

**SUL ROSS STATE UNIVERSITY
DEPARTMENT OF NURSING
NUR 4305
Rural and Border Community Public Health
Senior Spring Semester**

NUR 4305 RURAL AND BORDER COMMUNITY PUBLIC HEALTH

SEMESTER HOURS: Three (3) Credits (Hybrid)

CLINICAL HOURS: 1 Credit

DIDACTIC CONTACT HOURS: 2 Clock Hours/Week

CLINICAL CONTACT HOURS: 4 Clock Hours/Week

TOTAL CONTACT HOURS: 96

LEVEL: Senior

PREREQUISITES: Successful Completion of Previously Assigned Courses

FACULTY INFORMATION:

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Hours available via e-mail: M-F 8-5 Sunday 7-9

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COURSE DESCRIPTION:

This course emphasized the role of community and public health concepts and is designed and adapted to rural and border individuals/populations/communities. Assessment of national, state, and local services and policies that address health promotion and disease prevention and goals. The various roles of nurses in the community health systems are explored and practiced, building on previous clinical experiences in the community. The course addresses community assessment and policy planning unique to the setting. Challenges faced by community health nurses are explored. Students actively engage in local community health services in a professional role with Emergency Medical Services (EMS) and in the Emergency Room (ER). The course also addresses rural health issues at the state, national, and global levels.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, each student will have an understanding of community health issues and services within a rural/borer environment through activities designed to ensure that the student will be able to:

MEMBER OF THE PROFESSION

1. Identify evidence-based practice strategies applied to promote, maintain and restore health of rural and border community members.
2. Analyze concepts of health disparities, health literacy, and cultural beliefs essential to the local community assessment.
3. Analyze health care system components related to community health among national, state and local levels

PROVIDER OF PATIENT CENTERED CARE

4. Analyze concepts of health disparities, health literacy, and cultural beliefs essential to the local community assessment.
5. Incorporate use of technology in assessing and planning for community and public health services Participate in community health services in a professional role with preceptor or faculty available.
6. Perform a comprehensive community health assessment, including Windshield Survey, as an evidence-based approach for local community health planning, goals, and policy to address unique needs.
7. Integrate concepts of health disparities, health literacy, and cultural beliefs in the community assessment.
8. Develop a teaching plan to advocate for an identified population in the community for access to health care and prevention of disparities based on assessed needs and resources.
9. Interview local leaders engaged in planning and providing emergency health and disaster preparedness services.
10. Participate in delivering emergency services including EMS and continue in the ER.

PATIENT SAFETY ADVOCATE

11. . Describe community health resources that benefit patients, populations, and the community and roles of nurses.

MEMBER OF THE HEALTH CARE TEAM:

12. Address various potential disasters that impact rural communities and residents.
13. Describe disaster preparedness and emergency health services at national, state, and local levels.
14. Identify potentials for local disasters and resources to be mobilized.

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 REFERENCES:

Text Books:

- Anderson, E. & MacFarlane, J. (2020). *Community as Partner: Theory and Practice in Nursing* (8th ed.). Walters Kluwer Health.
- Burkhardt M. & Nathaniel, A. K. (2020). *Ethics & Issues in Contemporary Nursing: Nursing Ethics for the 21st century*. St. Louis, MO: Elsevier.
- Ebersol, P, Hess T, Jett K., Luggen, A. (2020). *Toward a healthy aging: Human needs and nursing response*. (10th ed.). St Louis, MO: Mosby/Elsevier.
- Stanhope, M. & Lancaster, J. (2022). *Foundations for Population Health in Community/Public Health Nursing*. (6th ed.). St. louis, MO: Elsevier.
- Winters, C. Al, & Lee, H. J., Eds. (2018). *Rural nursing: Concepts, theory, and practice* (5th ed.). New York, NY: 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://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)
- Texas Rural Health Association <https://www.trha.org/>
- Texas State Office of Rural Health <https://www.texasagriculture.gov/Grants-Services/Rural-Economic-Development/State-Office-of-Rural-Health>
- 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:

Class discussion and Participation: 20%

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/Public Health Clinical Experience: P/F

Students will be assigned to the clinical experiences to participate in the delivery of community and/or public health in the rural setting and to learn about the roles and services provided in therein. The standard Clinical Evaluation will be used to confirm pass/fail.

Community Engagement: 20%

Students will engage in the community by visiting with 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.

Education Project: 30%

Students will develop and present a community education program based on their knowledge and observations of need in the community. The educational program may be presented in a community setting or a school setting. See Guidelines and Grading Rubric.

Examinations: 15% each (Total 30%)

Examinations given in class may be multiple choice questions or application of critical reasoning/ problem solving skills in narrative form. There are two examinations a midterm and a final.

