

DEPARTMENT OF NURSING
NUR 3304
Introduction to Rural and Border Communities
Fall Junior Year

SEMESTER HOURS: 3 Credit Hours (Hybrid)

CLINICAL HOURS: 1 Credit Hour

DIDACTIC CONTACT HOURS: 2 Clock Hours/Week

CLINICAL CONTACT HOURS: 4 Clock Hours/Week

TOTAL CONTACT HOURS: 96

PREREQUISITES: Successful completion of previously required courses.

FACULTY INFORMATION:

Name: Gordon Mattimoe, DNP, APRN, FNP-C

Contact Information : gordon.mattimoe@sulross.edu

Preferred contact: email

Office Hours:

Hours available via e-mail/phone: M-F 8-5

Hours available on campus: n/a

Phone number: 432-770-8220 Please text first and identify yourself

University e-mail: gordon.p.mattimoe@sulross.edu

Robert Rice, MSN, APRN, NP-C

Robert.rice@sulross.edu

Preferred contact: email

Office hours: M-F 8-5

Lecture: Wed. 5:30 – 6:50

Hours on campus: Thurs 5:30-7:30 or by appointment

Phone number: cell 281-224-5139; work 432-837-0437

COURSE DESCRIPTION:

This course introduces the students to the concept of rural and border communities as compared to urban/suburban communities. The focus is on the changes over time, differences, impact of health awareness, and access to health care, preventive, and treatment resources. This course addresses the potential for health promotion and disease prevention in the rural and border community. Skills include identifying sources of health-related information for population/community assessment as basis for policy planning and exploring the unique role of being known to the population as a member of the community and also in the professional health provider role related to confidentiality and trust. Students will engage in the community to assess perceptions and practices. The role and challenges of the community health nurse are introduced.

STUDENT EXPECTED OUTCOMES:

Upon completion of didactic and clinical learning activities for this course, students will be able to:

MEMBER OF THE PROFESSION

1. Identify national, state and local resources that address rural and border community health needs and policy.
2. Apply introspection and conscious examination of personal beliefs and value systems to increase sensitivity to and respect for rural residents.

PROVIDER OF PATIENT-CENTERED CARE

3. Differentiate the roles of the community based professional nurse in rural and border settings compared to urban settings.
4. Interview the staff of a health-related community service to assess their role, goals and outcomes related to their scope of services.
5. Perform a basic community health assessment, including Windshield Survey, as foundation for local community health planning, goals, and policy to address unique needs.

PATIENT SAFETY ADVOCATE

6. Identify characteristics of rural populations that impact access to health services including disparities, health literacy, culture belief systems, environmental issues, and distance.

MEMBER OF THE HEALTH CARE TEAM

7. Compare characteristics of rural and border communities with urban/suburban.
8. Identify databases and other resources related to health status.
9. Engage in the community to interact with and interview local residents regarding their perceptions of health issues including disparities, health literacy, and cultural beliefs.
10. Develop awareness of unique roles of health professionals as members and residents of the community.

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the Assistant Vice President for Institutional Effectiveness at SRSU

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (professionalism).

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as students' progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

REQUIRED TEXTBOOKS:

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.).

Stanhope, M. & Lancaster, J. (2022). *Foundations for population health in community/public health nursing*. (6th ed.). Mosby/Elsevier.

Winters, C. A., & Lee, H. J., Eds. (2018). *Rural nursing: Concepts, theory, and practice* (5th ed.). Springer.

DATA BASES AND WEB RESOURCES:

ANA Code of Ethics for Nurses <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Center for Disease Control and Prevention - <http://cdc.gov/nchs>

Federal Emergency Management Agency - <http://www.fema.gov>

Federal Stats <https://www.usa.gov/statistics>

Healthy People 2020/2030 www.healthypeople.gov

National Health Information Center - <http://health.gov/nhic>

Online Journal of Rural Nursing and Health Care (sign up online) -

<https://rnojurnal.binghamton.edu/index.php/RNO>

OWL at Purdue: The Purdue Online Writing Lab:

<http://owl.english.purdue.edu/owl/resource/560/01>

Rural Health Info Hub at www.ruralhealthinfo.org (Online)

U.S. Census Bureau - <http://www.census.gov>

United States Citizenship and Immigration Services - <http://www.uscis.gov/portal/site/uscis>

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Discussion/Participation: 15%

Students will participate in classroom and collaborative activities that explore the legal, professional, and ethical issues in professional nursing and health care in rural communities. Student dialogue will focus on identifying and assessing resources, analyzing situations and actions that impact professional nursing regulation and ethics in rural settings. Students are expected to contribute to the dialogue using assigned reading, critical thinking, clinical reasoning, and ethical comportment.

Learning Activities will include interactive class discussions with colleagues using assigned readings, critical thinking.

Community Assessment and Care Plan: 20%

Students will plan and conduct a community assessment and develop a community nursing care plan, applying the nursing process. Students will share their assessment and care plans with the class.

Community Engagement: 20%

Students will engage in the community by visiting agencies and residents and the library to learn about the community. Students will make notes on engagements with agencies and local residents and develop class presentations based on their experiences.

