ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in NURSING

NUR 4307

Community Based Health Promotion and Disease Prevention
Fall 2018

Lenore Cortez, MSN, RNC
COURSE NUMBER
NUR 4307

COURSE TITLE
Community Based Health Promotion and Disease Prevention

CREDITS: 3-0-0

PREREQUISITE COURSES
NUR 4411 (Adult Health Nursing II), NUR 4321 (Adult Health Nursing II Practicum), NUR 4412 (OB/Pediatric Nursing), NUR 4222 (OB/Pediatric Nursing Practicum).

CO-REQUISITES
NUR 4205 Nursing Concept Synthesis, NUR 4404 Nursing Capstone Residency, and NUR 4302 Nursing Leadership

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course (http://www.angelo.edu/dept/nursing/handbook/index.html).

COURSE DELIVERY
Community Based Health Promotion and Disease Prevention course is delivered in a hybrid method which includes both in-class activities and assignments on the Blackboard course site. While this class is scheduled as a 16 week course, the didactic portion will be presented in 8 weeks with clinical assignments in the field to allow students to participate in a capstone clinical experience. A final community poster presentation is completed at the end of the semester.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

8-15-18
Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu). Then select “Test your Browser” option located under the Browser Test header.

Please see computer requirements for BSN classes at this link:

http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

FACULTY
Mrs. Lenore Cortez
Clinical Instructor of Nursing
Office: ARCHER 318T
Phone 325-486-6859
E-mail: lcortez5@angelo.edu

Office Hours:
M: 9:00 AM-1:00 PM; (In CH Lec 1:00 – 3:50 PM)
T: Call/email for appointment
W: 9:00 AM – 2:00 PM
TH: Call/email for appointment
F: (Meetings) Call/email for appointment

*Appointments may be scheduled for alternate times if prescheduled. To schedule an appointment, please email (This is best!) or call my office phone and leave a message.

COURSE DESCRIPTION
This course focuses on theory-based nursing care of aggregates, communities, and vulnerable populations in a global, multicultural society. The RN student is introduced to public health concepts as well as characteristics of community health nursing in a variety of settings.

You are responsible for reading, understanding, and abiding by all content in this syllabus!!!

BSN PROGRAM OUTCOMES
Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:
1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data, and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.

8-15-18
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesize knowledge from nursing, the humanities, biophysical, psychological, and social sciences in assessing, intervening, and evaluating nursing practice with groups, communities, and vulnerable populations.</td>
<td>Quizzes Discussion Boards Windshield Survey Community Resource Exercise</td>
<td>1,2,3,4,5,6,</td>
<td>6</td>
<td>EBP</td>
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<tr>
<td>Analyze nursing, epidemiologic, and social data in order to draw inferences and conclusions regarding a community’s health status.</td>
<td>Windshield Survey Discussion Boards</td>
<td>3,5</td>
<td>2, 3, 5</td>
<td>PCC S I</td>
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<td>Analyze and incorporate research findings into nursing practice with groups and communities</td>
<td>Windshield Survey Community Resource Exercise Op Ed Exercise</td>
<td>3,5</td>
<td>1, 6</td>
<td>EBP</td>
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<tr>
<td>Apply all steps in the nursing process at the individual, family, and aggregate</td>
<td>Windshield Survey Community Resource Exercise Simulation Exercises</td>
<td>1,2,3,4,5,6,</td>
<td>1, 6, 7</td>
<td>PCC</td>
</tr>
<tr>
<td>Identify the goals and objectives of Healthy People 2020.</td>
<td>Windshield Survey Community Resource Exercise</td>
<td>4,5</td>
<td>1, 2, 6, 7</td>
<td>PCC</td>
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</tbody>
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**QSEN Competencies:** Patient-Centered Care (PCC), Teamwork and Collaboration (TC), Evidence-based Practice (EBP), Quality Improvement (QI), Safety (S), Informatics (I)

**REQUIRED TEXTS AND MATERIALS**

2. ATI Community health electronic (included in your ATI package)
READING ASSIGNMENTS
Additional required and supplemental readings for the weekly classes are available through the course Blackboard site in the course documents or in the Bb weekly modules.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access (hard wired to router preferable)
- Webcam
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

EVALUATION AND GRADES
Graded assignments, activities and percent of the overall course grade:

**Course Requirements**
(see individual assignment rubrics posted on Blackboard)

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
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<tbody>
<tr>
<td>Discussion Board Activities: Ghost Map &amp; Health Disparities (5pts each)</td>
<td>10</td>
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<tr>
<td>Quizzes (8 @ 4pts each)</td>
<td>32</td>
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<td>Public Health in the News- Group Op Ed assignment</td>
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<td>“In Their Shoes”: Snap Shot of San Angelo Community Resources</td>
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<tr>
<td>Snap Shot of a Community: Windshield Survey Poster Presentation</td>
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<tr>
<td>ATI Community Health Practice Questions</td>
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<td>Community Health ATI Exam</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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## NUR 4307 Community Based Health Promotion and Disease Prevention Fall 2018 Course Calendar

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Lesson/Unit</th>
<th>Assignments &amp; Evaluation of Learning Objectives</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Aug 27&lt;br&gt;ACHH S 106&lt;br&gt;1:00 – 3:50</td>
<td>Orientation to course - Intro to Community Health/Public Health Nursing &amp; competencies - Leading Health Indicators/Healthy People 2020 - Levels of Prevention - Health Promotion/Risk Reduction</td>
<td><strong>Preparation for class:</strong>&lt;br&gt;Text: Savage et al.- Chapters 1 &amp; 2&lt;br&gt;ATI Community Health Book- Ch. 1&lt;br&gt;On Bb: <a href="http://www.newsworks.org/index.php/local/the-pulse/76771-will-health-in-all-policies-take-center-stage-in-2015-">http://www.newsworks.org/index.php/local/the-pulse/76771-will-health-in-all-policies-take-center-stage-in-2015-</a>&lt;br&gt;-Butterfield (1990). Thinking Upstream…&lt;br&gt;Settings for Community Health Nursing PowerPoint&lt;br&gt;&lt;br&gt;<strong>To do in class:</strong>&lt;br&gt;CHN Overview PowerPoint&lt;br&gt;Video&lt;br&gt;Class Discussion&lt;br&gt;Selection of neighborhoods and agencies&lt;br&gt;&lt;br&gt;<strong>To do Online:</strong>&lt;br&gt;Review course in Blackboard Quiz</td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;Sept 3 – 9</td>
<td>No On-Campus class (Labor Day Holiday) Online class:&lt;br&gt;Epidemiology&lt;br&gt;Environmental health</td>
<td><strong>Preparation for online assignment/class:</strong>&lt;br&gt;Text: Savage et al.- Ch. 3&lt;br&gt;ATI Community Health Book- Ch. 1 (pg. 5-7); Ch. 2&lt;br&gt;Johnson: The Ghost Map pp.111-156 (on Bb)&lt;br&gt;Study Designs <a href="http://www.med.uottawa.ca/sim/data/Study_Designs_e.htm">http://www.med.uottawa.ca/sim/data/Study_Designs_e.htm</a>&lt;br&gt;Marks (2009). Epidemiology, Public Health, and Public Policy&lt;br&gt;Brulle &amp; Pellow (2006). Environmental Justice: Human Health and Environmental Inequalities&lt;br&gt;APHA (2012): A Map to Better Health&lt;br&gt;Chapter 3 Powerpoint&lt;br&gt;Infection Control and Home Safety PowerPoint&lt;br&gt;&lt;br&gt;<strong>To Do Online:</strong>&lt;br&gt;<strong>Online Quiz</strong> due 9/9/18 at 11:59 PM&lt;br&gt;<strong>Discussion Board Activity:</strong> Ghost Map Reading due 9/9/18 at 11:59</td>
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<td>Week 3</td>
<td>PM Watch video</td>
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<td>Sept 10</td>
<td>-Frameworks for Health Promotion</td>
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<td>AHHS 106</td>
<td>-Community Assessment Models/Framework</td>
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<td>1:00 – 3:50</td>
<td>-Health Promotion/Behavior Change Theories</td>
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<td>Preparation for class:</td>
<td>Text: Savage et al. Ch. 2 pgs. 37-38; Ch. 14 pgs. 327-328; Ch.4 ATI Community Health Book- Ch. 2 &amp; 3 <a href="http://www.citylab.com/politics/2014/03/most-and-least-healthy-counties-america/8726/">http://www.citylab.com/politics/2014/03/most-and-least-healthy-counties-america/8726/</a></td>
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<td>-Olson Keller et al. (2004). Population-Based Health Interventions: Practice-Based and Evidence-Supported. Part 1</td>
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<td>-Hayes (2005). Public Health and Nurses...What is Your Role? (Reading List)</td>
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<td>-Health Impact Pyramid</td>
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<td>-Public Health Wheel Intervention Stories</td>
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<td>Theoretical Models PowerPoints</td>
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<td>To do in class:</td>
<td>Frameworks for Health Promotion (Public Health Intervention Wheel) PowerPoint</td>
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<td>Intervention Wheel Activity</td>
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<td>To do Online:</td>
<td>Quiz</td>
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<td>Watch video</td>
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<tr>
<th>Week 4</th>
<th>Population-level mental health, cultural humility</th>
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<tr>
<td>Sept 17</td>
<td>Preparation for class:</td>
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<tr>
<td>ACHHS</td>
<td>Text: Savage et al. Ch. 10; Ch 23; Ch. 24 pgs. 606-608</td>
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<td>1:00-3:50</td>
<td>ATI Community Health Book- Ch. 2 pg. 17-19; Ch. 4; Ch. 5 pg. 71-72</td>
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<td>-Spruyt (2016). Comorbid Depression on Anxiety Disorders: A Key Public Health Issue</td>
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<td>-Groves (2010). Cultural Competence at the Bedside</td>
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<td>-Haynes (2016). The Road to Cultural Competency: Are We There Yet?</td>
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<td>-Egginton (2017). Working with LGBTQ Patients. The Importance of Increasing Cultural Competency - Part 1 (Rea</td>
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<td></td>
<td>-Fact sheets Hispanic heritage month</td>
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<td>Hardwired to connect: <a href="http://americanvalues.org/catalog/pdfs/hwexsumm.pdf">http://americanvalues.org/catalog/pdfs/hwexsumm.pdf</a></td>
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<td>Week 5</td>
<td>Sept 24</td>
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<tr>
<td></td>
<td>Public health systems</td>
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<td></td>
<td><strong>Text:</strong> Savage et al. Ch. 22</td>
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<td>ATI Community Health Book- Ch. 7</td>
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<td><em>Research article for Op-Ed assignment (see syllabus for more instructions)</em></td>
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<td>Kaiser overview of ACA:</td>
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<td>APHA CDC/HRSA funding</td>
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<td>Most updated information on Medicare qualifications for seniors:</td>
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<td>2015 Revised poverty guidelines:</td>
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<td><strong>To do in class:</strong></td>
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<td>Week 5 Ch. 22 PowerPoint</td>
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<td><strong>To do Online:</strong></td>
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<td>Quiz</td>
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<tr>
<th>Week 6</th>
<th>Oct 1</th>
<th>Disaster Preparedness</th>
<th>Preparation for class:</th>
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<td></td>
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<td><strong>Text:</strong> Savage et al. Ch. 25</td>
<td><strong>Text:</strong> Savage et al. Ch. 25</td>
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<td>ATI Community Health Book- Ch. 6</td>
<td>ATI Community Health Book- Ch. 6</td>
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<td>-Atlantic article: Suburbs and the New American Poverty:</td>
<td>-Atlantic article: Suburbs and the New American Poverty:</td>
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<td>Week 7</td>
<td>ACHH S 106 1:00 – 3:50</td>
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<td>Dec 8</td>
<td>Adolescent health</td>
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<td>Teen pregnancy</td>
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<td>Domestic violence</td>
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<td>Home visiting programs</td>
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### Environment al Health

