**THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING**

**NURS 4501 - COMMUNITY HEALTH NURSING
COURSE SYLLABUS**

PATSS Class meeting online and in the classroom

Spring 2016

FACULTY

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The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.
Approved by FO

Topic	Chapters	ASSIGNMENTS DUE
1.18.16-Meet Online Module 1: Perspectives in Health Care Delivery	**1**	**Student Affirmation, Social Networking Policy due, Student Info form, SmarterMeasure Assessment, and Introduction Due 1.22.16**
1.20.16-Clinical Activity for all students (TYL)		**9:00 AM-4:00 PM UC Ballroom**
1.25.16-Meet in Classroom Module 2: Perspectives in Health Care Delivery and Nursing	**2,3**	
2.1.16-Meet in Classroom Module 3: Influences on Health Care Delivery and Nursing	**6, 8**	**Quiz 1 due 2.5.16**
2.8.16-Online Module 4: Conceptual Frameworks Applied to Nursing Practice in the Community	**9,11**	
2.15.16-Meet in Classroom Module 5: Issues and Approaches in Health Care Populations	**12, 14**	**Nurses on the Frontline due 2.19.16**
2.22.16-Online Module 6: Issues and Approaches in Health Care Populations	**15**	**Quiz 2 due 2.26.16**
2.29.16-Computer Lab **Module 7: Midterm Exam 8:00-11:00 AM**		
3.7.15: Spring Break		
3.14.16-Online Module 8: Issues and Approaches in Family and Individual Health Care	**19,20**	**Research Assignment: Immunizations due 3/18/16.**
3.21.16-Meet in Classroom Module 9: Vulnerability: Predisposing Factors	**21**	**March 21—Last Day to withdraw from the course**
3.28.16-Online Module 10: Vulnerability: Predisposing Factors	**26**	**Quiz 3 due 4.2.16**
4.4.16-Meet in Classroom Module 11: Vulnerability: Predisposing Factors	**27**	**Community Health ATI Opens 4.4.16** **Public Health Nurse Ready due 4.8.16**
4.11.16-Online Module 12: Nursing Practice in the Community: Roles and Functions	**28, 29**	**PSA due 4.15.16**
4.18.16-Meet in Classroom Module 13: Nursing Practice in the Community: Roles and Functions	**30, 31**	**Quiz 4 due 4.22.16**
4.25.16-Online Module 14: Nursing Practice in the Community: Roles and Functions	**32**	**Community Health ATI Due 4.29.16**
5.2.16-Computer Lab **Module 15: Final Exam 8:00-11:00 AM**		

TITLE
NURS 4501-Community Health Nursing

SEMESTER CREDIT HOURS
5 Hours (2 hours didactic, 3 hours clinical).

PREREQUISITES
Successful completion of all courses through Semester III for generic and LVN students.

COURSE DESCRIPTION
This course introduces concepts of community health utilizing the population focused nursing process. Emphasis is on health promotion, risk reduction, and disease management in selected community settings.

STUDENT LEARNING OUTCOMES
- Integrate principles of public health science at local, national, and global levels.
- Demonstrate ability to coordinate and plan quality nursing interventions for communities based on population focused nursing process.
- Synthesize research findings from multiple disciplines to facilitate and evaluate evidenced-based practice in the community.
- Utilize technology to analyze public healthcare delivery systems to improve population health outcomes.
- Discuss basic knowledge of healthcare policy, finance, and regulatory environments that affect the health of diverse populations.
- Plan comprehensive nursing care that reflects human caring for diverse populations through multidisciplinary collaborations
- Differentiate the levels of prevention to improve health outcomes of diverse populations
- Identify historical and ethical values of community health nursing.