Research Assignment 15%

Students will download Healthy People 2020/2030 and identify one health issue of interest related to community/rural/border health (an issue that affects a population). Students will conduct a literature search to locate a relevant peer-reviewed article addressing evidence-based nursing practice.

ASSESSMENT OF STUDENT LEARNING:

1. **Evaluation of student performance** is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are delineated either in the syllabus or in the weekly sections of the course board.

2. Summary of Measure for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
Class Participation/Discussion Boards	15%
Examinations	30%
Community Assessment and Care Plan	20 %
Community Engagement	20 %
Research Assignment	15 %
Clinical Experiences (must Pass to pass the course)	P/F
Total Points	100%

3. Calculation of Final Grade:

The final grade is derived as a summary of the points delineated on specific rubrics for assignments and participation. The final letter grade will follow the program grading scale:

Grading Scale

A = 90-100
B = 80-89
C = 75-79
D = 69-74
F = 69 OR BELOW

POLICIES FOR ASSIGNMENTS

Testing/Assessments: Two examinations, Mid-Term and Final, are given in class; 15% each.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

COURSE SCHEDULE

NUR 3304 Introduction to Rural and Border Communities Course Schedule:

(This schedule is subject to change by faculty as needed.)

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments, & Submission Dates
Week 1 8/22-8/28 Class	Orientation to course Resources Requirements Expectations Evaluation	Healthy People 2030 www.healthypeople.gov ECBP 14 regarding nursing education Stanhope Ch 1, 2,3, 4, and 5 Online Journal of Rural Nursing and Health Care Rural Hub	8/25 Introduction to class: Note deadlines and dates in calendar. Access Healthy People 2030 to identify relevant objectives. Access <i>Online Journal of Rural Nursing and Health Care</i> and <i>Rural Hub</i> look at objectives and stats. See BB for assignments
Week 2 8/29-9/4	Topic: Community nursing 1. Describe core functions of community nursing 2. Define terms in community health 3. Compare community oriented and community-based nursing 4. Determine the various health professionals in community health services.	Stanhope Ch 1, 2,3, 4, and 5 Module 1 Factors Influencing Nursing in Community and Population Health Healthy People 2020/2030 www.healthypeople.gov ECPB 10 Community based health care	9/1 We will look at Rural vs Suburban. Which resources are available here in West Texas and which are not. Also, we will try to think outside the box for ideas on how we might obtain the needed resources. Speaker: Rick Flores , CEO Big Bend Regional Medical Center Report on Healthy People 2030 and Rural Hub due
Week 3 9/5-9/11	NO Class Labor Day Holiday	Publication Manual of the American Psychological Association. 7 th edition	9/8 We are going to look at cultural nursing competency and culture. You will be defining “What is my culture?” see assignment. Introduce how to document source material. Bring APA Book!

			Report from OJRNHC due
Week 4 9/12-9/18 Class	Describe characteristics of rural frontier and border settings.	<p>Stanhope Ch 6,7,8, and 9</p> <p>Module 2 Forces Affecting Nurses in Community and Population Health Care Delivery</p> <p>Winters Ch 1 Rural Nursing Theory: Past, Present, and Future Winters Ch 2 Developing the Theory Base</p>	<p>9/15</p> <p>We will be discussing Poverty. Activity: Poverty simulator Speaker JD Newsome, Executive Director for the Big Bend Regional Hospital District. What is a hospital district? How does it facilitate healthcare in the rural community?</p> <p>“What is my culture and other culture?” is due/discussions</p>
Week 5 9/19-9/25 Class	<p>Topic: History of community nursing</p> <p>1. Explain the evolution of community health nursing</p> <p>2. Research information about the health care services in the local rural area.</p>	<p>Stanhope Ch 6,7,8, and 9</p> <p>Secure references on the Big Bend area in the library.</p>	<p>9/22</p> <p>Visit the Big Bend Museum and note historical events Prepare to discuss findings in class on 9/29 by developing a 10-minute ppt presentation focusing on what you learned at the Museum that may have influenced current health care services. We will work in groups. -Include relevant references located in the library and the readings.</p> <ul style="list-style-type: none"> • See grading rubric for class presentations • Submit ppt presentation assignment by 8 am on 9/26. <p>Continue reports on My Culture and Other Cultures presented.</p>
Week 6	Topic: Rural and Migrant Health	Stanhope Chapters 10, 11, 12, 13, and 14	9/29