- Disaster Nursing Supercourse ppt
- Cayla & Orcau (2011). Control of Tuberculosis in Large Cities in Developed Countries: An Organizational Problem
- Gebbie & Qureshi (2002). Emergency and Disaster Preparedness. AJN

**To do in class:**

**“In Their Shoes”: SNAP SHOT OF SAN ANGELO RESOURCES presentations (see instructions and rubric posted in Bb)**

**To do Online:**

- Quiz

### Preparation for class:

- Rick & Douglass (2007). Neurobiological Effects of Child Abuse
- SmithBattle (2012). Moving Policies Upstream to Mitigate the Social Determinators of Early Childbearing
- TED talk Dr. Nadine Harris: [https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime](https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime)

**To do in class:**

- Child & adolescent health Ppt
- Violence Ppt
- Video(s)

**To do Online:**

- Quiz
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Description</th>
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</table>
| Week 8   | Oct 15/ACHH 1:00 - 3:50 | **Preparation for Class:**  
Text: Savage et al. Ch. 7; Ch 12. pgs. 586-588; Ch. 24 pgs. 593-598  
ATI Community Health Book- Ch. 5  
-Health disparities Feb 08 article  
-APHA (n.d.). Health disparities: The basics  
-Pathways Community Woes linger ST articles  

