

DEPARTMENT OF NURSING
NURS 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:

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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 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. (2019). *Publication manual of the American Psychological Association*. (7th ed.).
- Burkhardt, M.A. & Nathaniel, A.K., (2019). *Ethics & issues in contemporary nursing: Nursing ethics for the 21st century*. Elsevier.
- Ebersole, P., Hess, P., Jett, K., Luggen, A.S., & Touhy, T. A. (2008). *Towards healthy aging: Human needs and nursing responses*. (7th ed.). Mosby/Elsevier.
- Pearson Education. (2019). *Clinical nursing skills: A concept-based approach to learning, Volumes I, II, & III* (3rd ed.). Pearson.
- Roth, E. (2017). *How to perform a Windshield Survey*. Document in BB
- Stanhope, M & Lancaster, J. (2014). *Foundations of nursing in the community: Community oriented practice*. (4th ed.). Elsevier.
- Touhy, T. A. & Jett, K. F. (2020). *Ebersole & Hess' toward healthy aging: Human needs & nursing response* (10th ed.). 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 www.nursingworld.org/codeofethics
- Center for Disease Control and Prevention - <http://cdc.gov/nchs>
- Federal Emergency Management Agency - <http://www.fema.gov>
- Federal Stats - <http://www.fedstats.gov>
- 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://rnojournl.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 Discussion Boards using appropriately APA 7th edition formatted and referenced written discussions and interactive class discussions with colleagues using assigned readings, critical thinking, and grammar and writing style expectations of upper division college students.

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 with agencies and residents and the Big Bend Museum and 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 EXAMS AND 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

NURS 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 8/23-8/29 Class 1 8/23 1-3	Orientation to course Resources Requirements Expectations Evaluation	Healthy People 2020/2030 www.healthypeople.gov ECBP 14 regarding nursing education Online Journal of Rural Nursing and Health Care Rural Hub	Introduction to class: Note deadlines and dates in calendar. Access Healthy People to identify relevant objectives. Add <i>Online Journal of Rural Nursing and Health Care</i> and <i>Rural Hub</i> to your email for ongoing monitoring of current rural events.
Week 2 8/30-9/5 Class 2 8/30 1-3	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 Community Oriented Nursing and Community Based Nursing. Pearson Mod 7 Health, Wellness, Illness, and Injury Healthy People 2020/2030 www.healthypeople.gov ECPB 10 Community based health care PHI 15 Local health plan	Focus discussion on the role of community health services in the larger health care system Discuss evidence-based practice Assign Written Discussion Board: Initial posting due by 8 am on 9/13. Respond in writing to one other student's answers by 8 am on 9/16. See Discussion grading rubric. Written discussions are to incorporate assigned readings, critical thinking, and appropriately APA referenced writing style. Discussion Questions: 1. Define and differentiate between community-oriented nursing practice,

			<p>public health nursing practice, and community-based nursing practice.</p> <p>2. In relation to the community where you live, what are the major health problems? Which population groups are at greatest risk? What services are available? What services are needed and unavailable?</p> <p>3. What are the mission, core functions, and essential services of public health?</p> <p>4. Discuss what community-oriented practice is.</p> <p>5. What are the goals of public health nursing described by the Public Health Nursing Section of the APHA (1981)?</p>
Week 3 9/6-9/12	NO Class Labor Day Holiday		
Week 4 9/13-9/19 Class 3 9/13 1-3	Describe characteristics of rural frontier and border settings.	<p>Stanhope Ch 22 Rural Health and Migrant Health</p> <p>Ebersole Ch 22 Nursing and Aging in Rural and Frontier Communities</p> <p>Winters Ch 1 Rural Nursing Theory: Past, Present, and Future Winters Ch 2 Developing the Theory Base</p> <p>Pearson Mod 37</p>	<p>Discuss the evolution and role of community health services and nursing's role in a rural/border community.</p> <p>Discuss the development of Rural Nurse Theory.</p> <p>Discuss the collaboration essential to providing rural health care.</p> <p>Share current rural information that is known in the community.</p>