9/26-10/2	<p>1. Compare and contrast rural, frontier and urban communities</p> <p>2. Describe migrant workers and their common experiences</p> <p>3. Explain the role of nursing in rural border settings</p>		<p>Speaker: Vicki Gibson, Executive Director of the Food Pantry of Jeff Davis County.</p> <p>Food!!!</p> <p>Present your museum power point to the class: what effect has our local history had on healthcare?</p>
<p>Week 7 10/3-10/9</p> <p>Class</p>	<p>Topic: US Health and Public Health Care Systems</p> <p>1. Describe elements of the local, state, and federal health care systems</p> <p>2. Identify the impact of the health care system on rural and border communities</p> <p>3. Consider how economics of rural area may influence access to health care</p> <p>4. Consider distances from rural border area to complex health services.</p>	<p>Stanhope Chapters 10, 11, 12, 13, and 14</p> <p>Winters Ch 8 The Distinctive Nature and Scope of Rural Nursing Practice Philosophical Base</p> <p>Winters Ch 10 The Nurse Practitioner as Rural Healthcare Provider</p> <p>Winters Ch 11 Telehealth in Rural Nursing Practice</p> <p>Winters Ch 28 Rural Public Health Structure and Practice and the Role of the Public Health Nurse</p>	<p>10/6</p> <p>Interviews of local residents are due!</p> <p>Identify Vital Statistics which reflect the status of health in this rural area.</p> <p>Speaker: Dr. Adrian Billings, Professor at Texas Tech University School of Medicine</p>
<p>Week 8 10/10-10/16</p>	<p>Topics: Ethics in Community health services</p> <p>1. Describe ethics as a core function in community nursing</p> <p>2. Apply ethical principles and the ANA Code for Nurses to the rural and border settings.</p>	<p>Stanhope Chapters 15,16, 17, 18, 19</p> <p>Module 4</p> <p>Ch 13 Global Consciousness in the 21st Century, Challenges of Rural and Urban Aggregates page 381</p> <p>ANA Code of Ethics for Nurses www.nursingworlds.org/</p>	<p>10/13</p> <p>Focus on key ethical principles that apply in rural communities</p> <p>Focus on the ANA Code Principles: 1-3 concerning your professional role; 4-6 concerning the profession's role; 7-9 concerning the broad and global ethical obligations.</p>

		Roth, E. <i>How to perform a Windshield Survey</i>	<p>Introduce windshield survey/community assessment; form teams; discuss due dates for project.</p> <p>Conduct the community assessment and develop a community nursing care plan applying the nursing process.</p> <p>Data collection resources include windshield observations, informant interviews, and government data websites.</p> <p>Use data base included in the Community Assessment and Care Plan Assignment grading rubric to structure the data collection.</p> <p>Summarize findings in a formal paper using APA format, including references from data base websites.</p> <p>Develop ppt presentation to present in 12/6 class with Dr. Mattimoe on Community Assessment and nursing care plan. Follow grading rubric for class presentations.</p>
<p>Week 9 10/17-10/23 Class</p>	<p>Topic: Culture in rural settings</p> <p>1. Describe rural culture may impact community health and health services.</p> <p>2. Consider economic influences in rural settings.</p> <p>3. Define aspects of a cultural assessment of local rural residents.</p>	<p>Stanhope Chapters 15,16, 17, 18, 19 Module 4</p> <p>Healthy People 2020/2030 www.healthypeople.gov HRQOL/WB.1 Self report of good health</p>	<p>10/20</p> <p>Explore how different populations define "good health".</p> <p>Nursing care plans Home Care; the role of home care in rural communities.</p> <p>Check in on Community assessments</p>

	4. Describe common characteristics of local rural residents.		
Week 10 10/24-10/30 Class	<p>Topic: Community Assessment</p> <ol style="list-style-type: none"> 1. Describe key characteristics to assess a rural community. 2. Plan to perform an assessment of a local rural community. 3. Plan to develop a nursing care plan for the community based on the nursing process. 	<p>Stanhope Chapters 20,21, 22 Module 5</p> <p>Winters Ch 15 Cultural Aspects of Bereavement in Rural Settings</p> <p>Healthy People 2020/2030 www.healthypeople.gov EH 4 Water EH 16 School Environment SDOH 3 Poverty NWS 13 Food Security AHS 1 Access to Health Services EH 1 Air quality SDOH 6.2 Voter participation</p>	<p>10/27</p> <p>Rough draft of community assessment paper due!</p> <p>Discuss the importance of the school nurse in border and rural communities. Speaker: Abby Garrett RN</p>
Week 11 10/31-11/6 Class	<p>Topic: Epidemic applications and evidence-based practice</p> <ol style="list-style-type: none"> 1. Describe the elements of epidemiology. 2. Apply epidemiological principles to the rural community. 3. Identify selected evidence-based practices in the rural community. 4. Conduct a community assessment including Windshield Survey and develop a community nursing care plan. 	<p>Stanhope Chapters 22, 23, 24, 25, 26, 27</p> <p>Module 6</p> <p>Roth, E. <i>How to perform a Windshield Survey</i></p>	<p>11/3</p> <p>Before next class visit a local pharmacy and grocery store to determine what complementary alternative therapies they offer. Assignment is to make a list of all the alternative medications you can find in the stores. Take 2 of them and report on 1. What is it used for? And 2. What are the major side effects or interactions with other drugs.</p> <p>Check in on community assessment papers/ppt's</p>