**To do in class:**  
Homelessness presentation Ppt  
TED Talk video  
Discussion about Windshield Survey Project  

**To do Online:**  
Quiz  
Health Disparities Discussion Board Activity –Initial post due 10/17/18 at 11:59PM and response to peer due 10/21/18 at 11:59 PM |
| Week 9   | Oct 22-28     | No In Class Lecture—Work on Poster Presentations during Capstone Clinical. Week 9 - 14                                                             |
| Week 10  | Oct 29-Nov 4  | No In Class Lecture—Work on Poster Presentations during Capstone Clinical. Week 9 - 14                                                             |
| Week 11  | Nov 5-11      | No In Class Lecture—Work on Poster Presentations                                                                                                   |

8-15-18
<table>
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<tr>
<th></th>
<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
<th>Week 15</th>
<th>Week 16-14</th>
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<tbody>
<tr>
<td>Nov 12 - 18</td>
<td>No In Class Lecture—Work on Poster Presentations during Capstone Clinical. Week 9 - 14</td>
<td>No In Class Lecture—Work on Poster Presentations during Capstone Clinical. Week 9 - 14</td>
<td>No In Class Lecture—Work on Poster Presentations during Capstone Clinical. Week 9 - 14</td>
<td>Course Evaluations Poster Presentations</td>
<td>Finals Week</td>
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<td>Nov 19 - 25</td>
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<td>Week 13</td>
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<td>Nov 19 - 25</td>
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<td>Week 14</td>
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<td>Nov 26 – Dec 2</td>
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<td>Week 15</td>
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<td>Dec 3 ACHH S 1:00 – 3:50</td>
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<td>Poster Presentations in class: SNAP SHOT OF Communities/Neighborhoods: Windshield Survey</td>
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<td>ATI Proctored Exam Tuesday, December 4th 9:00 A- 12:00 P, HHS Testing Center</td>
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<td>Week 16-14</td>
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<td>Dec 10-14</td>
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Teaching Methods/Strategies
A variety of teaching methods, which may include assigned readings & questions, case studies, internet resources, written assignments, lectures & discussion (in-class and online discussion), group assignments, quizzes.

ASSIGNMENT/ACTIVITY DESCRIPTIONS

Quizzes
Eight quizzes worth four points each will be given in class or online. Quizzes will cover material from readings from the textbook chapters and class reading assignments. Students will be given no more than 20 minutes to complete each quiz (depending on the number of quiz questions). No additional time will be provided to students arriving late to class without prior approval. Quizzes may include a combination of multiple choice, true/false, matching questions or short answer questions. Quiz dates are noted in the class schedule. Respondus Monitor is required for all online quizzes.

Total Point Value: 32 points total (4 points per quiz)
Date Due: Weekly

ATI Community Health Practice Questions
All students will complete the RN Community Health Online Practice 2016 A and B exams prior to taking the comprehensive Community Health Proctored Exam. Students must receive an 85% or higher on each practice exam in order to be eligible to take the proctored exam. The instructor is able to view each student’s results on the ATI website (no additional turn-in is needed).

Total Point Value: 10 points total
Date Due: 12/1/18 by 11:59 PM

ATI Community Health Exam
All students will take the comprehensive Community Health Subject Exam in the computer testing center at the designated date and time. If a student receives “below level 1” on their Community Health proctored ATI exam, they will need to meet with the instructor to review their score in addition to discussing a remediation plan which will be due within a week of the exam date. Failure to submit adequate remediation paperwork will result in further points taken from the exam score as determined by the course instructor.

Total Point Value: 10 points total
Date Due: Tuesday, 12/4/18 from 9:00 A – 12:00 P in the HHS Testing Center
Small Group Work

Community/Public Health nurses rarely work alone; rather, they frequently work in teams to promote the health of populations. Therefore, students will work in small groups throughout the semester to complete various assignments. Some preparation prior to coming to class may be required, so carefully read instructions for each activity.

I. Public Health in the News (Op Ed assignment)

See grading rubric at the end of the syllabus. There are two goals for this assignment: (1) To raise your awareness of public health endeavors covered by the media; (2) To help practice writing PHN interventions, identifying primary, secondary, tertiary prevention goals, and using the Health Impact Pyramid and Public Health Nursing Intervention Wheel

Bring to class a recent article on a public health issue from a current print media such as a newspaper or magazine (examples: San Angelo Standard Times-or any other local paper, New York Times, CNN, USA Today, Newsweek, Time Magazine). This means you have to find, read, and summarize your article before class on 9/22/18, and come prepared to talk!

Instructions for completing this assignment:

1. In assigned groups of 5, each person will take a turn sharing:
   a) What is the public health issue/problem(s) addressed in the article?
   b) Was the information presented in that article reliable (i.e., based on reliable, evidenced based, medical/public health facts/information)?
   c) Why is the article of relevance to public health nurses?