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, 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 that are delineated in the syllabus.

2. Summary of Measures for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
Class Discussion	20%
Mid-term & Final Exam (15% each)	30%
Community/Public Health Clinical	P/F
Community Engagement	20%
Community Education Project	30%
Total	100%

Evaluation Rubrics attached following syllabus narrative.

3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

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: Examinations will be given in class or via the use of Proctor Free. Instructions will be provided at the time of the examination.

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 4305 Rural and Border Community Public Health Course Schedule:

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

Week & Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments, & Submission Dates
<p>Week1 1/19/ 23</p>	<p>Orientation to course This course focuses on adapting and providing health care services to the rural border community.</p> <p>Resources, Requirements and Expectations: 1. Class engagement with current references 2. Clinical in Community/Public health 3. Plan, Develop, provide and present a community education project</p>	<p>Healthy People 2020 www.healthypeople.gov Locate objectives relative to rural border areas</p> <p>Ebersole Ch1</p> <p>Follow on line concerning course topics: Online Journal of Rural Nursing</p> <p>Rural Health Info Hub</p>	<p>Be prepared to access current rural resources concerning the issues addressed in the course and share in class discussion. (graded)</p> <p>Students to be assigned clinical Community/Public Health sector(Graded)</p> <p>In groups of 3 to 4 students will plan and perform an Educational Project for the community (Graded)</p>
<p>Week2 1/26/ 23</p>	<p>Global Challenges to Health Including Rural Areas and Immigrants: Community-as-Partner 1. Analyze concepts of health disparities, health literacy and culture related to global health. 2. Address the complex issues related to providing global community health services, including disaster preparedness to global rural areas. 3. Describe nursing organization engaged in global nursing.</p>	<p>Ebersole: Ch 2,3,4 & 5</p> <p>IOM. (2004). Health Literacy. Executive Summary</p> <p>United Nations Universal Declaration of Human Rights www.un.org</p> <p>Access information on the International Counsel of Nurses (ICN) https://www.icn.ch/</p> <p>Access Sigma Theta Tau International regarding international nursing research and collaboration https://www.sigmanursing.org/</p>	<p>UN Universal Declaration of Human Rights. Be prepared to discuss its role and implications.</p> <p>Discuss the aspects of global health disparities, health literacy, and culture that impact health services and status.</p> <p>Consider professional nurse roles in addressing these issues.</p>

<p>Week3 2/2/2 3</p>	<p>Epidemiology and Demography of Diverse Populations</p> <p>Challenges of meeting needs of immigration and asylum seekers</p> <ol style="list-style-type: none"> 1. Analyze the complex issues related to immigration and asylum seekers and their health status. 2. Identify values and priorities for dealing with asylum seekers and immigrants. 3. Compare and contrast various countries approach to dealing with immigration. 	<p>Burkhardt Part IV: Ch 13 through 18</p> <p>Search internet for current issues related to immigration and asylum seekers nationally and world-wide.</p> <p>Search documents for evidence of epidemiological data to guide decision making related to global health care for immigrants.</p>	<p>Share concepts of the ethics and economic challenges facing health care providers and countries related to caring for the world population in times of disasters, crisis and violence.</p>
<p>Week4 2/9/2 3</p>	<p>Environmental Safety Including the Workplace and Disasters</p> <ol style="list-style-type: none"> 1. Identify toxins and other environmental hazards that adversely impact health 2. Review regulations designed to reduce hazards and their impact on health and on climate change 3. Consider ecological principles and policy that address the workplace and environmental safety. 4. Describe emergency disaster planning as applied to rural communities 	<p>Stanhope Ch 8, 16, 17</p> <p>Search internet for current issues related to environmental (climate change) and workplace hazards and report articles in class</p>	<p>Share findings related to environmental and workplace safety.</p> <p>Present findings related to disaster and emergency preparedness to share in class.</p>
<p>Week5 2/16/ 23</p>	<p>Culture, Faith, and Diversity</p> <ol style="list-style-type: none"> 1. Describe demographics of population in rural settings. 2. Analyze the role of faith in close rural communities and the impact of health status and outcomes 3. Consider elements of diversity in rural setting and how diversity is addressed including race, gender and economic status. 	<p>Stanhope Ch 29 and 31</p> <p>Burkhalter Ch 17 Gender Issues Ch 18 Transcultural and Spiritual Issues</p>	<p>Share findings related to culture, faith and community diversity</p>