<p>Week 12 11/7-11/13 Class</p>	<p>Topic: Vulnerable populations in rural and frontier settings</p> <ol style="list-style-type: none"> 1. Describe economic and social factors that contribute to vulnerability in rural populations. 2. Describe characteristics of vulnerable population in rural settings. 3. Explore the vulnerability of elderly persons in rural settings. 4. Explore the vulnerability of disabled persons in rural communities. 	<p>Stanhope Chapters 22, 23, 24, 25, 26, 27</p> <p>Module 6</p> <p>Healthy People 2020/2030 www.healthypeople.gov DH 4 Disabled adults DH 5 Youth DH 7 Elderly OA 2 Preventive Services OA 8 Caregivers OA 11 Falls; ER use</p>	<p>11/10</p> <p>Community Assessment Papers Due.</p> <p>Meredith Schoch RPh will present on the role of pharmacy in the rural and border communities</p> <p>Present list of CAM and report on 2 of them.</p>
<p>Week 13 11/14-11/20 Class</p>	<p>Topic: Faith based nursing practice</p> <ol style="list-style-type: none"> 1. Describe health and healing in the rural community. 2. Describe the role of faith communities in rural communities related to health care. 3. Describe role of the parish nurse and how that role may be implemented in rural settings. 4. Identify local faith-based services and list services. 	<p>Stanhope Chapters 28, 29, 30, 31, 32</p> <p>Module 7</p> <p>Winters Ch 23 Improving Health Literacy About Complementary and Alternative Therapy Among Rural Dwellers</p>	<p>11/17</p> <p>Run through PPT's of community Assessments</p> <p>Discuss faith based and other healing measures in context of the rural setting.</p> <p>Explore how you can learn if a person is using alternative healing measures.</p> <p>PPT's Due to myself and Mr. Mattimoe 11/21</p>
<p>Week 14 11/21-11/27 Class</p>	<p>Topic: Nurses in Home Health and Hospice</p> <ol style="list-style-type: none"> 1. Describe the role of home health nurse. 2. Describe benefits and challenges of home health 	<p>Stanhope Chapters 28, 29, 30, 31, 32</p> <p>Module 7</p> <p>Winters Ch 18 Challenges and Opportunities to Palliative Care for Rural Veterans</p>	<p>11/24</p> <p>Thanksgiving No Class</p>

	compared to facility-based care. 3. Identify preparation basic to home health nursing practice.	Winters Ch 20 Palliative Care for Rural Chronically Ill Adults	
11/24-11/26	Thanksgiving Holiday		No Class
Week 15 11/28-12/4 Class	Topic: Rural care for children 1. Describe the role and value of school nurses for child health. 2. Describe child health and development needs that relate to successful life skills. Topic: Overview of basic community health nursing 1. Document observations of rural community health. 2. Describe nursing knowledge, skills, and attitudes that are essential to rural health nursing.	Community Health Assessment Healthy People 2020/2030 www.healthypeople.gov EMC 4.3 ECBP 4 ECBP 5 School Nurse ECBP 6 High School Education	12/1 dead day No Class
Week 16 12/5-12/8	Topic: Community Health Assessment Presentations 12/6	Course evaluation	No Class

COURSE EXPECTATIONS:

Orientation: The course orientation is on the first day of class. Students are expected to be present and participate in the course objectives, expectations, and evaluation.

Due to pandemic events which continue to alter the way classes and clinicals are conducted, it is important that each one is clear regarding certain expectations for this course. Since there is uncertainty regarding fall class requirements, we are planning, at the beginning of the semester, to have class remotely, on BB access. This provides the opportunity for all of us to see each other,

share resources and communicate with clear visibility and sound. This requires computer access at all times while class is scheduled. Phone access to the class is not acceptable unless prior arrangements have been made with the faculty of record and should be very limited in time. If personal or family emergencies arise, the faculty of record should be notified as soon as possible regarding alterations/substitutions which need to be established. Attendance at each class and clinical is required.

Presence in the four weekly clock hours scheduled for clinical experience will begin with an online assignment and move to simulation and clinical experiences as feasible. The first two weeks of class is generally time when students and faculty are adapting to new routines and schedules. If clinical experience in the hospital is limited, simulation will be planned to meet course objectives.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

- As adult learners, we are partners in learning.
- Faculty members serve as a mentor, resource, guide, or coach and professional peer.
- Our work and life experiences differ and serve to enrich our individual and mutual learning.
- Each member of the class is committed to preparing for and successfully completing class learning activities.
- Each member of the class will organize time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment activities.
- Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course email** – Check course email frequently for communications and make sure that your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology** – If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Instructional technologist support through the department of nursing can be reached by email angela.mcguyer@sulross.edu or by calling 432.837.8227 during work days. For help outside of normal working hours contact the 24-7 Help Desk. The Blackboard technical support desk is open 24 hours a day/7 days a week for your convenience. To reach the support desk call 888.837.6055 or email blackboardsupport@sulross.edu. The Lobo Technology Assistance Center (LTAC) is your student support Helpdesk. LTAC is your first line of support for any technology problems

you may be having outside of Blackboard.

To contact SRSU LTAC for assistance:

Website: <https://www.sulross.edu/oit/>

Email: techassist@sulross.edu

Phone: 432-837-8888 Toll Free number: 1-888-837-2882

Lobo Pass (SRSU Password Management System): [https://lobopass.sulross.edu/LoboPass/Find My Username and Password using Lobo Pass](https://lobopass.sulross.edu/LoboPass/FindMyUsernameAndPasswordusingLoboPass) 1-888-837-2882 and/or

techassist@sulross.edu.