2. Once everyone has shared their article:
   a) Select one article from the group
   b) Identify three interventions from the Public Health Nursing Intervention Wheel that could be implemented to address the public health issue identified in the article. Give an example for each type of intervention (e.g., “Screening: taking blood pressures at the state fair”)
      i. Identify what level of the Health Impact Pyramid each intervention would fit under and why
      ii. Identify whether each intervention is primary, secondary, and tertiary prevention and why
   c) Next, we will come back together as a class and share this one article with the prevention goals your group developed

3. For steps 1 and 2 (above):
   a. Have one person in your group act as “secretary” and take notes on their computer on what each person says about their individual article
   b. The secretary will also record interventions, health impact pyramid information, and primary/secondary/tertiary prevention goals selected for the one group member’s article that is selected
   c. This document will be submitted for credit via Blackboard, hard copies of everyone’s articles, will be turned in at the end of class
   d. Write the names of all group members who were present for the discussion at the top of the
document. This document should include a summary of each article, why you chose the one article to discuss as a group, three interventions from the Public Health Nursing Intervention Wheel, What level of the Health Impact Pyramid each intervention would fit under and why, and then identify whether each intervention is primary, secondary or tertiary and why.

**Total Point Value**: 5 points total

**Date Due**: 9/22/18 by 11:59 PM

II. “In Their Shoes”: SNAP SHOT OF SAN ANGELO RESOURCES

See grading rubric at the end of the syllabus. The purpose of this assignment is to, quite literally, have you walk one day in the shoes of a client in need of public health services. Envision your team as needing to connect with community resources with your assigned agency. Visit the agency as someone actually in need of services. **Be sure to explain to the agency you visit your purpose for visiting** (e.g., “we’re BSN students from ASU Department of Nursing, we’re doing a class assignment where we have to learn about how to access community resources from the perspective of a person seeking resources. Can you help me figure out how to…… apply for food stamps, Medicaid”). It is your responsibility to contact the agency to arrange a visit to their facility. When you make your visit you should dress in business casual attire and be wearing your ASU student ID’s.

Before completing this exercise as a group please complete the following online poverty simulation exercise to familiarize yourself with poverty:

http://www.playspent.org/ (click on where it says “Continue to Spent” at bottom of page)

Your teams will discuss and present your thoughts from your "In Their Shoes" experiences during the **10/1/18 class**. You will be expected to share, as a group, answers to the following questions. In the interest of time please only include the following during your presentation:

1. Description of agency you visited- identify the role in the community and how it relates to Healthy People 2020. Describe your process for conducting your assessment. Who did you meet with?
2. What did you learn?
3. What challenges did you encounter?
4. What surprised you?
5. How will this experience impact your nursing practice when caring for underserved clients?

(See attached rubric for more criteria related to this assignment) Your group will also submit a complete summary of your experience, in APA format that includes a Title page, level headings, citations & references for any statistics or information you gathered from a source other than yourself. Be sure to include all items on the grading rubric. ONE person from your group should submit this paper through the "Submit Assignments" link PRIOR to class on 1/10/18.

Only one submission is needed per group.
III. SNAP SHOT OF: Communities/Neighborhoods—Windshield Survey

Students will be assigned to groups of at least 3. Each group will be assigned a neighborhood in San Angelo or surrounding area. Students are to complete a Windshield survey of their assigned neighborhood. In public health nursing, the client is frequently a community. A windshield survey is the motorized equivalent of a physical assessment for an individual patient. But in this case the community is the client. Just as a nurse in a hospital setting can assess each system in the human body (e.g., listening to heart sounds), public health nurses can assess various “systems” in the community by driving or walking through neighborhoods in the community.

The observations made during a windshield survey provide important first steps that can inform the public health nurse about “systems” in the community that need more thorough assessment. For example, if, during the windshield survey, a nurse observes many overweight people, he or she may hypothesize that proper nutrition and exercise are areas of weakness for the community. This could lead to an examination of the availability and usability of parks, sidewalks or other areas for exercise, etc. Of course, the nurse is visiting only a limited section of the neighborhood during a specified time, so it is a given that the perceptions performed in a windshield survey are subjective. The next step is to verify these perceptions of the health of the community by doing a comprehensive community assessment (e.g., looking at demographic and epidemiologic data, interviewing key stakeholders in the community).

The assignment must be completed as a group; all members must participate and travel into your assigned community together. Please use common sense and put your safety first, always!!