Required Text
- Nursing 4501 Course Syllabus.
- Stanhope, M., & Lancaster, J. (2014). Foundations of Nursing in the Community: Community-Oriented Practice. St. Louis: Mosby.
  ISBN: 978-0-3231-8899-9

Evaluation of Learning Statement
Student learning outcomes from the didactic portion of the course will be evaluated by two exams, an evidence based research assignment, four quizzes, a public service announcement project, ATI, and class participation in other assignments. Exam blueprints will be posted prior to each exam. All exams will be taken online in the computer lab on campus.

Student learning outcomes from the clinical portion of the course will be based on student engagement during the clinical rotation and may include clinical agency placements and group work as it relates to community health nursing.

Grading Policy
Students will have course grades calculated based on the weighted calculation of exams and other required course work. The weighted calculation must be 75% or above to pass the course.

1.   Course Grade Calculation:

Public Service Announcement	8%
Evidence Based Research Assignment	10%
Participation	10%
Quizzes (4)	20%
Midterm	25%
Final Exam	25%
Community Health ATI	2%

Total: 100%

Clinical Mastery   pass/fail

2. Final course grades will be assigned according to the following scale: (an average of 74.5 – 74.9 will not be rounded to 75).
    A   90-100
    B   80-89
    C   75-79
    D   60-74
    F   60 and below

I will make every effort to respond quickly to your emails. Generally, speaking, I check my email inbox several times a day during the week and less frequently on the weekend. When you send me an email, I will respond within 24 hours during the week and 48 hours on the weekend (excluding holidays).

In grading your assignments, I will have them back to you with feedback in one week from the due date or your submission date, whichever is later.

Public Service Announcement You will choose a public health issue specific to a population and create a public service announcement with your group. You will collaborate and work together with members of your group (must have at least 4 people and no more than 10) to produce a public service announcement. The public service announcement will be evaluated using the rubric located on Blackboard.

Video equipment can be checked out from the Department of Academic Transformation on the Tyler campus located in LIB 127. The telephone number 903-565-5999 and the website is http://www.uttyler.edu/university-college/dat/av-events.php

Evidence Based Research Assignment: Students will use the University Library to identify nursing peer-reviewed research articles that address evidence-based practice specific to a community health issue as assigned. The assignment counts 10% toward your course grade. A deduction of 5 points a day or any part of a day will be taken off assignments that are submitted after the assigned due date.

Participation: During weekly modules, there may be an activity assigned. Active participation in each activity is worth up to 10 points for a possible total of 100 participation points. Eleven activities will be planned for the semester, and active participation in ten of the eleven activities will count towards 10% of your grade. Activities assigned as participation will not be accepted via email. **Participation grades may not be made up and no extensions will be given for these activities.**

Quizzes: Students will take quizzes over module content. Quizzes will open with content in the week they are assigned. Students will have 1 attempt for each quiz. **No extensions will be given for the quizzes.**

Community Health ATI: Students must complete the ATI Community Health Test by the due date listed in the schedule. Students will have 2 attempts to score at least 60% on the practice assessment. A score of at least 60% will result in a score of 100 for 2% of the grade. Students who score less than 60% after 2 attempts will receive a score of 50 for the attempt(s).

Examinations/Assignments and Grading Policies
Completion of Nurs 4501 is based on satisfactory attainment of didactic and clinical criteria. Any student who fails to meet the course objectives and expectations in either the classroom or clinical area must repeat the entire course and may not progress to the next level.

Examination and Examination Review Policy

1. Attendance for exams is mandatory.
2. If absence for an exam is necessary, the student is responsible for notifying the

faculty **prior** to the exam. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam. Failure to notify the course faculty of the need to take the exam on an alternate date will result in a grade of zero for that particular exam.

3. Exams will be made available at the time the exam is scheduled to begin. Students will be allowed to enter the computer lab after an exam has been started **ONLY** with faculty discretion.
4. Silence will be enforced during the exam time. In order to avoid distraction during the exam, no one will be permitted to leave the room until testing is completed.
5. Test review may be scheduled with the faculty during office hours and within 10 school days from the return of the exam grades.
6. Any student achieving an examination grade less than 75% must schedule an appointment with the faculty within 10 school days from the return of the exam grades.