- **Responses to emails and course postings:** Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email and, if not available, mobile phone or texting between the hours of 9 AM and 5 PM if possible. Messages received on the weekends or holidays will be answered by the next working day.
- **Assignments:** Assignments will be reviewed and returned with feedback/grade within 7 days of submission.
- **Writing and use of APA:** All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) 7th edition Guidelines, as indicated by faculty. <http://owl.english.purdue.edu/owl/resource/560/01>

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting, both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

RULES OF NETIQUETTE:

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
 - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
 - b. Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person's joke may be another person's insult.
 - c. Do not use all caps in the message box (it is considered shouting).
 - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
 - a. Use a meaningful title in the Subject line. For e-mail, include course number.
 - b. Use the person's name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.
5. Discussion Boards are public, and the University archives all materials. Do not post anything too personal as all students in the class and your instructor will see what you write.
 - a. Keep the messages you post to the Discussion Board relevant to the course and assignment and provide a rationale including references as appropriate to support your point-of-view.
 - b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
 - c. When posting a response, make sure you identify the post to which you are responding.
 - d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
 - e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
 - f. Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
 - a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—use quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source—using your own words to explain your understanding of another's ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
 - b. If the posting is going to be long, use paragraphs.
 - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
 - d. Just as you would proofread a formal paper, before posting:

- i. Read what you have written for content;
 - ii. Rethink what you have written for tone;
 - iii. Reread what you have written for organization and coherence; and
 - iv. Revise what you have written for grammar, punctuation and mechanics.
 - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
7. Don't send large files, since someone may have a relatively slow internet connection.
8. Be sure to check for viruses when sending files.
9. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

MANDATORY UNIVERSITY STATEMENTS:

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine. Texas, 79832.

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to

accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hour in class.) Students **MUST** have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m.-5 p.m. University computer labs are not open on weekends and holidays.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

CLASSROOM DISCUSSION RUBRIC

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<p><u>Content</u> Information in the posting is relevant to the assigned questions and demonstrates student learning.</p>	<p>Responds to discussion questions with a clear understanding of the focus of study in the module. Posting & responses meet all the requirements of the discussion instruction</p> <p style="text-align: center;">25 Points</p>	<p>Responds to discussion questions but with minor confusion about the focus of study in the module. Posting & responses meet most of the requirements of the discussion instructions</p> <p style="text-align: center;">20 Points</p>	<p>Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Or Provides some answers but fails to respond to discussion questions as directed in the Forum. Posting & responses meet some of the requirements of the discussion instructions</p> <p style="text-align: center;">10 Points</p>	<p>The discussion questions are not answered Or Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions.</p> <p style="text-align: center;">0 Points</p>
<p><u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).</p>	<p>Thoughts are logically organized at the paragraph level without errors in SGP.</p> <p style="text-align: center;">15 Points</p>	<p>Thoughts are logically organized at the paragraph level with no more than 3 errors in SG</p> <p style="text-align: center;">10 Points</p>	<p>Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas.</p> <p style="text-align: center;">5 Points</p>	<p>Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP.</p> <p style="text-align: center;">0 Points</p>

<p><u>Engagement</u> Student engagement in discussion occurs through use of thoughtful replies to the postings of other students.</p>	<p>Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner.</p> <p>20 Points</p>	<p>Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner.</p> <p>10 Points</p>	<p>Gives a limited reply to peers in a respectful manner.</p> <p>5 Points</p>	<p>No replies to any postings. &/ Or Replies are clearly disrespectful.</p> <p>0 Points</p>
<p><u>Citations/APA</u> Ideas are supported by proper citation and use of references following APA format.</p>	<p>Postings incorporate citations and references following APA format with only 1 error.</p> <p>20 Points</p>	<p>Postings incorporate citations and references following APA format with no more than 2 errors.</p> <p>15 Points</p>	<p>Postings incorporate citations and references following APA format with no more than 3 errors.</p> <p>10 Points</p>	<p>Postings include three or more errors in APA format.</p> <p>5 Points</p>
<p><u>Literature/Evidence</u> Ideas are supported by student-conducted research from sources outside the required course material.</p>	<p>Postings and replies are supported by more than <u>two</u> outside references in addition to required readings.</p> <p>20 Points</p>	<p>Postings and replies are supported by <u>one</u> outside reference in addition to required readings.</p> <p>10 Points</p>	<p>Postings and/or replies are <u>only</u> supported by required readings.</p> <p>5 Points</p>	<p>Postings and replies are not supported by any evidence.</p> <p>0 Points</p>

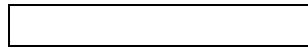
Class presentation rubric					
Criteria	Ratings			Possible Points	Earned Points
	20 pts Full Marks	15 pts Adequate	0 pts No Marks	20	
Presentation purpose met				50	
Formatting & Design Slides are free from grammatical and spelling errors. Slides are attractive and content is neat and clearly understandable.				20	
Appropriately referenced using APA 7 th ed. guidelines				10	
Posted on Blackboard by date and time due				10	
				Total 100	