Directions for completing the assignment:

1. As a group, decide the best day/time to complete the windshield survey
2. Designate someone in the group as the driver. The driver’s only responsibility is to drive. (You may switch drivers if you wish, so that everyone has a chance to assess the community surroundings).
3. All other group members will be responsible for taking notes as you ride around your designated neighborhood.
4. In addition to driving through the community, you must “hang out” at least one time at a place in your community. Examples include, but are not limited to, eating at a local restaurant (not a national chain), attending a midweek or Sunday church service, shopping at a local pharmacy, grocery store, or other store, etc. This is considered participant observation, so observe your surroundings long enough (at least one hour) to be able to make informed statements about the community, as you’ll be asked to comment on this experience on the poster you create.
5. You may also wish to take pictures of your community to include in your In-Class Poster Presentation at the end of the semester (optional). Please use your judgment about what is/is not appropriate to photograph (e.g., people may not be comfortable having their photo taken).
You will be required to complete a PowerPoint poster (see example listed on Bb) and present it to your peers. As presenters, each group member will be expected to give a 1-2 minute “elevator speech” to your audience and answer questions about your assessment. This is a formal presentation: posters should include the following information in an electronic format. You will be required to submit your poster and additional criteria document on Bb by Sunday, 12/2/18 at 6:00 PM. This will allow me to have copies to grade. I can then pull up your posters on the computer in class on Monday. In addition you may opt to save your poster on a flash drive and bring that in for your presentation. Include only the following information on your poster: (All additional criteria identified in the rubric can be typed and submitted via Bb on a separate document that includes a Title page. Bulleted list is okay to convey all remaining points on the rubric.)

1. Title (include name of the community/neighborhood you assessed)
2. Names of group members
3. Identify the boundaries of the community (include a map and highlight the area you assessed)
4. Give overview of your community and any statistical/epidemiologic/demographic data that is significant (example: 65% Hispanic population, 60% residents over 65).
5. Describe two (2) identified needs/problems in this community. Share your goals and objectives for one of your identified problems.
6. Identify two real or potential strengths of your assigned community.
7. Describe the Public Health Intervention(s) from the Wheel that your group would use in planning to address the potential problems or concerns of the assigned community.
8. Identify ways the community is or is not meeting the goals/objectives of Health People 2020.
9. Who would the group collaborate with to implement your interventions and achieve your stated goals? What resources would you use?
10. Include pictures of your community, where appropriate.

*Make sure references are included somewhere on the poster or submitted document

Total Points: 20
Date Presentations in class 12/3/18
Note: This assignment cannot be made up if you are not able to attend class on the day when the groups present on their community assessments.

Discussion Board Activities:

The Ghost Map Reading

The purpose of this online assignment is to facilitate discussion about your required course reading from the book The Ghost Map. Prior to posting, all students must read the assigned chapter, review the discussion questions and post a response to the discussion board on Blackboard.

Total Point Value: 5 points total
Date Due: 9/9/18 by 11:59pm

Health Disparities DB Assignment

8-15-18
The purpose of this online assignment is to assist the student in defining and better understanding health disparities and the leading health indicators as identified by *Healthy People 2020*. Students are to review the weekly reading assignments prior to beginning their discussion board post followed by completing an initial post which summarizes one LHI topic, life stages and determinants, and one aspect of the latest data that is deemed significant. Students will also identify if there is evidence of this disparity in their own community. Students are then required to make a response post to one of their peers by the indicated due date.

**Total Point Value:** 5 points total

**Date Due:** Initial post due 10/17/18 at 11:59 PM; Response post due 10/21/18 at 11:59 PM.

**GENERAL POLICIES RELATED TO THIS COURSE**

All students are required to follow the policies and procedures presented in the following documents:

**IMPORTANT UNIVERSITY DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27</td>
<td>First day of Fall semester</td>
</tr>
<tr>
<td>September 3</td>
<td>Labor Day Holiday – No classes</td>
</tr>
<tr>
<td>November 1</td>
<td>Last day to drop a class or withdraw from the University for Fall Semester</td>
</tr>
<tr>
<td>November 21–23</td>
<td>Thanksgiving Holiday Break – No Classes</td>
</tr>
<tr>
<td>December 10-14</td>
<td>Final Exams Week</td>
</tr>
<tr>
<td>December 15</td>
<td>Fall 2018 Commencement</td>
</tr>
</tbody>
</table>

**Use of electronics during class**

It is my goal to create a classroom environment that respects the rights of students and teachers to focus on the tasks of the day without distraction. In my experiences as a teacher and a student, I have found that allowing laptops and other technology in class opens up a universe of distractions that even the best students find hard to resist. There is also evidence to support that (1) students using mobile devices or laptops during class earn lower grades than those who do not use technology (2) students sitting within view of others’ laptop screens, *even if they themselves are not using technology*. Link to summary of the study: [http://www.cpr.org/news/story/getting-college-students-hang-and-learn](http://www.cpr.org/news/story/getting-college-students-hang-and-learn)