Paper/Assignment Re-grading Policy

Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

Academic Integrity

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the Scholastic Conduct and Discipline Policy in the current School of Nursing (SON) Guide for Baccalaureate Students and UT Tyler Academic Dishonesty Policy and Academic Integrity Policy for UT Tyler students at www.uttyler.edu; click on current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within the School of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (See BSN/MSN Nursing Student Guide for definitions).
4. The School of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

NOTE: The following is an excerpt from the University's Honor Code that applies to ALL individuals who are associated with The University of Texas at Tyler:

The UT Tyler community joins together to embrace:

Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Course Information:

1. If lecture outlines are used, they will be posted on Blackboard a minimum of two (2) days prior to class.

2. The clinical portion of the course syllabus, handouts/outlines, and any other required course materials will be placed on blackboard.
3. All submitted written material (papers, assignments, examinations, etc.) are the property of the School of Nursing. They will be maintained in an archived file in the College of Nursing.
4. The *BSN/MSN Nursing Student Guide* is available on the SON website. The student must sign the statement indicating they have accessed the Guide and return the signed affirmation form to the program secretary for placement in the student file. (Responsibility of Level 1 faculty)
5. Submitting NCLEX questions each week is required. Questions will be turned into your clinical faculty member while you are in your Community Health clinical rotation. Clinical instructors will collect questions weekly.
6. You are **required** to participate in ATI testing.
7. All nursing students are required to use their student email accounts for all correspondence (Approved FO: 2/03).

Student Affirmation Form and Social Networking Policy (Blackboard Assignment)
1. Each line must be initialed, signed, and dated for each course every semester.
2. Must be completed by the first day of class and submitted electronically.

Course Expectations
Attendance
1. Attendance during lab and clinical experiences is a professional expectation and will be monitored by course faculty. Attendance for clinical assignments is addressed at length in the syllabus. Refer to the university catalog for the policy regarding student attendance and possible student consequences.

2. Professional behaviors (verbal & nonverbal communication, dress & appearance, cultural sensitivity, etc.) are expected at all times during the CHN experience.

Completion Time
1. You should expect to spend as much time on a hybrid course as you do in a face-to-face course. As a rough guide, you should plan to spend four to six hours per week on the theory part of this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.
2. You will have access to one module of material at a time. The module will consist of the learning materials and activities for the week and will remain up through the end of the course. All assignments have set due dates. **Unless noted differently, due dates are as of 5:00 PM Central Standard Time on that date**.

Class Conduct
All students will maintain respect and courtesy for their classmates and for the instructors. Do not use pagers, cell phones, communicators, or other disruptive communication devices during class. Turn off all such devices before class begins. No profanity, lewd, rude, or socially unacceptable behavior will be tolerated. **If student**

conduct becomes unacceptable, the instructor will ask the student to leave lecture and not return.   Discussion board forums and email are considered part of the classroom and should be professional at all times.

Student Dress Code for the University of Texas, School of Nursing General:

Undergraduate Clinical Dress Requirements:

General: It is the philosophy of the School of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

Classroom: Casual or everyday business wear is recommended. This includes but is not limited to the following: slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled items. Shoes must be worn. See items to be avoided below.

Professional/Clinical Presentations: Business or dressy day social: suit, dress, dressy separates, jacket, tie, nice fabrics, and dress shoes. Denim, jeans, t-shirt or other casual clothes are not considered appropriate and are not allowed. For workshops/seminars attended by students, professional/business attire will be worn. Students will wear a clean, white lab coat, with the UT Tyler School of Nursing patch, over professional attire at the discretion of the nursing instructor.

Skills Laboratory and Simulation: The school clinical laboratory setting is designed to simulate the hospital or health care clinical area. Students will wear the adopted uniform with name badge and UT Tyler School of Nursing patch on the front left pocket area while in the Skills laboratory and Simulation setting.

