ANGELO STATE UNIVERSITY
MASTER of SCIENCE in NURSING

NUR 6339
POPULATION HEALTH AND EPIDEMIOLOGY
FOR ADVANCED NURSING
SUMMER 2019
BEVERLY GREENWALD, PhD, MSN, FNP-BC, NP-C, CGRN, RN
COURSE NUMBER
NUR 6339

COURSE TITLE
Population Health and Epidemiology for Advanced Nursing

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Collaborative management programs such as PBwiki may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course.
https://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU’s Blackboard Learning Management System.

For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.

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. Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage: blackboard.angelo.edu Select “Browser Test” option.

Please see technical requirements for MSN classes at this link:
http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

FACULTY
Dr. Beverly Greenwald, PhD, MSN, FNP-BC, NP-C, CGRN, RN
Professor, Department of Nursing
Mobile Phone (701) 261-4795
 Preferred method of contact: My ASU email appears on my phone. My phone voice box remains full. I respond to emails and missed phone calls as soon as I am able. If you have a general question, there are Discussion Boards where questions can be asked (and you may find an answer because the question has already been asked there). Please choose the contact method that best fits your preferred preference for reply.

OFFICE HOURS
Please arrange consultation times by phone or email. I am flexible and available most times during the week and weekends.

TIME ZONE
ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST. Students working outside of CST will need to make the necessary adjustments.

COURSE DESCRIPTION
This course explores the distribution and determinants of health and disease that affect human populations using health information and technology. Principles of genetics, genomics and epidemiological data are considered for design and delivery of evidence-based, culturally relevant clinical prevention and health promotion strategies and interventions. Evidence-based clinical prevention and population indices form the basis of a health project.

COURSE OVERVIEW
The student will evaluate selected physiological, psychological, political, legal, economic, ethical, theoretical, environmental, and cultural influences that impact healthcare, epidemiology, and health promotion across the lifespan. Students will identify a population and do a demographic assessment for an evidence-based oral health program.

MSN PROGRAM OUTCOMES
Upon completion of the program of study for the MSN program, the graduate will be prepared to:
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.
## STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Synthesize epidemiologic evidence for practice to determine appropriate application of interventions across diverse populations throughout the lifespan.</td>
<td>Module 1 Module 1 Community Assessment Module 1 Reading for Comprehension Exercise (MRCE) Module 2 Geriatric Risk Assessment Tool M2RCE Smiles for Life Courses</td>
<td>1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>I: Background for Practice from Sciences and Humanities -5-Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.</td>
<td>Scientific Foundations Competencies -1-Critically analyzes data and evidence for improving advanced nursing practice.</td>
</tr>
<tr>
<td>2 Incorporate current and emerging genetic/genomic evidence when providing advanced nursing care across the lifespan.</td>
<td>Module 2 Risk Assessment Tool Module 3 M3RCE Smiles for Life Courses</td>
<td>1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>I: Background for Practice from Sciences and Humanities -2- Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.</td>
<td>Scientific Foundations Competencies -1-Critically analyzes data and evidence for improving advanced nursing practice.</td>
</tr>
<tr>
<td>3 Evaluate selected physiological, psychological, political, legal, economic, ethical, environmental and cultural influences impacting healthcare, epidemiology, and health promotion across the lifespan.</td>
<td>Module 1 Community Assessment Module 4 M4RCE Smiles for Life Courses</td>
<td>8. Synthesize the impact of health determinants for provision of culturally relevant health promotion / disease prevention strategies.</td>
<td>VIII: Clinical Prevention and Population Health for Improving Health -1-Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies.</td>
<td>Health Delivery System Competencies -1- Applies knowledge of organizational practices and complex systems to improve health care delivery.</td>
</tr>
<tr>
<td>4 Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve health promotion and risk reduction for patients across the lifespan.</td>
<td>Module 4 M4RCE Smiles for Life Courses Module 5 M5RCE Module 5 Written Exercise: Flesch-Kincaid evaluation of education Smiles for Life Courses</td>
<td>4. Integrate best research evidence to improve health outcomes.</td>
<td>IV: Translating and Integrating Scholarship into Practice -1-Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.</td>
<td>Practice Inquiry Competencies -3- Applies clinical investigative skills to improve health outcomes.</td>
</tr>
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<td>5 Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions, guideline use, and evidence-based care to individuals, families, communities, and aggregates / clinical populations across the lifespan.</td>
<td>Module 4 M4RCE Smiles for Life Courses Module 5 M5RCE Module 5 Written Exercise: Flesch-Kincaid evaluation of education Smiles for Life Courses</td>
<td>8. Synthesize the impact of health determinants for provision of culturally relevant health promotion / disease prevention strategies.</td>
<td>VIII: Clinical Prevention and Population Health for Improving Health -3-Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates / clinical populations.</td>
<td>Health Delivery System Competencies -4- Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</td>
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<tr>
<td>6 Apply leadership and decision-making skills to provide culturally responsive, high-quality nursing care, through the delivery of lifestyle change interventions to individuals, groups, and</td>
<td>Module 5 Written Exercise: Flesch-Kincaid evaluation of education Module 6 M6RCE</td>
<td>2. Apply organizational and systems leadership skills.</td>
<td>II: Organizational and Systems Leadership -1-Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare</td>
<td>Leadership Competencies -5- Advances practice through the development and implementation of innovations</td>
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communities across the lifespan. Smiles for Life Courses team coordination, and the oversight and accountability for care delivery and outcomes. incorporating principles of change.

7 Use epidemiological, social, and environmental data to perform as risk assessment and draw inferences regarding the health status of patient populations across the lifespan and interventions to promote and preserve health and healthy lifestyles.

Module 2 Risk Assessment Tool M2RCE Smiles for Life Courses 9. Practice at the level of a Master’s prepared nurse.

IX: Master’s-Level Nursing Practice -6-Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.

Independent Practice Competencies -4-Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.

REQUIRED TEXTS AND MATERIALS

Students will want to purchase this text as it is used in every course in our program. There will be an APA Quiz and this manual (in print version) will need to be marked in advance of taking this quiz.

Library and internet resources will be used instead of a text. See the Modules for assigned reading.

OTHER REQUIRED MATERIALS
To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University’s Distance Education Website](#)

TOPICS
Oral Health
Risk Assessment Tools
Risk Reduction
Epidemiology
Statistics
Infectious Diseases
Chronic Diseases
Genetics and Genomics
Environmental Epidemiology
Demographic Assessment
BRFSS Data Analysis
History of Public Health
Health Promotion
Disease Prevention
Health Disparities
Health Policies
Health Behavior Change
Lifestyle change
Healthy People 2030
Individual, Group, and Community Interventions
Cultural Influences
Community Health
Emergency Preparedness

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. All assignments must be completed to pass this course.