		Collaboration	Written Discussion Board: Initial posting due by 8 am on 9/13. Respond in writing to one other student's answers by 8 am on 9/16. See Discussion grading rubric. Written discussions are to incorporate assigned readings, critical thinking, and appropriately APA referenced writing style. Discussion Questions as assigned above in Week 2.
Week 5 9/20-9/26 Class 4 9/20 1-3	Topic: History of community nursing 1. Explain the evolution of community health nursing 2. Research information about the health care services in the local rural area.	Stanhope Ch 2 The History of Public and Community Health and Nursing Secure references on the Big Bend area in the library.	Before class , visit the Big Bend Museum and note historical events Prepare to discuss findings in class on 9/20 by developing a 10-minute ppt presentation focusing on what you learned at the Museum that may have influenced current health care services. -Include relevant references located in the library and the readings. <ul style="list-style-type: none"> • See grading rubric for class presentations • Submit ppt presentation assignment by 8 am on 9/20.
Week 6 9/27-10/3 Class 5 9/27 1-3	Topic: Rural and Migrant Health 1. Compare and contrast rural, frontier and urban communities 2. Describe migrant workers and their common experiences 3. Explain the role of	Stanhope Ch 22 Rural Health and Migrant Health Ebersole Ch 22 Nursing and Aging in Rural and Frontier Settings	Compare and contrast differences between urban and rural services. Identify ways to potentially expand services in rural areas. Assign Written Discussion Board:

	nursing in rural border settings		<p>Initial posting due by 8 am on 10/4. Respond in writing to one other student's answers by 8 am on 10/7. See Discussion grading rubric. Written discussions are to incorporate assigned readings, critical thinking, and appropriately APA referenced writing style.</p> <p>Discussion Board Questions:</p> <p>On the Internet, locate a job description for a public health or community nurse. From this, answer the following:</p> <ol style="list-style-type: none"> 1) Which concept of public health nursing does the practice reflect? 2) Which concept is emphasized in the job description? 3) Can you determine if the nurses are involved in policy formulation that affects client services?
<p>Week 7 10/4-10/10 Class 6 10/4 1-3</p>	<p>Topic: US Health and Public Health Care Systems</p> <ol style="list-style-type: none"> 1. Describe elements of the local, state, and federal health care systems 2. Identify the impact of the health care system on rural and border communities 3. Consider how economics of rural area may influence 	<p>Stanhope Ch 3 The US Health and Public Health Care Systems</p> <p>Pearson Mod 45 Health Care Systems</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</p>	<p>Written Discussion Board: Initial posting due by 8 am on 10/4. Respond in writing to one other student's answers by 8 am on 10/7. See Discussion grading rubric. Written discussions are to incorporate assigned readings, critical thinking, and appropriately APA referenced writing style.</p>

	<p>access to health care</p> <p>4. Consider distances from rural border area to complex health services.</p>	<p>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>Discussion Questions as assigned above in Week 6.</p> <p>Initiate activities to identify Vital Statistics which reflect the status of health in this rural area.</p> <p>Establish a plan to complete Community Assessment.</p> <p>Discuss Windshield Survey of selected community.</p>
<p>Week 8</p> <p>10/11-10/17</p> <p>Class 7</p> <p>10/11 1-3</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 Ch 4 Ethics in Community Oriented Nursing Practice</p> <p>Burkhart Ch 3 Ethical Principles</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</p> <p>www.nursingworlds.org/</p>	<p>Focus on key ethical principles that apply in rural communities</p> <p>Focus on the ANA Code Principles:</p> <p>1-3 concerning your professional role;</p> <p>4-6 concerning the profession's role;</p> <p>7-9 concerning the broad and global ethical obligations.</p>
<p>Week 9</p> <p>10/18-10/24</p> <p>Class 8</p> <p>10/18 1-3</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>4. Describe common characteristics of local rural residents</p>	<p>Stanhope Ch 5 Cultural Influences in Nursing in Community Health</p> <p>Burkhart</p> <p>Ch 6 Economic Influences</p> <p>Pearson Mod 24 Culture and Diversity</p> <p>Touhy Ch 4 Cross-Cultural Caring and Aging</p> <p>Healthy People 2020/2030</p> <p>www.healthypeople.gov</p> <p>HRQOL/WB.1 Self report of good health</p>	<p>Mid-Term Exam</p> <p>Explore how different populations define "good health".</p>