Pre or Post-clinical Experiences in the Health Care Setting: Students may be required to attend conferences or visit the clinical areas as part of their course requirements. Students will wear lab coat with name badge and UT Tyler school patch. Professional dress will be worn under the lab coat. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps, etc.

Clinical Experience: When attending any clinical experience students are required to wear the adopted student uniform with name badge and school patch. Professional dress will be worn in appropriate clinical settings as directed by the clinical faculty with white lab coat, name badge and school patch (see items to avoid in clinical areas). Students are to remember that whenever they are visiting a clinical agency or any clinical site, they are a representative of UT Tyler and the School of Nursing and are expected to be professional in appearance and behavior at all times. Students will

refrain from wearing student uniforms to non-UT Tyler related activities (restaurants, shopping, etc.)

When student uniforms are required for clinical experiences, as specified by the course, the following guidelines must be adhered to:

a) School patch on the front left pocket area of lab coat and uniform top.
b) The UT Tyler name badge with photo will be worn in all clinical settings. Name tag must be worn above the waist, so name and title are clearly visible.
c) White or neutral nylon hose are worn with dress/skirt; nylon hose, knee highs or white socks with pants. Socks must cover ankles.
d) Clean, white clinical shoes or white leather athletic shoes should be worn, no canvas, mesh, or clogs (shoes may be mostly white and if stripes or logos are on shoes, these must be minimal and light colored). Shoes must be secured at heel with fixed back.
e) Jewelry: wedding or engagement rings only; single stud earrings and only 1 in each lobe (no dangling or hoops); no rings or studs in the nose, tongue, lip or any other facial or body piercing (other body piercing must be covered or removed); no necklaces or bracelets (only Medic Alert). Students must have a watch with a second hand.
f) Make-up, hair, and grooming should be conservative. Hair shoulder length or longer must be pulled neatly back in a ponytail or bun. Hair clips, bands, etc. shall be functional, not decorative (no bows). Mustaches and beards will be neatly groomed, clean and trimmed.
g) Tattoos must be covered and not visible.
h) Nails are to be clean and neatly trimmed to no more than fingertip length; no polish or artificial nails.
i) No perfume, after-shave or other strong scents since this causes nausea and /or difficulty in breathing for many patients.
j) Gum chewing is not allowed.
k) Any question concerning adherence to the dress code should be directed toward the clinical instructor.

Failure to comply with the above requirements may result in an unexcused clinical absence and/or negative clinical evaluation.

In order to meet the variety of needs for warmth the following options for undershirts and/or jackets are permissible:
l) No undershirt for females are required if uniform top neckline is such that complete modesty is maintained, no cleavage is to be showing.
m) Sleeveless white round neck tank top.
n) A short sleeve, round neck, royal blue or white top available through designated vendor.
o) A 3/4 length sleeve, white top available through designated vendor.
p) Men will wear a round neck white undershirt without visible logos or advertising. Short sleeves should not be visible hanging from under sleeve of uniform top.
q) Long sleeve or turtleneck tops are not acceptable options.

r) A royal blue, cotton jacket available through a designated vendor with the UT Tyler School of Nursing patch on the upper left pocket area, may be worn over the student's matching UT Tyler uniform.

Some individual situations may require collaborative effort by faculty to reach an appropriate solution to best deal with tattoos', skin disorders etc.

Items to be avoided in all School-related Functions (including but not limited to): overly frayed, worn or soiled garments; costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual styles, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

If the dress code rules are broken and a change of clothes is not available, the student may be removed from the school-related function for the remainder of the day. **Appropriate disciplinary action will be taken for repeated violations of this code.** Revised: Fall 2015

Clinical Expectations

Clinical Guidelines
Failure to comply with any of the clinical guidelines may result in an unexcused clinical absence and/or a negative clinical evaluation.