The following grading scale is in use for this course:
   A = 90-100 percent
   B = 80-89 percent
   C = 70-79 percent
   F = <70 percent
### EVALUATION AND GRADES

Graded activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Due date (11 pm CST)</th>
<th>Points</th>
<th>Percent of Final Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>Smiles for Life Training Course Certificates (9)</strong></td>
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<tr>
<td><strong>Module 1, Week 1</strong></td>
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<tr>
<td>Course 1 = Oral to Systemic Health</td>
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<td>Course 2 = Child Oral Health</td>
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<td>Course 3 = Adult Oral Health</td>
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<tr>
<td>Course 4 = Acute Dental Problems</td>
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<tr>
<td><strong>Module 1, Week 2</strong></td>
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<tr>
<td>Course 5 = Oral Health for Women: Pregnancy and Across the Life Span</td>
<td>Jun 14</td>
<td>25</td>
<td></td>
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<tr>
<td>Course 6 = Caries Risk Assessment, Fluoride Varnish and Counseling</td>
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<td>Course 7 = The Oral Examination</td>
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<td>Course 8 = Geriatric Oral Health</td>
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<td>Course 9 = Global Oral Health (does not include a certificate)</td>
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<tr>
<td><strong>Written Work: Community-Based Oral Health Promotion Project</strong></td>
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<tr>
<td><strong>Module 1, Week 3</strong></td>
<td>Jun 21</td>
<td>50</td>
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<tr>
<td>Community Assessment ***50 points is 18% of your final grade. This assignment is</td>
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<td>a <strong>significant project!</strong></td>
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<tr>
<td><strong>Module 2</strong></td>
<td>Jun 28</td>
<td>30</td>
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<tr>
<td>Geriatric Risk Assessment Tool</td>
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<tr>
<td><strong>Module 5</strong></td>
<td>Jul 19</td>
<td>20</td>
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<tr>
<td>Written Exercise: Flesch-Kinkaid evaluation of education</td>
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<tr>
<td><strong>Module 6</strong></td>
<td>Aug 2 at 12 NOON</td>
<td>1</td>
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<tr>
<td>Student Self-Evaluation</td>
<td></td>
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<td>Note: 12 Noon</td>
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<tr>
<td><strong>Module Reading for Comprehension Exercises (MRCE, 6)</strong></td>
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<tr>
<td>M1RCE, Week 1</td>
<td>Jun 7, 11 pm</td>
<td>3</td>
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<tr>
<td>M1RCE, Week 2</td>
<td>Jun 14, 11 pm</td>
<td>18</td>
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<tr>
<td>M2RCE</td>
<td>Jun 21, 11 pm</td>
<td>9</td>
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<tr>
<td>M3RCE</td>
<td>Jun 28, 11 pm</td>
<td>18</td>
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<tr>
<td>M4RCE</td>
<td>Jul 12, 11 pm</td>
<td>45</td>
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<td>M5RCE</td>
<td>Jul 26, 11 pm</td>
<td>30</td>
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<tr>
<td>M6RCE</td>
<td>Aug 2 @ 12 noon</td>
<td>12</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>281</td>
<td>100%</td>
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</tbody>
</table>

**End of Semester Date = Aug 2 at noon**

Note: I will do grades in the afternoon of Aug 2 so all work needs to be completed by Aug 2 at 12 noon!
TEACHING STRATEGIES

- Group discussion, problem-solving and research, online activities, and the library resources will be used to promote student learning. Individual consultation with instructor as needed.
- Students are expected to be “active learners.” It is the instructor’s basic assumption that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material with their peers. A Discussion Board is provided in Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and experiences relevant to the course topics.

ASSIGNMENT DESCRIPTIONS

*Please note: Rubrics for all assessments are located after the end of this syllabus.

Learning Module Reading for Comprehension Exercises
Learning Modules will include a Reading for Comprehension Exercise. Detailed instructions are found under the MRCE tab when each exercise opens. Students will need to use Lock-Down Browser and no resources can be used. The questions are of all types and the number of questions varies with the amount of information covered (approximately 3 questions per article or reading assignment). Students will have 120 minutes to complete these exercises.

Smiles for Life Training Courses
Smiles for Life: A National Oral Health Curriculum was originally developed in 2005 by the Society of Teachers of Family Medicine Group on Oral Health. It was based in part on materials developed by regional consortia of family physicians, dentists, and educators between 2001 and 2004. The initial goal of the project was to provide educational resources to enhance the role of physicians training in Family Medicine residency programs in the promotion of oral health. Currently, the focus is on all primary care clinicians. Smiles for Life is now the nation’s most comprehensive and widely used oral health curriculum for primary care clinicians. It has been officially endorsed by 13 national organizations, and is in wide use in professional schools and post-graduate training programs.

Course 1 = Oral to Systemic Health
This course addresses the nature, prevalence, and consequences of oral disease throughout the life cycle with a focus on correlations between oral and systemic health. Students will learn their role in preventing oral disease, addressing frequently encountered oral problems, and working as part of an interprofessional team to promote oral health among their patients.

Course 2 = Child Oral Health
This course addresses the prevalence, etiology, and consequences of early childhood caries (ECC). Students will learn to assess risk factors, recognize the various stages of ECC, and counsel patients on preventative techniques. Additionally, this module will discuss common oral developmental issues in children such as teething, eruption hematomas, and non-nutritive sucking. Students will use information from this course to prepare a parallel Risk Assessment Tool for the geriatric patient in a later exercise.

Course 3 = Adult Oral Health
This course addresses how adult oral health is impacted by factors such as disease, aging, medication, and substance use. Students will review risk factors and etiologies of oral conditions, as well as appropriate treatment and referral procedures. Additionally, this module will address how to effectively promote oral disease prevention, coordinate dental care for patients requiring antibiotic prophylaxis, and collaboratively manage anticoagulation in patients undergoing oral procedures.
Course 4 = Acute Dental Problems
This course addresses the nature of oral pain, as well as acute dental problems precipitated by oral infections or trauma. Students will learn to treat oral pain; accurately assess, treat, and refer patients with oral infections; recognize and triage true dental emergencies; and promote the use of protective equipment to prevent oral injuries.

Course 5 = Oral Health for Women: Pregnancy and Across the Life Span
This course addresses the importance of oral health before, during, and after pregnancy. Students will explore the prevalence of oral disease during pregnancy and its consequences for both mothers and children, as well as review dental treatment guidelines for pregnant women.

Course 6 = Caries Risk Assessment, Fluoride Varnish and Counseling
This course focuses on caries prevention. It offers a brief review of Early Childhood Caries (ECC) and address how the use of fluoride is part of a comprehensive approach to a child's oral health. Specifically, students will learn the benefits, appropriate safety precautions, and dosing for fluoride, as well as how to apply fluoride varnish and provide adequate follow-up care.

Course 7 = The Oral Examination
This course addresses how to perform consistent and thorough oral examinations for children and adults. Students will learn to differentiate between normal and abnormal findings, and will develop an awareness of the needs of special populations such as the elderly or medically compromised individuals.

Course 8 = Geriatric Oral Health
This course addresses the vital role medical clinicians can play in promoting the oral health needs of older adults. Students will learn how to perform a comprehensive oral assessment, identify and manage common geriatric oral conditions, counsel patients on effective preventive measures, and collaborate with dental professionals. Additionally, this module will address the link between oral and systemic health and review common oral side effects of medications. Students will use information from this course to prepare a Risk Assessment Tool for the geriatric patient.

Course 9 = Global Oral Health
This presentation aims to define global oral health, describe epidemiology, discuss principles of promoting oral health, building health capacity, and working with stakeholders, as well as to identify resources and skills for global oral health best practices for non-dental providers and apply this global oral health approach to new immigrant and refugee care.