		Search internet for current issues related to culture, diversity, and faith in rural settings.	
Week6 2/23/ 23	Policy for Global, National and Local Environments 1. Differentiate between program and policy. 2. Describe elements of policy and subsequent regulations that are effective for health safety and wellbeing. 3. Describe how community nurses are able to impact health policy. 4. Identify and describe local or state groups formed to influence health policy. 5. Identify current issues addressed in health policy and human rights.	Anderson Ch 8 Partnering with Communities for Healthy Public Policy Burkhalter Ch 14 Health Policy Issues Ch 16 Social Issues	Share resources related to health policy and impact of local and state populations
Week7 3/2/2 3	Information Technology: Global and National 1. Describe resources nationally, state and local for measures of health. 2. Describe the role of data in monitoring impact of goals and intervention effectiveness. 3. Explore how Healthy People 2020/2030 and subsequent versions can have a positive impact of health status	Anderson Ch 9 Informatics and Community Health Nursing Healthy People 2020/2030 for goals and data to measure change	Share resources related to information technology related to rural settings.
Week8 3/9/2 3	Community Assessment 1. Reflect on focused community assessment related to rural and border settings. 2. Share developing plans for Community Educational Program		Mid Term exam

	4. Plan strategy for performing the assessment as a basis for a community health plan		
Week9 3/23 /23	Community Health Plan and Medical Emergency Preparedness 1. Analyze available community assessment data. 2. Identify evidence-based community nursing services based on findings 3. Analyze available emergency services and alternative emergency services that may be needed 4. Identify evidence-based characteristics of infection control and vaccination programs in rural settings.	Anderson Ch 12 Analysis and Nursing Diagnosis Ch 13 Planning a Community Health Program Ch 19 Preventing and managing Community Emergencies: Disasters and Infectious Diseases Secure resources on various approaches to rural community assessment plans for health promotion and emergency response.	Share resources concerning community health plan for improving health status and emergency preparedness Assessment on student's use of Peer Reviewed Literature.
Week10 3/30/ 23	Implementing the Health Plan 1. Compare community assessment findings and plans developed in earlier semester. 2. Prepare an evidence-based community education program based on community assessment findings	Secure resources on various approaches to rural community assessment measures of success or impact.	Present community education plan to the class. Anticipate implementation issues. Present plan to class for community education program based on assessment, findings, and plan Conduct Community Education Program
Week11 4/6/2 3	Empowerment 1. Analyze measure to engage local citizens in health wellness policy and programs 2. Consider boundary management in rural settings where health professionals collaborate with neighbors and friends with local citizens.	Anderson Ch 6 Empowerment and Healing Burkhardt Ch 19 Empowerment for Nurses Ch 20 Facilitating Patient Empowerment Secure resources related to empowering local communities and boundary issues in rural or small communities.	Share resources related to empowerment and boundaries in rural settings. Conduct Community Education Program

<p>Week12 4/13/2 3</p>	<p>Health Care of Vulnerable Populations: Children, Disabled, Migrants, and Elderly</p> <ol style="list-style-type: none"> 1. Consider health issues in the schools including assessment, intervention and creating social and physical safety. 2. Determine minorities such as disabled, minority racial groups, migrants, and disabled and identify their health status, resources. 3. Identify needs and resources of elderly based on your geriatric project interactions. 	<p>Anderson Ch 16 Promoting Healthy Partnerships with Schools Ch. 18 Promoting Healthy Partnerships with Marginalized Groups Ch 20 Promoting Healthy Relationships with Community Elders</p> <p>Pursue resources related to marginalized populations and their needs.</p> <p>Review purpose and objectives of the Geriatric Project in relation to health status and services.</p>	<p>Share resources located relating to needs of special populations in the local rural community.</p>
<p>Week13 4/20/ 23</p>	<p>Workplace Safety</p> <ol style="list-style-type: none"> 1. List the various workplace settings in the local rural area and identify health and safety issues for each. 2. Analyze how existing policies and regulation provide for safe work environments. 3. Discuss strategies for primary, secondary and tertiary evidenced-based health promotions may improve workplace safety 4. Explore different health education approaches that are appropriate to various workforce groups/ occupations. 	<p>Anderson Ch 19 Promoting Healthy Partnerships in the Workplace</p> <p>Seek resources related to workplace safety related to occupations in the rural setting such as agriculture and ranching.</p>	<p>Share resources related to health safety of occupational groups in rural setting.</p>
<p>Week14 4/27/ 23</p>	<p>Future Projections for Rural Communities</p> <ol style="list-style-type: none"> 1. Consider trends in rural populations. 2. Consider causes and impact of rural hospitals closures in rural communities. 	<p>Secure resources that suggest changes in the next ten to 25 years relating to rural social and economic life that impacts health status and wellness.</p>	<p>Share resources reflecting on the future of health and wellness of rural communities.</p> <p>Share professional and personal goals related to community health and</p>