<p>Week 10 10/25-10/31 Class 9 10/31 1-3</p>	<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 Ch 5 Cultural Influences in Nursing in Community Health Stanhope Ch 12 Community Assessment and Evaluation</p> <p>Winters Ch 15 Cultural Aspects of Bereavement in Rural Settings</p> <p>Roth, E. <i>How to perform a Windshield Survey</i></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>Prior to class, interview three (3) local residents concerning their rural border experiences, including cultural aspects, related to health care. (Use active listening.)</p> <p>Develop ppt to present your findings to the class using grading rubric for presentations. Submit ppt presentation by 8 am on 10/31.</p> <p>Discuss the importance of the community health nurse developing cultural awareness and cultural competence.</p> <p>What are some examples of culturally sensitive interventions?</p> <p>Discuss Hispanic and migrant health services and resources in your area. What services are offered? What services are absent?</p> <p>Finalize the plan for your community assessment and community nursing care plan.</p>
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<p>Week 11 11/1-11/7</p> <p>Class 10 11/1-1-3</p>	<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 Ch 9 Epidemiologic Applications Stanhope Ch 10 Evidence-based Practice</p> <p>Roth, E. <i>How to perform a Windshield Survey</i></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 submit by 8 am and present in 11/8 class on Community Assessment and nursing care plan. Follow grading rubric for class presentations.</p>
<p>Week 12 11/8-11/14</p> <p>Class 11 11/8-1-3</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 	<p>Stanhope Ch 21 Vulnerability and Vulnerable Populations: An Overview</p> <p>Ebersole Ch 16 Environmental Safety and Security.</p> <p>Ebersole Ch 18 Frailty, Vulnerability, and Elder Mistreatment</p> <p>Ebersole Ch 22 Nursing and Aging in Rural and Frontier Settings</p> <p>Healthy People 2020/2030 www.healthypeople.gov DH 4 Disabled adults</p>	<p>Present Community Assessment and nursing care plan findings in class on 11/8. Follow grading rubric for class presentations. Submit ppt presentation by 8 am on 11/8.</p> <p>Discuss the community health nurse's role in promoting accessibility for disabled persons.</p> <ol style="list-style-type: none"> 1. What barriers impede healthcare accessibility? 2. What are steps the nurse can take to ensure the protection of people with disabilities?

	rural communities.	DH 5 Youth DH 7 Elderly OA 2 Preventive Services OA 8 Caregivers OA 11 Falls; ER use	
Week 13 11/15-11/21 Class 12 11/15 1-3	Topic: Faith based nursing practice 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.	Stanhope Ch 29 The Faith Community Nurse Touhy Ch 36 Self-Actualization, Spirituality, and Transcendence Burkhardt Ch 18 Transcultural & Spiritual Issues Winters Ch 23 Improving Health Literacy About Complementary and Alternative Therapy Among Rural Dwellers	Submit your Community Assessment and Care Plan Paper by 8 am on 11/13. Follow the grading rubric for the Community Assessment and Care Plan. Before class visit a local pharmacy and grocery store to determine what complementary alternative therapies they offer. Discuss faith based and other healing measures in context of the rural setting. Explore how you can learn if a person is using alternative healing measures. Discuss parish nursing.
Week 14 11/22-11/28 Class 13 11/22 1-3	Topic: Nurses in Home Health and Hospice 1. Describe the role of home health nurse 2. Describe benefits and challenges of home health compared to facility-based care. 3. Identify preparation basic to home health nursing practice	Stanhope Ch 30 The Nurse in Home Health and Hospice Winters Ch 18 Challenges and Opportunities to Palliative Care for Rural Veterans Winters Ch 20 Palliative Care for Rural Chronically Ill Adults	Before class visit a local home health agency and review scope of services. Determine if or how end-of-life and/or Hospice are provided. Share findings in class on visit to home health agency
11/24-11/26	Thanksgiving Holiday		
Week	Topic: Rural care for	Stanhope Ch 31 The Nurse	Before class , visit a school

15 11/29- 12/5 Class 14 Last Day of Class 11/29 1-3	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	in the Schools Healthy People 2020/2030 www.healthypeople.gov EMC 4.3 ECBP 4 ECBP 5 School Nurse ECBP 6 High School Education	setting and observe health related services including prevention and interventions. Share in class what you have learned and experienced in a rural community related to culture, expectations, and relationships. Discuss how nursing is adaptable to the rural setting
Week 16 12/6- 12/8	Topic: Final Exam 12/6	Course evaluation	Final Exam Course Evaluation

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.

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:

1. As adult learners, we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities
5. Each member of the class will organize time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment activities.

6. 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. Contact 24-7 Help Desk at: 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:

Academic Honesty Policy: The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.

9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

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.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services and activities should contact the Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203 at the Alpine campus. At the Uvalde Campus, Room C102, Monday – Friday 8:00 a.m.-5:00 p.m.

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 hours 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.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance-education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as 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 information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. 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.

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.

COURSE EXPECTATIONS:

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.

CLASSROOM DISCUSSION RUBRIC

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<u>Content</u> Information in the posting is relevant to the assigned questions and demonstrates student learning.	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 25 Points	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 20 Points	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 10 Points	The discussion questions are not answered Or Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions. 0 Points
<u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP. 15 Points	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG 10 Points	Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas. 5 Points	Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP. 0 Points
<u>Engagement</u> Student engagement	Replies in the forum to 2	Replies in the forum to 1 peer	Gives a limited reply to peers in a	No replies to any postings.