Community-Based, Oral Health Promotion Project
Students will identify a population to assess and conduct a demographic assessment. They will analyze this data for its impact on the method of delivery of an oral health promotion program. An education session will be evaluated for appropriate level using the Flesch–Kincaid tool.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
- Angelo State University Student Handbook located on the ASU website: Angelo State University's Student Handbook
- University Catalog located on the ASU website: https://www.angelo.edu/catalogs/
- University Graduate Nursing Handbook, located on the Nursing website

IMPORTANT UNIVERSITY DATES, SUMMER 2019
June 3 First Day of Class
July 3 Finals for First Summer Session, Last Day of Summer I
July 4 Holiday
July 8 Summer II starts
Aug 2, 12 noon, final time to submit any material for this course.
August 7 Final Exams (there is no final exam in this course)
August 7 Summer II ends
August 26 First Day of Fall Session

STUDENT RESPONSIBILITY & ATTENDANCE
ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. To successfully complete this course, students have to participate in all course activities. Students are expected to engage in course activities and submit work by due dates and times. **Students must complete all assignments for this course to pass this course.** The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average, for a 15-week semester or **9 – 13.5 hours per week for a 10-week summer session.**

Please note: students from other institutions, taking a one-time ASU course, are bound by ASU policies in this course.

COMMUNICATION
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.
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 references.
Written communication via email: All private communication will be done exclusively through your ASU email address. **Please check your ASU email daily** for announcements and policy changes. The ASU Help Desk can help you get your ASU email on your cell phone to assist with this essential communication. The Help Desk phone number is 866-942-2911 or 325-942-2911.
Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.
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. Generally, words that are all capitalized are more difficult to read. **Capitalizing may be used for emphasis but excessive capitalizing may be 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.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)
ASSIGNMENT SUBMISSION
All assignments MUST be submitted through the Assignments link in the Blackboard course site for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at beverly.greenwald@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This process 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.

LATE WORK OR MISSED ASSESSMENTS POLICY
The course is set up on weekly modules. The week begins on Monday and ends on Friday (except holiday weeks). Assignment due dates are shown on the schedule. Late assignments are not accepted without prior approval of faculty. Faculty reserves the right to deduct points for late assignments if they are accepted past the original due date. All assignments must be completed at a passing level to pass this course, even if a grade is not allowed.

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Archer College of Health and Human Services adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook: Angelo State University’s Academic Integrity Policy. The University “faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and 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.”

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.

It is unacceptable to copy word for word. Quotes are not allowed; rather, rephrase in your own words. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Do not quote; rather, rephrase and use your own words. 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. All papers are evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center: Angelo State University’s Writing Center Website.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by
the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

TITLE IX at ANGELO STATE UNIVERSITY

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 200
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

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 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/
- National Institute of Nursing Research (NINR) HTTPS://WWW.NIH.GOV/ABOUT-NIH/WHAT-WE-DO/NIH-ALMANAC/NATIONAL-INSTITUTE-NURSING-RESEARCH-NINR
- National Magnet Agenda https://www.nursingworld.org/organizational-programs/magnet/program-resources/research-materials/
- Campaign for Action (The Future of Nursing) http://campaignforaction.org/

SCHEDULE

Please note: The course starts each week on Monday at 1 am CST and closes at 11 pm CST on Friday. Most assignments and quizzes have a due time of 11 pm, most generally on Fridays (any exceptions are noted in the assignments). The course ends August 2 at 12 noon. All work must be completed by that time.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Weeks and Dates</th>
<th>Readings, Assignments, &amp; Participation</th>
<th>Topic(s)</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introduction to Epidemics in Oral Health</td>
<td>Week 1: Jun 4 – Jun 9</td>
<td>See Learning Module 1</td>
<td>Oral Health Epidemiology</td>
<td>Module 1, Week 1, Reading for Comprehension Exercise under “MRCE” tab (Jun 7, 11 p)</td>
</tr>
</tbody>
</table>
 Week 3, Module 1 Written Exercise: Community Assessment (Jun 21, 11 p) |
| Module 3: Public Health Historical Perspectives: Health Equity, Health Disparities, Genetics, Genomics, and Environmental Epidemiology | Week 3: Jun 17 – Jun 21 | See Learning Module 3 | Public Health Historical Perspectives Health Equity Health Disparities Genetics Genomics Environmental Epidemiology | M2RCE (Jun 21, 11 p) 
 Week 3, Module 1 Written Exercise: Community Assessment (Jun 21, 11 p) 
 Module 2 Written Exercise: Geriatric Oral Health Risk Assessment Tool (Jun 28, 11 p) |
 Module 2 Written Exercise: Geriatric Oral Health Risk Assessment Tool (Jun 28, 11 p) |
| Module 5: Community Health | Week 5: Jul 1 – Jul 5 | See Learning Module 5 | Community Health Healthy People 2030 Behavior Change Theory Application | M4RCE (Jul 12, 11 p) 
 Module 5 Written Exercise: Flesch-Kinkaid evaluation of education (Jul 19, 11 p) |
 Student Self-Evaluation (Aug 2, 12 noon) |

**Everything is due by August 2 at NOON!**
COURSE EVALUATION
Students are provided the opportunity and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions).

ASSIGNMENTS AND GRADING RUBRICS

NOTE:
Please note that all information needed for this course is included in this non-modifiable, PDF syllabus. To complete the assignments, students are directed to the Modules or ‘Assignments’ link on BlackBoard where modifiable Word Documents can be found and saved. Once saved, the students enter their work directly into those documents (do not delete the directions; rather, these are “add only” documents). In some instances, students will need to submit additional PDF documents (such as the Smiles for Life Certificates) along with the Word Document.

DISCUSSION BOARDS
“I have a question.” Please note that in all of our nursing courses there is a standard “I have a question” Discussion Board Forum. This is an area where students can clarify all details about the syllabus, grading rubrics, the course, or any question a student may have about the nursing program. Students can also email or call the instructor for clarification. Questions that are asked by phone or email and the answers will be posted on this Discussion Board for other students to read. Everyone should review the Discussion Board for each assignment to clarify any details, as needed.

Student Lounge: This discussion Board is available for student use. Networking with other graduate students is an important activity that will provide skills for future professional growth. This networking can be accomplished through email or on this Discussion Board.

Module Assignment Discussion Boards: There is a Discussion Board for each course assignment. These Discussion Boards are a means to discuss and clarify the directions and expectations for each assignment.

Module Discussion Boards: These Discussion Boards are available to discuss the assigned reading, videos, or other internet resources assigned for each Module.

Clarifying the Syllabus, Assignments, and other Course Requirements
Please note that there is an “I have a question” Forum on the Discussion Board. This is an area where students can clarify all details about the syllabus and grading rubrics. There is also a Discussion Board for each assignment. These assignment Discussion Boards are another means to clarify the directions and expectations for each assignment. Students can also email me at Beverly.Greenwald@angelo.edu / phone 701-261-4795. I encourage students to ask questions and will share these questions and answers on the Discussion Board.