Attendance
Attendance for all clinical experiences is mandatory. If an absence is unavoidable, the student must notify the clinical agency personnel and the clinical faculty before the scheduled clinical time. If the student will be late, the student must notify the agency. When an explanatory message is left with the receptionist, please leave a number where the student may be contacted. Make up for missed clinical time will be arranged at the discretion of the instructor.

Professional Liability Insurance/CPR/Required Immunizations
Students are responsible for providing proof of liability insurance coverage, certification, and immunizations prior to clinical experience.

Clinical Injuries
Hospital, health agencies, and other health facilities do <u>NOT</u> cover any medical expenses as a result of accident or injury; thus, each student is responsible for any medical or hospitalization charges that occur.

Working Prior to Clinical
Students working the shift prior to the assigned clinical experience are at high risk for unsafe practice. Students who work should request to be off duty at least 8 hours before a clinical experience.

Clinical Evaluation

Students will complete a clinical self-evaluation. This evaluation tool & the criteria it is based on can be found under clinical documents on your course web site. Students may request evaluation by faculty at any point during the semester. Inappropriate student behavior will be addressed as needed. Faculty will complete a final clinical evaluation of the student at the end of the semester/rotation.

Clinical student evaluations will be placed in the student's file at the end of the semester for each clinical course.

Unsafe Clinical Practice

Any act of omission or commission, which may result in harm to the patient, is considered unsafe clinical practice, and may result in removal from the clinical setting, disciplinary action according to the discretion of the course faculty, a negative clinical evaluation, a course failure, and/or dismissal from the program.
Unsafe clinical practice occurs when a student does any one of the following:

1. Commits repetitive and/or a single, serious medication error.
2. Violates or threatens the physical, psychological, microbiological, chemical, or thermal safety of the patient.
3. Violates previously mastered principles/learning objectives in carrying out nursing care skills and/or delegated medical functions.
4. Assumes inappropriate independence in action or decisions.
5. Does not adhere to current CDC guidelines for infection control.
6. Fails to recognize own limitations, incompetence, and/or legal responsibilities.
7. Fails to accept moral and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the Code of Ethics for Nurses.
8. Arrives at clinical settings in an impaired condition as determined by the clinical instructor

Failure to comply with any of the above requirements may result in an unexcused clinical and/or negative clinical evaluation. Policy Revision and approval: Spring 2006

CLINICAL OBJECTIVES: Upon completion of NURS 4501 clinical experience, the student will have demonstrated the ability to:

A. PROVIDER OF CARE
Using the principles of community assessment and health planning:
1. Assess *populations* in the community for health status and health needs.
2. Identify and prioritize actual and potential health problems for specified populations.
3. Formulate healthcare plans addressing the desired population outcomes and appropriate nursing interventions.
4. Implement theory based nursing interventions.
5. Evaluate the effectiveness of nursing interventions toward meeting the desired population outcomes.

B. COORDINATOR OF CARE
6. Collaborate with health and human service agencies to address population health concerns.
7. Apply theory and research knowledge to address identified population health concerns.
8. Articulate an ethical framework for making population health decisions.
9. Utilize knowledge of the social and political system to stimulate discussion, raise consciousness, and/or propose change related to the health of vulnerable populations.
10. Analyze professional nursing roles in the diverse practice of community health nursing.
11. Utilizes critical thinking to identify gaps in the health care of vulnerable populations and identifies potential resources to mitigate those gaps.

C. MEMBER OF THE PROFESSION
12. Demonstrate responsibility and accountability for own actions.
13. Abide by the laws and standards designated by the University of Texas at Tyler College of Nursing, Texas State Board of Nurse Examiners, and the ANA Code of Ethics.
14. Project a professional image by adhering to the dress code and meeting the attendance requirements.

D. COMMUNICATION
15. Document in a comprehensive, organized, and clearly stated manner.
16. Establish effective working relationships with clinical faculty, facility personnel, peers, patients, families, and community representatives.
17. Display responsibility and accountability for professional interactions to reflect interpersonal caring.

