hours.
- I will provide graded feedback on your performance within 7 days of the due date.
- I will keep you informed about your graded progress in the class at all times and will make time to discuss your needs.
- I will leave myself open to suggestions about improvement of the class and class related activities.
- I will do all I can to ensure your learning and success in this class.
- The course calendar is a living document and may be adjusted due to events occurring during the class timeframe. If any changes in the course are to be implemented, I will ensure that the class is notified via announcements in a timely manner.

What Faculty expect of their Students:

- At the beginning of each course, students should review the syllabus, calendar, and other items located in the “start here” folder. Students will be expected to complete a “survey” that acknowledges their understanding of the course expectations.
- RN-BSN courses are over a 7-week period and consist of different credit levels (3 credits, 4 credits, 5 credits). For academic success, we recommend that students plan to study a minimum of 6 hours per credit hour each week of the course (including lectures, readings, research, and assignments).
- Online courses are designed to ensure that students have access to all the information needed to complete their course work. If you have a question, before contacting the faculty, please take a few moments and try three different places; including the “Ask a Question” discussion board, to find the answer to your question within the course. Then, if you still have a question about the course, please post it to the “Ask a Question” Discussion board. Please indicate in the subject line what topic your question relates to. Then, other students who may have a similar question will be able to find it.
- All written assignments are to be written in **APA 7th edition style**. Refer to the APA manual and/or Purdue OWL website for guidance. To get started, go to: <http://owl.english.purdue.edu/owl/resource/560/01/>. Posts made to the discussion board should contain citations from the course content or your research, within the body of the discussion post (unless clearly stated otherwise). Include a reference list, if the reference is not a part of the course.
- All students are to review the rules of netiquette and follow in their interaction with fellow students and faculty.

COURSE POLICIES:

Academic Regulations:

- Review in UT El Paso Undergraduate Student Catalog and the **School of Nursing Student Handbook** the following policies: *Religious Observance, Ethical and Responsible Use of Social Media, Policy on Academic Integrity, Progression Policy, and Effective Nursing Practice Policy, Statement on Disability.*

Attendance:

- Students are expected to log-in and check the course (at minimum) **every other day** to keep up. You will have assignments due every week. Email messages are sent to your **UTEP email address**, so you will want to check your UTEP email everyday as well.



Blackboard:

- Students are required to subscribe to and access the course Blackboard site. Blackboard is the main source of communication between faculty and students. Students are encouraged to access this site daily. Course syllabus, calendar, topical outline of scheduled lectures, and assigned readings are posted on this site. Grades will be made available ONLY through this site. **Email messages will be sent through the Blackboard course site—link labeled “Course Messages”. Please check this email (at minimum) every other day for any communication.**

Communication:

- Communication is the responsibility of both students and faculty. The faculty will keep students informed of progress in theory. Students with questions or concerns should:
-First go to the appropriate faculty member.
-If not resolved, then follow the appropriate chain of command in the sequence as identified below:

*Course faculty
Director of RN-BSN Undergraduate Education
Associate Dean for Undergraduate Education
School of Nursing Dean*

Grievances:

- Challenges to grades may be pursued only on the basis of malice, bias, arbitrary or capricious grade determination or impermissible discrimination. In no event shall a challenge be pursued only on the basis of the standards employed in setting grades, so long as those standards are employed impartially. Grievances MUST be in WRITING and filed through the course faculty member, the Director of RN-BSN Undergraduate Program, the SON Associate Dean for Undergraduate Education and the Dean of the SON. If the student is not satisfied with the outcome after using the chain of command, the student may consult with and/or file a challenge with the Chairperson of the University Student Welfare and Grievance Committee.

Policy on Scholastic Dishonesty:

- Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the School of Nursing and/or university. Scholastic dishonesty includes but is not limited to reproducing test or quiz materials from memory, copy/paste or Xerox, cheating, plagiarism, collusion, the submission for credit or any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.
- Since scholastic dishonesty harms the individual, all students, and the integrity of the School of Nursing and the university, policies on scholastic dishonesty will be strictly enforced. See detailed procedure in the Handbook of Operating Procedures (HOP) available in the Office of the Dean of Students.
- Use a consistent citation method for your written work. The APA Style of citation is preferred for your final paper (see Guidelines on citing according to the APA citation style on Blackboard).