GRADING RUBRICS
Although this is the end of the course syllabus itself, the grading rubrics for all assignments are included next.
End of Syllabus!

Start of Assignment Rubrics:
Module 1, Week 1, Assignment: Smiles for Life Courses, Due Jun 7, 11 pm (20 points).

Please read this entire assignment before beginning to do your work. The Grading Rubric is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) using the Grading Rubric as a check-list to ensure you do your work right the first time!

Objectives:

Course 1 = Oral to Systemic Health
This course addresses the nature, prevalence, and consequences of oral disease throughout the life cycle with a focus on correlations between oral and systemic health. Students will learn their role in preventing oral disease, addressing frequently encountered oral problems, and working as part of an interprofessional team to promote oral health among their patients.

Course 2 = Child Oral Health
This course addresses the prevalence, etiology, and consequences of early childhood caries (ECC). Students will learn to assess risk factors, recognize the various stages of ECC, and counsel patients on preventative techniques. Additionally, this module will discuss common oral developmental issues in children such as teething, eruption hematomas, and non-nutritive sucking. Students will use information from this course to prepare a parallel Risk Assessment Tool for the geriatric patient in a later exercise.

Course 3 = Adult Oral Health
This course addresses how adult oral health is impacted by factors such as disease, aging, medication, and substance use. Students will review risk factors and etiologies of oral conditions, as well as appropriate treatment and referral procedures. Additionally, this module will address how to effectively promote oral disease prevention, coordinate dental care for patients requiring antibiotic prophylaxis, and collaboratively manage anticoagulation in patients undergoing oral procedures.

Course 4 = Acute Dental Problems
This course addresses the nature of oral pain, as well as acute dental problems precipitated by oral infections or trauma. Students will learn to treat oral pain; accurately assess, treat, and refer patients with oral infections; recognize and triage true dental emergencies; and promote the use of protective equipment to prevent oral injuries.

Directions:

Save your Certificates of Completion as a PDF that includes your own name: NameSFL1Certificate.pdf (example: SmithSFL1Certificate.pdf), do not use the name ‘Smith’ if your name is not ‘Smith.’ Rather, use your own name. Match the course number with the certificate. I sometimes save these files to work off-line and I appreciate having your files pre-labeled for those times. Thank you in advance for labeling your files with your own name.

Submit your appropriately named PDF file under the ‘Assignments’ tab at the correct link as directed in the Rubric.

Part 2:
Go to the ‘Assignments’ tab on BlackBoard and find the Word Document file there for this assignment. Rename the modifiable Word Document to include your own name and save it in your computer as: NameMod1Wk1Rubric.docx
Do not use the name ‘Smith’ if your name is not ‘Smith.’ Rather, use your own name.

Complete the Rubric form, below.

Save the document and submit your appropriately named Word Document file under the ‘Assignments’ tab at the correct link.

<table>
<thead>
<tr>
<th>Grading Rubric: Smiles for Life Course #1 The Relationship of Oral to Systemic Health</th>
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<tbody>
<tr>
<td><strong>Criteria</strong></td>
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<tr>
<td>Labels the Certificate of Completion pdf appropriately, using the student’s real name?</td>
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<td>examples: SmithSFL1Certificate.pdf</td>
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<td>SmithSFL2Certificate.pdf</td>
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<tr>
<td>SmithSFL3Certificate.pdf</td>
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<tr>
<td>SmithSFL4Certificate.pdf</td>
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<tr>
<td>Thank you for labeling your files with your name. I appreciate your help with managing these student files.</td>
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<tr>
<td>Submits the Certificate under the correct link for this assignment?</td>
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<tr>
<td>Submits the Rubric under the same, correct link for this assignment?</td>
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<tr>
<td>Does not hit ‘Submit’ until the .docx Rubric and the 4 .pdf Certificate files have been uploaded at the single link?</td>
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<tr>
<td>Notes that 5 documents must be submitted at one link to earn the points for this assignment?</td>
</tr>
<tr>
<td>Does NOT delete the directions? Does NOT break the rubric down into separate .docx files? Simply saves the file, adds work where directed, saves, and then submits it?</td>
</tr>
<tr>
<td>Utilizes the Question DB for this assignment to clarify by asking questions and/or reading replies to other students’ questions and incorporating these answers into own work to avoid mistakes?</td>
</tr>
</tbody>
</table>

Please add any comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!

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**Module 1, Week 2, Assignment: Smiles for Life Courses, Due Jun 14, 11 pm (25 points).**
Please read this entire assignment before beginning to do your work. The *Grading Rubric is instructional* and designed to help you *do your work RIGHT THE FIRST TIME!* Please save yourself time by 1) reading the complete assignment *before* starting on your work and 2) using the Grading Rubric as a check-list to ensure you *do your work right the first time*!

**Objectives:**

**Course 5 = Oral Health for Women: Pregnancy and Across the Life Span**
This course addresses the importance of oral health before, during, and after pregnancy. Students will explore the prevalence of oral disease during pregnancy and its consequences for both mothers and children, as well as review dental treatment guidelines for pregnant women.

**Course 6 = Caries Risk Assessment, Fluoride Varnish and Counseling**
This course focuses on caries prevention. It offers a brief review of Early Childhood Caries (ECC) and address how the use of fluoride is part of a comprehensive approach to a child's oral health. Specifically, students will learn the benefits, appropriate safety precautions, and dosing for fluoride, as well as how to apply fluoride varnish and provide adequate follow-up care.

**Course 7 = The Oral Examination**
This course addresses how to perform consistent and thorough oral examinations for children and adults. Students will learn to differentiate between normal and abnormal findings, and will develop an awareness of the needs of special populations such as the elderly or medically compromised individuals.

**Course 8 = Geriatric Oral Health**
This course addresses the vital role medical clinicians can play in promoting the oral health needs of older adults. Students will learn how to perform a comprehensive oral assessment, identify and manage common geriatric oral conditions, counsel patients on effective preventive measures, and collaborate with dental professionals. Additionally, this module will address the link between oral and systemic health and review common oral side effects of medications. Students will use information from this course to prepare a Risk Assessment Tool for the geriatric patient.

**Course 9 = Global Oral Health**
This presentation aims to define global oral health, describe epidemiology, discuss principles of promoting oral health, building health capacity, and working with stakeholders, as well as to identify resources and skills for global oral health best practices for non-dental providers and apply this global oral health approach to new immigrant and refugee care.

**Directions:**


NameSFL5Certificate.pdf (example: SmithSFL1Certificate.pdf), do not use the name ‘Smith’ if your name is not ‘Smith.’ Rather, use your own name. Match the course number with the certificate. I sometimes save these files to work off-line and I appreciate having your files pre-labeled for those times. Thank you in advance for labeling your files with your own name.

Submit your appropriately named PDF file under the ‘Assignments’ tab at the correct link as directed in the Rubric.

**Part 2:**

Go to the ‘Assignments’ tab on BlackBoard and find the Word Document file there for this assignment. Rename the modifiable Word Document to include your own name and save it in your computer as:
Complete the Rubric form, below.
Save the document and submit your appropriately named Word Document file under the ‘Assignments’ tab at the correct link.