E. SAFETY
18. Provide safe care to patients, families, populations, and communities.
19. Utilize the teaching/learning process to provide appropriate educational support to patients, care providers and the public.
20. Accurately identify safety risks and appropriately intervene to provide a safe environment for patients, families, populations, and communities.

Community Health Student Learning Outcomes

Module 1: Perspectives in Health Care Delivery and Nursing- Chapter 1

Upon successful completion of the module, you should be able to:
1. Demonstrate understanding of course requirements
2. Apply the goal and core functions of public health in community health settings
3. Differentiate between community-oriented and community-based nursing practice
4. Explain what is meant by population-focused nursing care

Module 2: Perspectives in Health Care Delivery and Nursing- Chapters 2, 3

Upon successful completion of the module, you should be able to:
1. Identify historical events and nursing leaders that have influenced how current health care is delivered in the community.
2. Describe the events and trends that influence the status of the health care system.
3. Identify federal, state, and local health care organizations.
4. Compare and Contrast the current public health care system in the United States and the responsibilities of the federal, state, and local public health systems.

Module 3: Economics of Health Care Delivery- Chapters 6, 8

Upon successful completion of the module, you should be able to:
1. Explain how the environment influences human health and disease.
2. Describe legislative and regulatory policies that have influenced the effect of the environment on health and disease patterns.
3. Describe the skills needed by nurses practicing in environmental health and apply the nursing process to the practice of environmental health.
4. Identify sources of potential environmental hazards in the community
5. Identify major factors influencing national healthcare spending
6. Explain the role of government and other third-party payers in healthcare financing
7. Discuss the implications of health care rationing from an economic perspective

Module 4: Conceptual Frameworks Applied to Nursing Practice in the Community Chapters 9, 11

Upon successful completion of the module, you should be able to:
1. Analyze the basic epidemiological concepts (morbidity and mortality, populations at risk, natural history of disease, levels of prevention, host-agent-environment relationships, and the web-of-causality model) to explain how nurses use epidemiology in community health practice.
2. Calculate and differentiate incidence rates, prevalence rates, crude, and adjusted rates.
3. Discuss how people learn.
4. Apply knowledge of literacy and health literacy in health promotion and health education.

5. Describe strategies that nurses can use to provide effective health education
6. Utilize the steps of the educational process to work with adults and children.

Module 5: Issues and Approaches in Health Care Populations- Chapters 12, 14
Upon successful completion of the module, you should be able to:
1. Analyze the concepts of community, community as client, and the community focused nursing process.
2. Apply the concepts of community focused nursing process to promote the health of communities
3. Identify resources for data gathering as part of a community assessment.
4. Evaluate the effects of disasters on people and their communities
5. Delineate the disaster management phases of prevent, preparedness, response, and recovery and explain the nurse's role in each phase.

Module 6: Issues and Approaches in Health Care Populations- Chapter 15
Upon successful completion of the module, you should be able to:
1. Explain public health surveillance and the role of the nurse in this process
2. Apply steps in planning, analyzing, interviewing, and evaluating surveillance in an investigation
3. Recognize sources of data used when investigating a disease or condition outbreak

Module 7: Midterm Exam
Upon successful completion of the module, you should be able to:
1. Demonstrate knowledge of core concepts

Module 8: Issues and Approaches in Family and Individual Health Care- Chapters 19, 20
Upon successful completion of the module, you should be able to:
1. Utilize family nursing tools in planning nursing care for families at risk
2. Apply the nursing process (assessment, planning, implementation, evaluation) to reducing family health risks and promoting family health
3. Describe nursing measures to promote child and adolescent health within the community
4. Differentiate risk factors for children, adolescents, adults, older adults, and persons in the community who have special health needs
5. Explain nursing measures designed to reduce risks for adults in the community