**Computer policy:** Despite the evidence that computers in the classroom may be detrimental to the learning community, I recognize the environmental benefits of using computers versus paper, and that you are young adults and should be treated as such. Therefore, I expect you to act like adults and I will allow computers in the classroom as long as they are used strictly for class-related activities (e.g., taking notes in Power Point or Word, searching for information related to a topic we are discussing). **BUT,** if any extracurricular computer activities are noted by me, you will lose your computer privileges for the rest of the semester and you will need to take any future notes by hand.
**Cell phone policy:** Unless you are expecting an important call (e.g., sick family member, sister in labor, cat having his teeth cleaned), there is no reason I can think of that you need your cell phone on or nearby during class. Think of my classroom as the local movie theater: you and your fellow patrons have paid good money to be here, and there is absolutely no texting allowed during class!! I reserve the right to ask offenders to leave the classroom. No talking on the phone or using your phone period, unless you have cleared it with me first.

*In general: Students who persistently engage in behaviors that are disruptive to the teaching/learning process may be required to leave the setting.*

**COMMUNICATION**

- Please use the email address/phone numbers provided under faculty information in the syllabus or information in blackboard to contact your faculty
- Although most of the time, email is answered within a few hours, please allow 24 hours minimum for a response (Monday-Friday)
- Use email first, unless there is an emergency
- Should an emergency arise please call instructor directly using her cell or office number.

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday. If you text message, please identify yourself in the body of the message.

*Written communication via Blackboard:* It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

*Written communication via email:* All private communication will be done exclusively through your ASU email address. Students are expected to check email a minimum of twice a week. Check frequently for announcements and policy changes.

**On Blackboard- Use Good "Netiquette":**

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else’s messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.
LATE WORK OR MISSED ASSIGNMENTS POLICY
Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will not be accepted without prior approval. Requests for extensions will be considered only for emergency situations (e.g., death in family, health emergency of self/family member. Family vacations and work schedules are NOT emergencies). Because “life happens,” it is advisable to not wait until the last minute to complete your assignment. The student must notify their instructor prior to the absence, unless there is an emergency, and must make arrangements within 48 hours after the absence for the retake. Faculty has the right to offer an alternative form of the exam and/or to deduct up to 10 points from the exam grade. Instructor reserves the right to require documentation for emergencies that delay submission of assignment.

***All Assignments must be submitted through Blackboard! Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, contact IT Department first to establish a ticket, then email lcortez5@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

If you miss an exam or quiz, you will receive a zero for the missed exam or quiz. There are no make-up exams/quizzes. If you are late to an exam/quiz, then you will only be allowed the remaining dedicated time for that exam.

STUDENT RESPONSIBILITY & ATTENDANCE
Class attendance is necessary and required for successful and satisfactory completion of all course objectives; therefore, students must attend all course sessions. If a situation arises that prevents the student from attending, he or she should contact the instructor ASAP, preferably before lecture begins.

According to the undergraduate handbook, a week’s worth of cumulative absences in any one course will result in faculty evaluation of the student’s ability to meet course objectives and may result in failure of the course. Three tardies (over 5 minutes late for lecture, campus laboratory, or clinical) will equal 1 hour of absence. Failure to meet these requirements hinders the student’s ability to complete the course. Attendance will be checked for each lecture.

ACADEMIC INTEGRITY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the University Student Handbook of Angelo State University http://www.angelo.edu/student-handbook/ as well as the Department of Nursing Undergraduate Student Handbook http://www.angelo.edu/dept/nursing/handbook/index.html.
PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

PERSONS WITH DISABILITIES AND SPECIAL ACCOMMODATIONS REQUEST
“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.”

For more information on learning disabilities and how to apply for accommodations through the ASU Disability Services visit http://www.angelo.edu/services/disability-services/

The following includes contact information for Disability Services at ASU:

    ada@angelo.edu
    Phone: 325-942-2047
    Fax: 325-942-2211
    Address: Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes.