<table>
<thead>
<tr>
<th>Grading Rubric: Smiles for Life Course #1 The Relationship of Oral to Systemic Health</th>
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<td>Labels the Certificate of Completion pdf appropriately, using the student’s real name?</td>
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<td>examples: SmithSFL5Certificate.pdf</td>
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<td>SmithSFL6Certificate.pdf</td>
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<tr>
<td>SmithSFL7Certificate.pdf</td>
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<tr>
<td>SmithSFL8Certificate.pdf</td>
</tr>
<tr>
<td>Thank you for labeling your files with your name. I appreciate your help with managing these student files.</td>
</tr>
<tr>
<td>Attest here that you completed Course 9, Global Oral Health, because no certificate is available to upload.</td>
</tr>
<tr>
<td>Submits the Certificate under the correct link for this assignment?</td>
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<td>Labels the Rubric appropriately? Example: SmithMod1Wk2Rubric.docx</td>
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</table>
Please add any comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!

Module 1, Week 3 Written Assignment: Community Assessment, Due Jun 21, 11 pm (50 points or 18% of your final grade).

This is a significant project!

Please read this entire assignment before beginning to do your work. The Grading Rubric is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) using the Grading Rubric as a check-list to ensure you do your work right the first time!

Learning Objectives:
The purpose of this assignment is to understand the use of the demographic and community assessment as a tool for health promotion in the community. Students will explore various community health resources, in depth, to obtain data about a population at the local (city), county, and state levels.

Directions:
Utilize the designated resources to identify relevant demographic and community assessment information/data in preparation for an education session for 7 year-olds at a local, elementary school. Please note that while your exact population is 7 year-olds, the demographic and community assessment is on the entire community (meaning city, county, and state, although all resources may not have information available for each level). You may not be able to find information from all sources at the city, county, or state level; in that instance, enter “N/A.”

There are some portions where you will need to find data on your own using your research and data-mining skills. Use the national Census Data, County information on Wiki, the Chamber of Commerce, your Public Health Department, or various other resources you are able to find. Again, you may not be able to find information from all sources at the city, county, or state level; in that instance, enter “N/A.”

Include the resources you use! I will verify these resources when I review your work.

Later (Module 5 Written Exercise, Flesch-Kinkaaid evaluation of education), you will prepare a tailored education session for these 7 year-olds and ensure (by use of the Flesch-Kincaaid tool) that the presentation is at the appropriate age-level.

Resource Utilization:
Explore these resources provided and learn what data is available for your city/county/state.

Find “Healthy People 2020.”

What are the goals for oral health for Healthy People 2020?

How does your city/county/state rank for the different aspects considered for oral health?

City:

County:
The HPV vaccine is correlated with the reduction of oral cancers. What is the vaccination rate for HPV in your community?

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<td>State:</td>
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Reference(s):

Basic Screening Survey Oral Health Data (BSS) – Developed by Association of State & Territorial Dental Directors (ASTDD) in 1999 as a response to the need for community level oral health data. The BSS is a standard set of surveys designed to collect information about the observed oral health of participants; self-reported or observed information on age, gender, and race/ethnicity; and self-reported information on access to care for preschool, school-age, and adult populations. Questions about the person being screened in Texas include length of time since last dental visit, accessibility of dental care, and direct oral evaluation of individuals for caries and sealants. Measures used in the BSS are consistent with the NOHSS, which allows comparison with other states, as well as the nation.

How does your city/county/state (if provided) rank for these different aspects considered for oral health?

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Reference(s):

Texas Behavioral Risk Factor Surveillance System (BRFSS) – An ongoing state-based data collection program designed to measure behavioral risk factors in the non-institutionalized adult population, age 18 years or older. States select a random sample of adults for a telephone interview. This selection process results in a representative sample for each state so that statistical inferences can be made from the information collected. The BRFSS surveys the oral health of adults on a biennial basis. Data is currently available for even years from 2002 through 2010. Questions include length of time since last dental visit, length of time since last dental cleaning, and the number of teeth removed due to decay. BRFSS data is self-reported by the interviewed adult.

How does your city/county/state (if provided) rank for these different aspects considered for oral health?

| City: |
Texas Birth Defects Epidemiology and Surveillance (TBDR) – A statewide population-based birth defects registry or surveillance system that monitors all births in Texas through multiple sources of information to identify cases of birth defects. Children identified through TBDR are referred to appropriate medical and community services. With regards to oral health, the birth defects registry collects the number of babies born with cleft lip and cleft palate to calculate a rate of babies born with cleft lip/cleft palate per 10,000 live births. Birth defect data is gathered through multiple sources of information into a statewide registry and reported by the Environmental Epidemiology and Disease Registry Section within the Texas DSHS.

How does your city/county/state (if provided) rank for these different aspects considered for oral health?

City:

County:

State:

Reference(s):

Note: the prevalence of cleft palate is significant for ear infections. Patients with cleft palate are specifically excluded from those general, evidence-based practice clinical guidelines.

Texas Health Steps: Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) – The child-health component of Medicaid required in every state and designed to improve the health of low-income children by financing appropriate and necessary health care services for eligible individuals, birth through 20 years of age. Data sources include the enrollment and claims systems and reports prepared by the HHSC.

How does your city/county/state (if provided) rank for these different aspects considered for oral health?

City:

County:

State:

Reference(s):

Texas Cancer Registry (TCR) – A statewide population-based registry or surveillance system that
serves as the foundation for measuring the Texas cancer burden; comprehensive cancer control efforts; health disparities; and progress in prevention, diagnosis, treatment, and survivorship. It also supports a wide variety of cancer-related research. With regards to oral health, the TCR collects data on incidence and mortality rates associated with both oral and pharynx cancers. These data can be tabulated by populations, allowing a look at health disparities in these cancers for Texas. TCR data is collected based on diagnosis through entities such as hospitals, physician’s offices, and/or clinical labs, and reported by the Environmental Epidemiology and Disease Registries Section within the Texas DSHS.

How does your city/county/state (if provided) rank for these different aspects considered for oral health?

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Reference(s):

**Pregnancy Risk Assessment Monitoring System (PRAMS)** – A CDC-sponsored initiative to reduce infant mortality and low birth weight births. PRAMS is an ongoing state-specific population-based surveillance system designed to identify and monitor selected maternal experiences before, during, and after pregnancy. Among questions included in this survey are two pertaining to the need for oral health care during and after pregnancy. PRAMS data is self-reported by the women participating in the survey.

How does your city/county/state (if provided) rank for these different aspects considered for oral health?

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Reference(s):

**Children’s Health Insurance Program (CHIP)** – A program designed specifically to assist children who lack insurance coverage as their families earn too much to qualify for the Texas Medicaid Program and do not have private insurance. The Texas CHIP Dental Services Program became effective on April 1, 2006, and covers certain preventive and restorative dental services. CHIP data is collected from enrollment and submitted dental claims.

How does your city/county/state (if provided) rank for these different aspects considered for oral health?

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**State:**

Reference(s):

**Water Fluoridating Reporting System (WFRS)** – A tool for states to monitor the quality of the water fluoridation programs. Data provided by water systems is used by Texas Fluoridation Project staff to recognize excellent work in water fluoridation and to identify opportunities for continuous improvement in the water fluoridation program. For surveillance purposes, this data provides OHP with information regarding the prevention of dental caries at the community level. In addition, the distribution of dental caries by community type (i.e., fluoridated versus non-fluoridated communities) will allow the OHP management and staff to determine which areas in Texas have the greatest need for preventive dental services.