RESEARCH ASSIGNMENT GRADING RUBRIC

Evidence-Based Research Assignment Healthy People 2020/2030: 15%

Students will use a **peer-reviewed** article that addresses evidence-based nursing practice relevant to community/rural/border health. This paper counts 15% toward the course grade. Follow the provided grading rubric:

1. Download Healthy People 2020 and identify one health issue of interest related to community/rural/border health (an issue that affects a population)
2. Conduct a literature search for a **peer-reviewed article** addressing evidence-based nursing or health care practices related to the topic. Use the research librarian as a resource for conducting a literature search.
3. Write a brief (1-2 pages) summary of why you selected this topic, what aspects the research addressed and why you chose the article.
4. Submit your brief summary and a **copy of the peer-reviewed article** on Blackboard under "Forum" by due date.



NUR 3404

Evidence-Based Research Assignments

Students will use **peer-reviewed** articles that address evidence-based practice relative to community health. Each paper counts 15% toward your course grade, for a total of 45%. Follow the provided grading rubric

Assignment 1 Healthy People 2030:

1. Download Healthy People 2030 and identify one health issue of interest related to community health
(i.e., an issue that affects a population)
2. Conduct a literature search for a **peer-reviewed article** addressing evidence-based nursing or health care practices related to the topic.
3. Write a brief summary of why you selected this topic, what aspects the research addressed and why you chose the article.
4. Submit your brief summary and a **copy of the peer-reviewed article** on Blackboard as an assignment by due date.

Assignment 2 Immunizations:

1. Conduct a literature search for a **peer-reviewed article** addressing evidence-based nursing or health care practices related to immunizations.
2. Write a brief summary of what immunization issue the research addressed and why you chose the article.
3. Submit your brief summary and a **copy of the peer-reviewed article** on Blackboard as an assignment by due date,

Assignment 3 Vulnerable Populations:

1. Refer to Stanhope and Lancaster Part VI Vulnerability: Predisposing Factors and select a vulnerable population.
2. Conduct a literature search for a **peer-reviewed article** addressing evidence-based nursing or health care practices related to the vulnerable population.
3. Write a brief summary of why you selected this vulnerable population, what the research addressed and why you selected this article.
4. Submit your brief summary and a **copy of the peer-reviewed article** on Blackboard under as an assignment by due date.

***Peer-reviewed research articles:** use the Sul Ross Library search engines to locate articles in professional nursing journals. Do **not** use “Googled” articles. Ask the Sul Ross librarians for assistance with a literature search if you are not familiar with how to conduct one; they are very experienced and helpful.

***Points will be deducted** for use of articles that are not peer-reviewed research articles with appropriate identification as such.

NUR 3304 Research Assignment Grading Rubric

NAME _____

Evidence-Based Research Assignment 45%

Measures	Healthy People 2030 Topic due 9/4/2022	Immunizations due 10/23/2022	Vulnerable Populations due 10/30/2022
Used a confirmed peer-reviewed reference , included with assignment (20 pts)			
Critical reasoning expressed addressing evidence-based nursing practice and the topic (60 pts)			
Posted on Blackboard by date and time due (10 pts)			

APA 7 th ed, Grammar, spelling and punctuation (10 pts)			

Guidelines for Community Assessment and Care Plan Paper 20%

Stanhope, M. & Lancaster, J. (2022). *Foundations for Population Health in Community/Public Health Nursing*. (6th ed.). Mosby/Elsevier. Ch 13: Community Assessment and Evaluation. Review Stanhope’s Community Assessment Instructions.

This project counts **20%** of your course grade.

Students will perform a community assessment of a selected community. If feasible, you may work in groups and submit a group project. **Please contact the instructor for permission first.** The project should reflect equally shared work and clearly indicate the work that each student performed, ie: Student #1 gathered data on sections ___ of the rubric and wrote the section of the paper titled____; etc.

Determine the team members and roles. Plan how to accomplish the project, sharing the work and findings, and produce the formal report.

1. You will select a community to assess. Determine the geographic parameters. Describe the assigned community. Discuss the type of community (e.g. geographic, environmental, rural, or urban).
2. Discuss the methods that will be used to conduct the community assessment with the clinical faculty. See Ch 12: Community Assessment and Evaluation.
3. Conduct the Windshield survey and DOCUMENT the hours spent; you will need to turn this in with the paper.

See Windshield Survey Guide: “How to Perform a Windshield Survey”. Also, see Table 13.3, p.246: *Windshield survey components as a guide*.

4. Gather primary and secondary community assessment data on the selected community.
5. Assess potential environmental hazards (air, water, soil, etc.) through an Internet search on your community using the website www.scorecard.org.
6. Identify the community needs, strengths, weaknesses, liabilities, and assets.
7. Relate the identified community needs, strengths, weaknesses, liabilities, and assets to Healthy People 2020 and Texas Health Care Report (www.texashealthcarereport.org).
8. Provide recommendations for community level interventions based on the identified needs, strengths, weaknesses, liabilities, and assets.
9. Identify two (2) wellness diagnoses for the community assessed.
10. Identify a need within this community. Develop a plan for a community service project for this community.
11. Prepare formal paper with references using APA format 7th Ed. If working in a group, submit one group paper to the Assignment Dropbox link created for this assignment.