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

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.

Measures	Possible Points	Earned Points
Used a confirmed peer-reviewed reference. Article included with assignment	20	
Critical reasoning expressed addressing evidence-based nursing practice and the Healthy People topic	60	
Posted on Blackboard by date and time due (10 pts)	10	
APA 7 th ed, Grammar, spelling and punctuation, including references (10 pts)	10	
	Total 100	

Comments:

Guidelines for Community Assessment and Care Plan Paper

Stanhope, M. & Lancaster, J. (2014). *Foundations of nursing in the community: Community oriented practice*. (4th ed.). Mosby/Elsevier. Ch 12: 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 is with the paper.

See Windshield Survey Guide: "How to Perform a Windshield Survey". Also, see Table 12.3, p.226: *Windshield survey components as a guide*.

4. Gather primary and secondary community assessment data on the selected community.
5. Assess for 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 allows 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		
A. Boundaries, area in square miles	5 pts	
B. Environment: 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	5 pts	
D. Housing: 1.) Types of housing, public, private 2.) condition of housing 3.) Percent owned, rented	5 pts	

<p>4.) House for special populations:</p> <ul style="list-style-type: none"> a.) Near Homeless b.) Homeless c.) Frail Elders 		
<p>E. Leading industries and occupations</p>	<p>5 pts</p>	
<p>III. PEOPLE OF THE COMMUNITY</p> <ul style="list-style-type: none"> A. Population profile <ul 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 B. Vital and demographic population characteristics <ul style="list-style-type: none"> 1.) Age distribution 2.) Sex distribution 3.) Race distribution 4.) Ethnic group compositions and distribution 5.) Socioeconomic status <ul 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 C. Leading causes of morbidity <ul style="list-style-type: none"> 1.) Incidence rates (specific diseases) 2.) Prevalence rates (specific 	<p>10 pts</p>	

<p>diseases)</p> <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 b.) Adults with special problems c.) Children and adults developmentally disabled d.) Children and adults blind or deaf <p>C. Transportation</p> <ol style="list-style-type: none"> 1.) Transport systems, bus, suburban train, private auto, air, other 2.) Transportation provisions for special populations <ol style="list-style-type: none"> a.) Elders b.) homeless or near homeless c.) adults with disabilities <p>D. Communication resources</p> <ol style="list-style-type: none"> 1. Newspapers 2. Radio stations 3. Television 4. Internet web sites 5. Other <p>E. Religious resources</p>	<p>10 pts</p>	

<ul style="list-style-type: none"> 1. Churches and other religious facilities 2. Community programs and services (health ministries, parish nursing) 		
<ul style="list-style-type: none"> F. Recreation resources <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	
<ul style="list-style-type: none"> G. Community safety (protection) <ul style="list-style-type: none"> 1.) Fire protection (describe) 2.) Police protection, including county detention facilities (describe) 3.) Disaster preparation 	5 pts	
<ul style="list-style-type: none"> H. Stores and shops <ul style="list-style-type: none"> 1.) Types and location 2.) Access 	5 pts	
<ul style="list-style-type: none"> I. List Community health facilities and resources (access, availability, eligibility) <ul style="list-style-type: none"> A. Health systems <ul 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 <ul style="list-style-type: none"> a. Hospital ambulatory clinics b. Public health service clinics c. Nursing centers 	15 pts	

<ul style="list-style-type: none"> d. Community mental health centers 7.) Special health services for targeted populations <ul style="list-style-type: none"> a. Pre-school b. School age c. Adults 8.) Other <ul style="list-style-type: none"> a.) School health services b.) Occupational health services B. Public Health and Social services <ul style="list-style-type: none"> 1.) Health Dept programs 2.) Social services <ul style="list-style-type: none"> a.) Dept of social services county b.) Official public and social programs LIST c.) Social Security location, availability, eligibility C. Voluntary Health Organizations <ul 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 D. Health related Planning <ul style="list-style-type: none"> Groups <ul style="list-style-type: none"> 1.) Area Agency on Aging 		
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<p>2.) Senior Coordinating Councils</p> <p>3.) High-risk infant coordinating councils</p> <p>4.) Healthy Communities</p> <p>5.) Teen violence prevention</p>		
<p>CARE PLAN</p> <p>A. What are the major assets of the community</p> <p>a.) place</p> <p>b.) people</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>	<p>20 pts</p>	
<p>TOTALS</p>	<p>POSSIBLE POINTS 100</p>	<p>EARNED POINTS</p>

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 disparities, health literacy, culture belief systems, environmental issues, and distance.	II B III C	I 8, II 7, V 9 VII 3, 7, VIII 9 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

SEPARATION PAGE