How does your city/county/state (if provided) rank for these different aspects considered for oral health?

**City:**

**County:**

**State:**

Reference(s):

**School Based Health Centers (SBHC)** – An initiative funded through the Title V Maternal and Child Health Block Grant, to provide funding for SBHCs that deliver primary and preventive health services to a school-age population, or to expand services to existing SBHCs. One of those expanded services includes dental health services. All contracted respondents must track a specified number of students, as well as provide services using evidence-based practices and interventions and report clinical and educational process and outcome measures. Data provided to the DSHS School Health Program will be used to report on the proportions of SBHCs, with an oral health component providing services that include dental sealants, dental care, and topical fluoride treatments.

How does your city/county/state (if provided) rank for these different aspects considered for oral health?

**City:**

**County:**

**State:**

Reference(s):

**Uniform Data System (UDS)** – A core system of information appropriate for reviewing the operation and performance of health centers. UDS is a reporting requirement for Health Resources and Services Administration grantees, including community health centers, migrant health centers,
health care for the homeless grantees, and public housing primary care grantees. Data provided by the UDS system will be used to report on the proportion of patients who receive oral health services at FQHCs in Texas each year.

How does your city/county/state (if provided) rank for these different aspects considered for oral health?

City:

County:

State:

Reference(s):

What are Federally Qualified Health Care systems?

Note: These FQHC systems provide loan forgiveness for FNPs. You can find these FQHCs in all areas of Texas. Here is a link to search for these jobs that will pay standard wages and give loan forgiveness.
https://www.3rnet.org/Search-Opportunities

Texas Youth Risk Behavior Survey (YRBS) – A federally-funded classroom-based paper survey conducted biennially in odd years. The YRBS monitors priority health-risk behaviors that contribute substantially to the leading causes of death, disability, and social problems among youth and adults in the US. As a primary source for comprehensive statewide data on preventive health practices and health risk behaviors, YRBS is an important tool for decision-making throughout DSHS, the Texas Education Agency, and the public health community. Public and private health authorities at the federal and state levels rely on YRBS to identify public health problems, design policy and interventions, set goals, and measure progress toward those goals. The OHP is currently proposing one question related to adolescent oral health in the next YRBS with other questions to follow in subsequent years, as required. YRBS data is self-reported by individuals providing responses to the survey.

How does your city/county/state (if provided) rank for these different aspects considered for oral health? (if available)

City:

County:

State:

Reference(s):

Use your research and data-mining skills to complete the following sections.
What **oral health resources** are available in your city/county/state for 1) free dentists, 2) dentists who take Medicaid patients, 3) dental schools (which offer free dental services)? (Such that you could refer your population there; include city/county/state resources.)

**Free Dentists:**
City:
County:
State:

**Dentists who take Medicaid:**
City:
County:
State:

**Dental Schools:**
City:
County:
State:

Reference(s):

Where can people go to get fluoride varnish applied in your city/county/state?

City:
County:
State:

Reference(s):

Does your city/county/state have **fluorinated water**?

City:
County:
State:

How many people in your city/county/state may use non-fluorinated **well water**?

City:
County:
State:

Reference(s):

Do a library search using Boolean terms:
“myths and misperceptions” and
“oral health or oral hygiene or dental health or dental care or oral care.”
Limit to:
“Full Text Items”
“Scholarly Peer Reviewed Journals”
Publication Date: 2011 – 2019
Publishers:
  - Taylor & Francis
  - Wiley-Blackwell
  - Springer Nature
  - Sage Publications
  - Elsevier
  - Johns Hopkins University Press
  - Lippincott Williams and Wilkins
  - University of Texas Press
  - World Health Organization
Geography: United States

What myths or folklore about oral health can you find that might apply to your population such that you might include information to dispel these myths?

Reference(s):

Department of Public Health

City:

County:

State:

Reference(s):

Centers for Disease Control and Prevention

City:

County:

State:

Reference(s):

Texas Oral Health Coalition

City:

County:
State:
Reference(s):

Texas Department of State Health Services
City:
County:
State:
Reference(s):

National Oral Health Surveillance Standards
City:
County:
State:
Reference(s):

Texas Oral Health Surveillance Plan
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State:
Reference(s):

Texas Medicaid Provider Database
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<tr>
<td>National Survey of Children’s Health</td>
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<tr>
<td>CDC State Oral Health Survey</td>
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<tr>
<td>National Center for Chronic Disease Prevention and Health Promotion</td>
</tr>
<tr>
<td>CDC Water Fluoridation Reporting System</td>
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</table>
Bureau of Health Workforce Health Resources and Services Administration (HRSA) U.S.

City:

County:

State:

Reference(s):

Department of Health & Human Services

City:

County:

State:

Reference(s):

American Dental Association (ADA)

City:

County:

State:

Reference(s):

ADA Health Policy Institute

City:

County:
Texas Health Institute

State:

Reference(s):

What else have you learned about oral health that you might search for your community?

Topic:
Results
City:
County:
State:

Resources for this topic:

Topic:
Results
City:
County:
State:

Resources for this topic:

Results
City:
County:
State:

Resources for this topic:
### General Demographic Assessment Information (include your references within each section):

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many people live in your city/county/state?</td>
<td><strong>City:</strong> [City], <strong>County:</strong> [County], <strong>State:</strong> [State] [Reference(s): ]</td>
</tr>
<tr>
<td>Name and address of chosen school for your education session (to students age 7 years):</td>
<td><strong>Name:</strong> [Name], <strong>Address:</strong> [Address] [How many students attend your chosen school (probably need to contact the school district for this information)? [How many students are in the second grade (around age 7 years)? [Reference(s): ]</td>
</tr>
<tr>
<td>What are the gender designations and percentages for your community (community, not the school)?</td>
<td><strong>City:</strong> [City], <strong>County:</strong> [County], <strong>State:</strong> [State] [Reference(s): ]</td>
</tr>
<tr>
<td>What are the ethnicities and percentages for your community (community, not the school)?</td>
<td><strong>City:</strong> [City], <strong>County:</strong> [County], <strong>State:</strong> [State] [Reference(s): ]</td>
</tr>
<tr>
<td>Describe the ages of the community (community, not the school). Choose several appropriate age</td>
<td></td>
</tr>
</tbody>
</table>
ranges and find the percentages for each.

City:

County:

State:

Reference(s):

Describe the education level of the community (community, not the school). Choose several appropriate ranges and find the percentages for each.

City:

County:

State:

Reference(s):

Determine the level of coverage of your community (community, not the school): what percentages have private insurance, are uninsured, have CHIPS, Medicaid, or Medicare, etc.?

City:

County:

State:

Reference(s):

What percentages of your community (community, not the school) have dental insurance? What percentages have a “Dental Home?”

City:

County:

State:

Reference(s):

Identify potential hazards to oral health: behavioral risk factors, diet, activities...

City:

County:
What is the annual family income in your community (community, not the school)? Choose several appropriate ranges and find the percentages for each.