	<p>3. Project evidence-based constructive approaches for addressing health safety and wellness in rural communities with projected changes in economics, social and environmental changes projected.</p> <p>4. Reflect on role of community nurses in rural settings to address the transitions.</p>		prospects for rural communities in the future.
Week15 5/4/23	<p>Overview of Community Health Nursing</p> <p>1. Compare your perceptions of rural communities at beginning of program and now.</p> <p>2. Reflect on what you have learned and identify any significant changes in perspective that you have experienced or observed.</p> <p>3 Reflect on evidence-based measures to promote rural health and wellness.</p>	https://www.ruralhealthinfo.org/toolkits/health-promotion/1/introduction	Participate in Community Disaster Drill
Week16 5/11/ 23	Final Examination	<p>Course Evaluation</p> <p>Evaluation of class participation and use of resources & clinical engagement.</p>	<p>Final exam</p> <p>Course Evaluation</p> <p>Clinical Evaluation</p>

COURSE EXPECTATIONS:

Orientation to Course: 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.

Faculty and Student Picture and Biography:

Faculty will submit a picture and summary of educational and professional experiences that prepared them to teach in respective courses.

During the first week of class, students must each submit a snap-shot or picture of themselves with a brief personal and professional biography, including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN.

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 6 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 4 days of submission.

- **Writing and use of APA:** All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) 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 and modules.
- 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.

STUDENT EVALUATION:

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.</p> <p>Posting & responses meet all the requirements of the discussion instruction</p> <p>25 Points</p>	<p>Responds to discussion questions but with minor confusion about the focus of study in the module.</p> <p>Posting & responses meet most of the requirements of the discussion instructions</p> <p>20 Points</p>	<p>Responds to 1 or more discussion questions with major confusion about the focus of study in the module.</p> <p>Or</p> <p>Provides some answers but fails to respond to discussion questions as directed in the Forum.</p> <p>Posting & responses meet some of the requirements of the discussion instructions</p> <p>10 Points</p>	<p>The discussion questions are not answered</p> <p>Or</p> <p>Responses have no connection to the questions.</p> <p>Posting & responses meet few/none of the discussion instructions.</p> <p>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>15 Points</p>	<p>Thoughts are logically organized at the paragraph level with no more than 3 errors in SG</p> <p>10 Points</p>	<p>Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP.</p> <p>&/Or</p> <p>Thoughts show limited logical organization between ideas.</p> <p>5 Points</p>	<p>Thoughts show no logical organization in the paragraph.</p> <p>&/ Or</p> <p>Postings contain in excess of 4 errors in SGP.</p> <p>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.</p> <p>&/ Or</p> <p>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>

Crosswalk of Course Objectives with Texas BON DEC's and AACN Essentials

Objectives	TBON DEC's	AACN Essentials
Didactic Objectives		
1. Analyze concepts of health disparities, health literacy, and cultural beliefs essential to the local community assessment.	II B1,5 III C6	VI 1, 6, 8, 9 VII 3, IX 22
2. Describe community health resources that benefit patients, populations, and the community and roles of nurses.	II H3 IV D2	I 4, III 4,6 IV 6
3. Analyze health care system components related to community health among national, state and local levels.	I A, B7	V 5, 8
4. Incorporate use of technology in assessing and planning for community and public health services.	II B10 IV A5, E2,3	IV 8, V 2, 6 VIII 6
5. Identify evidence-based practice strategies applied to promote, maintain and restore health of rural and border community members.	II B 12 III C1	III7, V 9 VII 3, 7, VIII 9 IX 17, 19,20
6. Address various potential disasters that impact rural communities and residents.	III D 4	VII 4, 5 VIII 1, 6, 14
7. Describe disaster preparedness and emergency health services at national, state, and local levels.	III A	V 5, 8 VIII 8
8. Identify potentials for local disasters and resources to be mobilized.	III C2	VIII 8, 9
Clinical Objectives		
1. Participate in community health services in a professional role with preceptor or faculty available.	IV B2 & 3	VIII 1, 2, 3 IX 4
2. Perform a comprehensive community health assessment, including Windshield Survey, as an evidence-based approach for local community health planning, goals, and policy to address unique needs.	II B2, C1, III B1, C D	II 11, V 10, VII 8, 10, 11 VIII 1,2
3. Integrate concepts of health disparities, health literacy, and cultural beliefs in the community assessment.	II C 7; IV B4, C1, 4; D2	I 7, II 2, V 10, VI 1 VIII 3
4. Develop a teaching plan to advocate for an identified population in the community for access to health care and prevention of disparities based on assessed needs and resources.	II G 1 & 2; III D	VIII 5
5. Interview local leaders engaged in planning and providing emergency health and disaster preparedness services.	II E3	V 10, IX 7
6. Participate in delivering emergency services including EMS and continue in the ER.	II E3, 10; III C1	IX 6