Module 9: Vulnerability: Predisposing Factors Chapter 21
Upon successful completion of the module, you should be able to:
1. Define the term vulnerable populations and describe groups who are considered vulnerable
2. Explain factors that contribute to the development of vulnerability amongst different populations
3. Describe nursing approaches to care of vulnerable populations in the community

Module 10: Vulnerability: Predisposing Factors Chapter 26

Upon successful completion of the module, you should be able to:
1. Provide examples of infectious disease control interventions at the three levels of public health prevention
2. Assess the factors contributing to newly emerging or reemerging infectious diseases
3. Interpret issues related to obtaining and maintaining appropriate levels of immunization against vaccine preventable diseases
4. Describe issues and agents associated with foodborne illness and appropriate prevention measures
5. Explain how the elements of the epidemiologic triangle interact to cause infectious diseases
6. Summarize the illnesses most likely to be associated with the intentional release of a biological agent

Module 11: Vulnerability: Predisposing Factors Chapter 27

Upon successful completion of the module, you should be able to:
1. Analyze the scope of the problem HIV, STDs, hepatitis, and tuberculosis (TB) and groups that are at great risk
2. Evaluate behaviors that place people at risk for contracting HIV, STDs, hepatitis, and TB
3. Describe nursing actions to prevent these diseases and care for people who experience these diseases.

Module 12: Nursing Practice in the Community: Roles and Functions- Chapters 28, 29

Upon successful completion of the module, you should be able to:
1. Distinguish public health, public health nursing, and local, state, and national roles
2. Discuss emerging public health issues that affect public health nursing practice
3. Describe examples of public health nursing roles
4. Explain the nurse's role as parish nurse in faith communities for health promotion and disease prevention
5. Discuss the role of holistic health care for wellness in faith communities
6. Discus the legal, ethical, and financial issues related to parish nursing

Module 13: Nursing Practice in the Community: Chapters 30, 31

Upon successful completion of the module, you should be able to:
1. Explain how nurses in home care work with interprofessional teams
2. Recognize how nurses in home care use quality improvement strategies and promote client safety
3. Assess trends in home care as related to promoting the achievement of national health objectives.
4. Describe the role of the community health nurse in providing quality end-of-life care for seriously ill clients and their families

5. Identify the signs of approaching death and explore pharmacological and alternative methods of treating pain in clients at the end of life
6. Identify the diverse settings for end-of-life care and the role of the nurse in each setting
7. Explain professional standards expected of school nurses
8. Differentiate between the roles and functions of school nurses
9. Describe the nursing care given in schools in terms of the primary, secondary, and tertiary levels of prevention

Module 14: Nursing Practice in the Community: Chapters 32

Upon successful completion of the module, you should be able to:
1. Describe the nursing role in occupational health
2. Describe examples of work of work-related illness and injuries
3. Explain biological, chemical, environmental, and mechanical, physical, and psychosocial workplace hazards.
4. Complete an occupational health history

Module 15: Final Exam

Upon successful completion of the module, you should be able to:
1. Demonstrate knowledge of core concepts
2. Provide evaluation for course improvement

University Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criterion applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are required to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Grade Replacement Policy/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year

Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services

Technical Information
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or call 903.565.5555.
When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course

- The page in question

- If you get an error message, a description and message number

- What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard for useful information or check out **On Demand Learning Center for Students** http://ondemand.blackboard.com/students.htm
Plug-ins and Helper Applications
UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.
   NOTE: Mozilla Firefox is the recommended browser for Blackboard. http://www.mozilla.org/en-US/firefox/new/
- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files.
   http://get.adobe.com/reader/

- **Java Runtime Environment** (JRE) allows you to use interactive tools on the web.
   http://www.java.com/en/download/

- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations.
   http://get.adobe.com/flashplayer/

- **QuickTime** allows users to play back audio and video files.
   L: http://www.apple.com/quicktime/download/

Netiquette Guide
"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.
http://www.learnthenet.com/learn-about/netiquette/index.php