Policy relating to Disability / Pregnancy/ CASS:

- **Disability:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your



ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. Written guidelines r/t accommodations from CASS must be submitted to the course manager PRIOR to the start of the course. If you have a disability and need classroom accommodations, please contact CASS at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*

- **Pregnancy:** It is the responsibility of the student to inform the instructor of pregnancy limitations. Written guidelines r/t accommodations from The Center for Accommodations and Support Services (CASS) must be submitted to the course manager PRIOR to the start of the course.

Professional Behavior:

- Students are expected to behave professionally *at all times* with faculty, peers, preceptors, and clients **and** in any setting in which the student is a representative of UTEP. Bullying, verbal abuse, insubordination, or personal attacks will not be tolerated in any form. Any behavior deemed inappropriate by faculty and/or preceptors will result in faculty conference(s), and completion of a Student Opting for Success (SOS) plan that addresses the student's areas of needed improvement. Possible activities available to assist the student in attaining the SOS objectives include stress and/or anger management counseling sessions. Inappropriate behaviors may result in an administrative withdrawal from the course and/or dismissal from the program.

Retention: Students Opting for Success (SOS):

- When a student is not progressing in the course as expected, or is not successful on an examination, they will be required to meet with the instructor to discuss strategies for success as outline on the SOS form. The SOS plan will identify recommendations for improving the student's success potential and will specify time lines for completion of these recommendations. The SOS form (with all recommendations completed and all signatures in place) must be submitted to the course manager by due date. *Students who are not successful in the course should be aware that non-compliance with SOS recommendations jeopardizes eligibility for the opportunity to repeat the course in the subsequent semester.* See respective Blackboard home page for SOS form.

DIDACTIC POLICIES

- Examination and Quiz policies
- Statement on preparation of formal assignments
- Other Course specific policies



PRACTICE EXPERIENCE POLICIES

Practice Experience Assignment

Practice Experience (AACN Baccalaureate Essentials Tool Kit)

Complete a Windshield Survey & an Environmental Survey of the community to identify a risk population. Develop a plan of care, including patient education and appropriate “resource” referral. Create and implement a teaching activity for the identified patient population that provides detailed available resources for the patient in his or her community.

Implementation of a Community Health and Population-Focused Health Promotion Resource Activity (Practice Experience Assignment)

Each student will use the Environmental Risk Survey and Windshield Tool to do a community assessment within his or her community. The student will analyze data looking for trends showing strengths, weaknesses, and barriers to access to care. With this data, the student will identify one aggregate population within the community and identify one or two community health problems for this identified aggregate population. The student will then collaborate with multiple community agencies to plan and implement a health promotion resource project that addresses the problems and needs of the identified aggregate and create or gather materials for the project. The student will then implement the Health Promotion Activity. The student will determine how these resources should be utilized for the identified aggregate population and will conduct an evaluation regarding their teaching to the identified aggregate population. The entire process requires study and interpretation of Community Health course content; review of the evidence gathered on the identified aggregate population/community environment; integration of knowledge and creativity in developing content and delivery of health promotion resource material to the identified aggregate; interprofessional collaborative community with identified community agencies; problem-based learning, problem solving, decision making, leadership skills, critical thinking, and policy development.

Community-Based Activity & Evidence-Based Protocol for Patient Resources (Practice Experience Project/Outcome)

In the Community-Based Experience, the student will work with local resources & regional organizations will develop a protocol for use of resources gathered for the identified aggregate population. This protocol will be developed for the community agency in which the teaching will be conducted. In addition, a community-based resource visual flyer will be created & discussed with the patient and/or family. Throughout this process, the student will be using communication, leadership, technology, scholarship and critical thinking skills.

Technical Assistance

This online class is hosted by UT El Paso. If you have computer, Blackboard problems, or any other kind of technical questions, please contact the UTEP Help Desk via email at helpdesk@utep.edu or by phone at (915) 747-5257. The HELP desk hours are: Mon-Fri 7:00am - 8:00pm (Mountain Time), Sat 9:00am - 1:00pm (Mountain Time), Sun CLOSED.

Copyright Notice

Copyright law protects many of the materials that are posted within this course. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.



COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.