City:

County:

State:

Reference(s):

Grading Rubric, Module 1 Community Assessment, 50 points or 18% of your final grade.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student Self-Evaluation</th>
<th>Comments</th>
<th>50 Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labels the document appropriately, using the student’s real name?</td>
<td></td>
<td></td>
<td>Note: 50 points is 18% of your final grade. This assignment is a significant project</td>
</tr>
<tr>
<td>example: SmithMod1Wk3Rubric.pdf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submits this document under the correct Module 1 Community Assessment link?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does NOT delete the directions? Does NOT break the rubric down into separate docx files? Simply saves the file, adds work where directed, saves, and then submits it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes the Question DB for this assignment to clarify by asking questions and/or reading replies to other students’ questions and incorporating these</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>answers into own work to avoid mistakes?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please add any comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!
Module 2 Written Assignment: Geriatric Risk Assessment Tool due Jun 28, 11 pm (30 points).

Please read this entire assignment before beginning to do your work. The Grading Rubric is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) using the Grading Rubric as a check-list to ensure you do your work right the first time!

Objectives: Upon completion of this assignment, the student will be able to:
- Identify oral health risk and protective factors common in the geriatric population.
- Identify common oral health clinical findings of the geriatric population.
- Document an oral assessment of a geriatric patient.
- Create a plan to improve oral health in the geriatric population.

Directions:
Go to the ‘Module 2’ or ‘Assignments’ tab on BlackBoard and find the Word Document file there for this assignment.
Rename the modifiable Word Document to include your own name and save it in your computer as:
   NameGeriatricRiskToolRubric.docx
(example: SmithGeriatricRiskToolRubric.docx)
   Do not use the name ‘Smith’ if your name is not ‘Smith.’ Rather, use your own name.
Use the following information to prepare your Geriatric Risk Assessment Tool:
1 The Pediatric Risk Assessment Tool from Module 2 as a template for documentation.
2 Course #8: Conditions that increase oral health risk in geriatrics.
3 Course #6: Factors that increase oral health risk and how this information is collected and documented.
4 Images from the internet and the Smiles for Life courses.
5 Evidence from other sources regarding oral health in geriatrics.
6 You will need to use your library skills to find a method to quantify the risk for geriatrics (the assessment tool in the Pediatric Course is for children, not geriatrics).
Include a list of resources utilized
Complete the student self-evaluation columns in the grading rubric, below.
Upload your document on Black Board under ‘Submit Assignments.’
Create your Geriatric Risk Assessment Tool here. Do not attempt to cut and paste it here from another document; rather, create it in this box (to avoid difficulties with transferring your work).

Geriatric Risk Assessment Tool

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student Self-Evaluation</th>
<th>Comments</th>
<th>30 Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labels the Word Document appropriately, using the student’s real name? example: SmithGeriatricRiskToolRubric.docx</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submits the Word Document under the correct Module 2 link for this assignment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates an appropriate title for the risk assessment tool?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates sensible directions for the use of the tool?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes areas to record identifying information of patient? (Name, Date of Birth)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lists significant and relevant risk factors for the geriatric population.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lists significant and relevant protective factors for the geriatric population.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lists significant and relevant potential findings (including a space for 'other:___') for the geriatric population.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates an area for Assessment results?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes a means to stratify caries risk in the geriatric population? This geriatric risk stratification needs to be based upon a tested-tool from the literature. Search the ASU Library for your risk stratification tool. Tool development takes time; you can use resources older than 5 years for this portion of this exercise. Note: the Pediatric Risk Tool is for children, only. You will need to find a risk stratification tool for geriatrics.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Itemizes significant and relevant potential Self-Management Goals for patient?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates an area for Treatment Plan results?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan includes option for “refer to dentist” and “refer to surgeon or oral surgeon.” Oral surgeons and surgeons are covered by health insurance if people do not have dental insurance. The use of medical insurance is a financially viable option for these patients. Includes area to indicate when next assessment is due?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes definitions of any terms utilized within the document to facilitate the use of this Risk Assessment Tool?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Neither</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>---------</td>
</tr>
<tr>
<td>Includes images and descriptions of common conditions found in geriatric patients?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides area for provider signature and date/time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes list of resources/references used in APA format according to pages 198 – of the 6th Edition of the APA manual?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes the Question DB for this assignment to clarify by asking questions and/or reading replies to other students’ questions and incorporating these answers into own work to avoid mistakes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please add any comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Module 5 Written Assignment: Flesch-Kinkaid evaluation of education, due Jul 19, 11 pm (20 Points).

Objectives: The purpose of this assignment is to 1) evaluate a sample of script as appropriate for the participants’ educational level by use of the Flesch-Kincaid Score and 2) prepare educational materials at the level of the participants.

Directions:
- Prepare a sample oral health education script for 7 year-olds.
- Utilize the Flesch-Kincaid Reading Tool to determine the reading level of your script.
- Revise your script to be more appropriate for your 7 year-old participants.
- Re-evaluate the Flesch-Kincaid Reading level.
- Repeat until your Flesch-Kincaid Reading level is appropriate for 7 year-olds.

Some “not-so-great” portions from previous students:

Hey everyone! My name’s Alexa. I’m a family nurse practitioner student at Angelo State University, and it is my job to teach you about why keeping a clean and healthy mouth is important for our teeth. But, first off, I want to thank Dominique for giving me this great opportunity to speak with all. Our teeth are very important and we want keep them clean and shiny.

Flesch-Kincaid Test Results: Your text has an average grade level of about 9. It should be easily understood by 14 to 15 year olds. (Not the intended participant age of 7 years.)

Good morning everyone!! My name is Pedro and I'm a masters nursing student at Angelo State University. I’m here today to give a presentation on oral health as part as my Population Health and Epidemiology class at ASU. (Do you think a 7-year old cares or knows what this class title means?) I would like to thank Mr. John and Mr. Bill for their help in allowing me to come and talk to you this morning about how to keep healthy gums and teeth. I also want to thank Pastor Dan for his gracious hospitality and YOU for coming and listening to my presentation. Becoming a masters prepared nurse is very important and we help keep the community we live in, including YOU, healthy. I hope that after today’s presentation you will learn a few things, or even remember some of the things you have already learned in school or at your dentist about keeping your mouth clean and healthy. The presentation is going to informal so that means you can stop me at any time and ask any questions that you may have. Just remember to raise your hand and wait till I call on you because I’m sure we are going to have lots of questions!

Flesch-Kincaid Test Results: Your text has an average grade level of about 9. It should be easily understood by 14 to 15 year olds. (Not the intended participant age of 7 years.)