ADDITIONAL RESOURCE:

How to Perform a Windshield Survey by Erica Roth: Group Activity

A windshield survey relies on observations for data and other information instead of directing questions to participants. The windshield surveys got its name because many of these projects are done while the observers sit in a car. You also can perform a windshield survey by walking through the targeted area. Difficulty: Moderately Easy Things You'll Need:

• Maps • Team of survey takers • Survey questions • Pens • Clipboards • Cameras, if applicable

Step 1. Develop survey questions that fit the definition and capabilities of a windshield survey. For example, if you want to assess the recycling program in your town, you would write down questions related to the number of recycling bins each house puts out and the types of material you see--and don't see--in the bins.

Step 2. Gather together maps of the areas you will be surveying. Map out the route you will take through the neighborhood or other area in question, along with an alternate route. Determine what time period(s) the survey will need to be taken and how many survey takers you will need.

Step 3. Create a team of people who will perform the windshield survey. One person will need to drive the car as one to two others gather the data you need. You may consider adding another person to the team to operate audio-visual equipment if you need still or video pictures as part of the survey.

Step 4. Equip your survey team with plenty of supplies, such as pens, clipboards and paper on which to take notes in addition to the survey questions. Don't forget water and snacks if the team will be on the road for long periods of time.

Step 5. Be sure each team member knows his/her job as you begin the windshield survey. So the survey takers can make their observations, you will need to drive as slowly as possible, but avoid holding up traffic, especially in densely populated areas. Survey takers should take as many notes as possible about what they see in the neighborhood, even if the observations may not seem important or seem to fit the questions.

Step 6. Discuss your findings only after you have completed the windshield survey, not during the drive. This avoids allowing everyone on the team time to process what he/she has seen without confusion and avoids distracting the driver.

Rubric for Community Assessment and Care Plan Paper

TOPIC	Possible Points	Earned Points
I. OVERVIEW		
A. Description of the community 1.) History 2.) Type of community: Urban, Suburban, Rural	5 pts	
II. COMMUNITY as PLACE:	5pts	
Description, Identifying data 1.) Location 2.) Topography 3.) Climate		

<p>A. Boundaries, area in square miles</p>	<p>5 pts</p>	
<p>B. Environment:</p> <ol style="list-style-type: none"> 1.) Sanitation, water supply, sewage, garbage, trash 2.) Pollutants: toxic substances, animal reservoirs or vectors, flora and fauna 3.) Air quality, color, odor, particulates 4.) Food supply, sources, preparation 	<p>5 pts</p>	
<p>D. Housing:</p> <ol style="list-style-type: none"> 1.) Types of housing, public, private 2.) condition of housing 3.) Percent owned, rented 4.) House for special populations: <ol style="list-style-type: none"> a.) Near Homeless b.) Homeless c.) Frail Elders 	<p>5 pts</p>	
<p>E. Leading industries and occupations</p>	<p>5 pts</p>	
<p>III. PEOPLE OF THE COMMUNITY</p> <p>A. Population profile</p> <ol style="list-style-type: none"> 1.) Total population 2.) Population density 3.) Population changes last 10 years 4.) Population per square mile 5.) Mobility 6.) Types of families 	<p>10 pts</p>	

<p>B. Vital and demographic population characteristics</p> <ol style="list-style-type: none"> 1.) Age distribution 2.) Sex distribution 3.) Race distribution 4.) Ethnic group compositions and distribution 5.) Socioeconomic status <ol style="list-style-type: none"> a.) Family income b.) Major occupations c.) Estimated level of unemployment d.) Percent below the poverty level e.) Percent retired 6.) Educational level 7.) Religious distribution 8.) Marriage and divorce rates 9.) Birth and death rates <p>C. Leading causes of morbidity</p> <ol style="list-style-type: none"> 1.) Incidence rates (specific diseases) 2.) Prevalence rates (specific diseases) <p>D. Mortality Characteristics</p> <ol style="list-style-type: none"> 1.) Crude death rate 2.) Age-specific death rate 3.) Infant mortality rate 4.) Maternal mortality rate 5.) Leading cause of death 		
<p>IV. COMMUNITY AS A SOCIAL SYSTEM</p> <p>A. Government and leadership</p> <ol style="list-style-type: none"> 1.) Type of government (mayor, city manager, board of supervisors) 2.) City offices (location, hours services, access) <p>B. Education</p> <ol style="list-style-type: none"> 1.) Public education 2.) Private education 3.) Libraries 4.) Services for special populations <ol style="list-style-type: none"> a.) Pregnant teens 	<p>10 pts</p>	