8-15-18
by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEBLINKS:
Board of Nursing for the State of Texas [http://www.bne.state.tx.us/](http://www.bne.state.tx.us/)
BSN Student Resources [http://www.angelo.edu/dept/nursing/student_resources/](http://www.angelo.edu/dept/nursing/student_resources/)

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas of evaluation include:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

RUBRICS FOR ASSIGNMENTS (see following pages)

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Op-Ed Public Health in the News Grading Rubric

8-15-18
| Students present their article clearly, identifying the issue/problem and its relevancy to public health. | 20 |
| Students identify THREE interventions from the public health nursing intervention wheel that included the following: | 60 |
| 1. The “wedge” the intervention belongs to and why. | |
| 2. What level of the Health Impact Pyramid the intervention would fit under and why. | |
| 3. Whether each intervention is primary, secondary, and tertiary prevention and why. | |
| **All members participate** in class presentation and are able to adequately answer any questions asked by the audience. Students have one member submit the assignment requirements via blackboard by end of class period and article hard copies turned into instructor. | 20 |
| **Total** | 100 |

Grading Rubric: Snap Shot of Community/Neighborhood Grading Rubric:

COMMUNITY RESOURCES: “IN THEIR SHOES” REFLECTION

Group Members: ____________________________________________

8-15-18
<table>
<thead>
<tr>
<th>Points</th>
<th>Critical Aspect</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Part 1 Introduction | 5/5 | - Describe your process for conducting your assessment  
- Identifies contact person |          |
| Part 2 Agency | 20/20 | - Identifies agency’s mission  
- Purpose of agency  
- Service provided  
- Funding  
- Governing Agency  
- Is there an RN on BOD |          |
| Part 3 Community Impact | 20/20 | - Aggregates served  
- Impact on the community  
- Statistics of populations served  
- Cultural Diversity (staff, BOD & population served) |          |
| Part 4 Agency as it relates to Healthy People 2020 Goals | 20/20 | - Economic Stability  
- Education  
- Health and Health Care  
- Neighborhood & Environment  
- Social and Community Context |          |
| Part 5 Accessibility | 10/10 | - Environment (facility)  
- Location  
- Visibility  
- Wheel chair |          |
| Part 6 First Impressions/Summation | 15/15 | - Group expectation  
- Visual impressions  
- Summation |          |
| Part 7 Presentation | 10/10 | - Prepared & Professional  
- Thoroughly answered all 5 questions:  
* Description of agency you visited- identify the role in the community and how it relates to Healthy People 2020. Describe your process for conducting your assessment. Who did you meet with? *What did you learn?  
*What challenges did you encounter?  
*What surprised you?*How will this experience impact your nursing practice when caring for underserved clients? |          |

**Windshield Survey & Poster with oral presentation**

Students’ Names:

8-15-18
## Grading Rubric: Snap Shot of Community/Neighborhood Windsheild Survey & Poster Presentation

<table>
<thead>
<tr>
<th>Critical Aspects</th>
<th>Points Possible</th>
<th>Points Earned/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an eye catching PowerPoint poster presentation. Present information in logical, interesting sequence which audience can follow and font that can be easily read. Demonstrate full knowledge by thoroughly answering assignment questions with poster text &amp; verbal presentation. Leave white space on poster. Remember, that you can do bullet points and expand on them in your oral presentations. (see example posted in Bb). Use of graphics explain and reinforce screen text and presentation. Presentation has no misspellings or grammatical errors. Note: References must be provided for all information obtained; Include Pictures of the selected community (highly encouraged)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Describe process of conducting your assessment:</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>- Introduce your neighborhood title (include name of the community/neighborhood you assessed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Names of group members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the boundaries of the community (include a map and highlight the area you assessed).</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Evaluate the needs/goals/strengths of the community:</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>- <strong>Describe two (2) identified needs/problems in this community.</strong> Share your goals and objectives for <strong>one</strong> of your identified problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Identify two</strong> real or potential strengths of your assigned community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide appropriate community health interventions for the needs assessed:</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>- Describe the Public Health Intervention(s) from the Wheel that your group would use in <strong>planning to address the potential problems</strong> or concerns of the assigned community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Identify ways the community is or is not meeting the goals/objectives of Health People 2020.

2. Describe intervention strategies and relevance to nursing:
   - Who would the group collaborate with to implement your interventions and achieve your stated goals?
   - What resources would you use?
   - Discuss how this experience increased student knowledge of community health nursing

3. Give overview of your community and any statistical/epidemiologic/demographic/health data that is significant (example: 65% Hispanic population, 60% residents over 65). Remaining topics in this section to be covered in the written document you will submit. Must include a Title page.
   1. Geography: describe neighborhood, home, businesses
   2. Population: Stats, cultural diversity
   3. Environment: what does neighborhood look like?
   4. Industry
   5. Recreation
   6. Religion
   7. Transportation
   8. Public Services
   9. Social Problems
   10. Community Services
   11. Average income
   12. Attitude toward health and health care
   13. Health resources
   14. Environmental conditions related to health

Total 100