<ul style="list-style-type: none"> b.) Adults with special problems c.) Children and adults developmentally disabled d.) Children and adults blind or deaf <p>C. Transportation</p> <ul style="list-style-type: none"> 1.) Transport systems, bus, suburban train, private auto, air, other 2.) Transportation provisions for special populations <ul style="list-style-type: none"> a.) Elders b.) homeless or near homeless c.) adults with disabilities <p>D. Communication resources</p> <ul style="list-style-type: none"> 1. Newspapers 2. Radio stations 3. Television 4. Internet web sites 5. Other <p>E. Religious resources</p> <ul style="list-style-type: none"> 1. Churches and other religious facilities 2. Community programs and services (health ministries, parish nursing) 		
<p>F. Recreation resources</p> <ul style="list-style-type: none"> 1.) Public and private facilities 2.) Programs for special populations groups <ul style="list-style-type: none"> a.) People with disabilities b.) Elders c.) Blind and deaf d.) Other 	5 pts	
<p>G. Community safety (protection)</p> <ul style="list-style-type: none"> 1.) Fire protection (describe) 2.) Police protection, including county detention facilities (describe) 3.) Disaster preparation 	5 pts	

<p>H. Stores and shops</p> <ol style="list-style-type: none"> 1.) Types and location 2.) Access 	<p>5 pts</p>	
<p>I. List Community health facilities and resources (access, availability, eligibility)</p> <p>A. Health systems</p> <ol style="list-style-type: none"> 1.) Hospitals (type and services, acute care facilities) 2.) Rehabilitation health care facilities: physical conditions, alcoholism, and substance abuse 3.) Home health services, hospice and home health agencies 4.) Long-term care facilities 5.) Respite care for special populations 6.) Ambulatory services <ol style="list-style-type: none"> a. Hospital ambulatory clinics b. Public health service clinics c. Nursing centers d. Community mental health centers 7.) Special health services for targeted populations <ol style="list-style-type: none"> a. Pre-school b. School age c. Adults 8.) Other <ol style="list-style-type: none"> a.) School health services b.) Occupational health services <p>B. Public Health and Social services</p> <ol style="list-style-type: none"> 1.) Health Dept programs 2.) Social services <ol style="list-style-type: none"> a.) Dept of social services county b.) Official public and social programs LIST 	<p>15 pts</p>	

<p>c.) Social Security location, availability, eligibility</p> <p>C. Voluntary Health Organizations</p> <ol style="list-style-type: none"> 1.) Cancer Society 2.) Heart Association 3.) Red Cross 4.) Women’s shelter 5.) Suicide prevention 6.) Rape crisis 7.) Family Services 8.) Catholic Charities 9.) Alzheimer’s Association 10.) Lung Association 11.) Diabetes Association <p>D. Health related Planning Groups</p> <ol style="list-style-type: none"> 1.) Area Agency on Aging 2.) Senior Coordinating Councils 3.) High-risk infant coordinating councils 4.) Healthy Communities 5.) Teen violence prevention 		
<p>CARE PLAN</p> <p>A. What are the major assets of the community</p> <ol style="list-style-type: none"> a.) place b.) people 	<p>20 pts</p>	

<p>c.) resources</p> <p>d.) accessibility</p> <p>e.) acceptability</p> <p>f.) public and private</p> <p>B. What are the major health problems or needs?</p> <p>1.) the place</p> <p>2.) the people</p> <p>3.) the resources</p> <p>C. Identify and propose the nursing interventions and contributions of other health care providers, community leaders, and community residents to the solutions.</p> <p>D. Which of the problems or needs have priority?</p>		
TOTALS	POSSIBLE POINTS 100	EARNED POINTS

Crosswalk of Course Objectives with TBON DEC's and AACN Essentials

The Table below demonstrates which elements of TBON DEC's and AACN Essentials are addressed in relation to course objectives.

Objectives	TBON DEC's	AACN Essentials
Didactic Objectives		
1. Compare characteristics of rural and border communities with urban/suburban.	II B III C	I 8, II 3, 4 VII 3, IX 22
2. Identify databases and other resources related to health status.	II H IV E	I 4, III 4,6 IV 6, 12
3. Identify national, state and local resources that address rural and border community health needs and policy.	I A	V 5, 8
4. Differentiate the roles of the community based professional nurse in rural and border settings compared to urban settings.	II B IV D	IV 8 VIII 10
5. Identify characteristics of rural populations that impact access to health services including	II B III C	I 8, II 7, V 9 VII 3, 7, VIII 9

disparities, health literacy, culture belief systems, environmental issues, and distance.		IX 17, 19, 20
6. Apply introspection and conscious examination of personal beliefs and value systems to increase sensitivity to and respect for rural residents.	I D	I 9, V 9 VIII 1, 6, 14
Clinical Objectives		
1. Interview the staff of a health-related community service to assess their role, goals and outcomes related to their scope of services.	IV D	V 10, IX 6
2. Engage in the community to interact with and interview local residents regarding their perceptions of health issues including disparities, health literacy, and cultural beliefs.	IV A, D	V 10, VI 6 IX 18, 19
3. Develop awareness of unique roles of health professionals as members and residents of the community	IV D	I 7, II 2, V 10, VI 1
4 Perform a basic community health assessment, including Windshield Survey, as foundation for local community health planning, goals, and policy to address unique needs.	I B, II B, C, E III C D	II 11, V 10, VII 8, 10, 11 IX 8 20