General Notes:
- Read the CDC information about how to write for the general public:
  https://www.cdc.gov/other/plainwriting.html
  https://plainlanguage.gov/guidelines/concise/
- Read the CDC material on words to use in Public Health at Module 2 Learning Module.
- Information for adults should be written at the 6th grade level; younger participants should be addressed at even lower levels.
- Use short words and short sentences.
- Use words people usually use. The public uses “mouth” not “oral.”
- The public may not know what a “Nurse Practitioner” is.
- Children surely do not know what “Epidemiology” is and that’s not the point of the presentation.
- Include words that children know and can understand if your audience is children.
- Use the “words for public health communication” and visit the CDC website:
  https://www.cdc.gov/other/plainwriting.html
- Revise your script until the content matches the educational level of your 7 year old participants.
- Don’t be the Charlie Brown teacher sounding like “wa wa wa wa wa!”
- Evaluate your original script at: https://www.webpagefx.com/tools/read-able/
- Choose “Test by direct input.”
- Delete the statement “Enter text to check the readability:”
- Paste your script into the box.
- Click “calculate readability”
- **Example:**
  Entering “I love you.”
  Yields these results: **Test Results:** Your text has an average grade level of about 0. It should be easily understood by 5 to 6-year-olds. (Your results will not go lower.)

**Tips:**
Some words cannot be shortened. Use an abbreviation, instead, when you evaluate your script. These abbreviations for *unavoidably long words* will help reduce the “reading level.”

**Examples:**
- Angelo State University = ASU
- Josephine (long name) = JG
- Toothpaste = TP

**Partial-Script Evaluations with the Flesch-Kincaid Tool**

<table>
<thead>
<tr>
<th>Age or educational level of participants:</th>
<th>7 year-olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original script</td>
<td></td>
</tr>
<tr>
<td>- Evaluate your original script at:</td>
<td></td>
</tr>
<tr>
<td><a href="https://www.webpagefx.com/tools/read-">https://www.webpagefx.com/tools/read-</a></td>
<td></td>
</tr>
<tr>
<td>able/</td>
<td></td>
</tr>
<tr>
<td>- Choose “Test by direct input.”</td>
<td></td>
</tr>
<tr>
<td>- Delete the statement “Enter text to</td>
<td></td>
</tr>
<tr>
<td>check the readability:”</td>
<td></td>
</tr>
<tr>
<td>- Paste your script into the box.</td>
<td></td>
</tr>
<tr>
<td>- Click “calculate readability”</td>
<td></td>
</tr>
<tr>
<td>Flesch-Kincaid Test Results:</td>
<td></td>
</tr>
<tr>
<td>(grade level 0 or 5 – 6 years-olds is the</td>
<td></td>
</tr>
<tr>
<td>lowest possible)</td>
<td></td>
</tr>
<tr>
<td>Revised Script</td>
<td></td>
</tr>
<tr>
<td>Revised Flesch-Kincaid Test Results:</td>
<td></td>
</tr>
<tr>
<td>Revised Script</td>
<td></td>
</tr>
<tr>
<td>Revised Flesch-Kincaid Test Results:</td>
<td></td>
</tr>
<tr>
<td>Revised Script</td>
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<tr>
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<tr>
<td>Revised Script</td>
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<tr>
<td>Revised Flesch-Kincaid Test Results:</td>
<td></td>
</tr>
<tr>
<td>Revised Script</td>
<td></td>
</tr>
<tr>
<td>Revised Flesch-Kincaid Test Results:</td>
<td></td>
</tr>
<tr>
<td>Revised Script</td>
<td></td>
</tr>
</tbody>
</table>

Add more boxes, if needed. Your script’s test result must be at the 7 year-old level.

**Grading Rubric, Module 5 Written Assignment: Flesch-Kinkaid evaluation of education**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Students Self-Evaluation</th>
<th>Comments</th>
<th>20 Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labels the document appropriately, using the student’s real name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>example: SmithFleschKinkaidEval.pdf</td>
<td></td>
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</tr>
<tr>
<td>Submits this document under the correct Module 5 Flesch-Kinkaid evaluation of education link?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does NOT delete the directions? Does NOT break the rubric down into separate docx files? Simply saves the file, adds work where directed, saves, and then submits it?</td>
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<td></td>
</tr>
</tbody>
</table>

Please add any comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!
Module 6, Self-Evaluation of Student Learning Outcomes (1 point), due Aug 2, 12 noon

Please read this entire assignment before beginning to do your work. The Self-Evaluation is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) use the Self-Evaluation as a check-list to ensure you do your work right the first time!

Directions:
- Start by going to Module 6 or ‘Assignments’ to find the file located there for this assignment.
- Save your working copy as a file with an appropriate name: example = SmithSelfEvaluation.docx
- Complete the self-evaluation form, below, by providing supporting statements and evidence regarding your ability to do each of the Student Learning Outcomes for this course.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Synthesize epidemiologic evidence for practice to determine appropriate application of interventions across diverse populations throughout the lifespan.</td>
<td>Module 1 Module 1 Community Assessment Module 1 Reading for Comprehension Exercise (MRCE) Module 2 Geriatric Risk Assessment Tool M2RCE Smiles for Life Courses</td>
<td>1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>I: Background for Practice from Sciences and Humanities -5-Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.</td>
<td>Scientific Foundations Competencies -1-Critically analyzes data and evidence for improving advanced nursing practice.</td>
</tr>
<tr>
<td>2 Incorporate current and emerging genetic/genomic evidence when providing advanced nursing care across the lifespan.</td>
<td>Module 2 Risk Assessment Tool Module 3 M3RCE Smiles for Life Courses</td>
<td>1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>I: Background for Practice from Sciences and Humanities -2-Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.</td>
<td>Scientific Foundations Competencies -1-Critically analyzes data and evidence for improving advanced nursing practice.</td>
</tr>
<tr>
<td>3 Evaluate selected physiological, psychological, political, legal, economic, ethical, environmental and cultural influences impacting healthcare, epidemiology, and health promotion across the lifespan.</td>
<td>Module 1 Community Assessment Module 4 M4RCE Smiles for Life Courses</td>
<td>8. Synthesize the impact of health determinants for provision of culturally relevant health promotion / disease prevention strategies.</td>
<td>VIII: Clinical Prevention and Population Health for Improving Health -1-Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies.</td>
<td>Health Delivery System Competencies -1- Applies knowledge of organizational practices and complex systems to improve health care delivery.</td>
</tr>
<tr>
<td>4 Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve health promotion and risk reduction for patients across the lifespan.</td>
<td>Module 4 M4RCE Smiles for Life Courses Module 5 M5RCE Module 5 Written Exercise: Flesch-Kincaid evaluation of education Smiles for Life Courses</td>
<td>4. Integrate best research evidence to improve health outcomes.</td>
<td>IV: Translating and Integrating Scholarship into Practice -1-Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.</td>
<td>Practice Inquiry Competencies -3- Applies clinical investigative skills to improve health outcomes.</td>
</tr>
<tr>
<td>5 Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions, guideline use, and evidence-based care to individuals, families, communities, and aggregates / clinical populations across the lifespan.</td>
<td>Module 4 M4RCE Smiles for Life Courses Module 5 M5RCE Module 5 Written Exercise: Flesch-Kincaid evaluation of education Smiles for Life Courses</td>
<td>8. Synthesize the impact of health determinants for provision of culturally relevant health promotion / disease prevention strategies.</td>
<td>VIII: Clinical Prevention and Population Health for Improving Health -3-Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates / clinical populations.</td>
<td>Health Delivery System Competencies -4- Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</td>
</tr>
<tr>
<td>6 Apply leadership and decision-making skills to provide culturally responsive, high-quality nursing care, through the delivery of lifestyle change interventions to individuals, groups, and</td>
<td>Module 5 Written Exercise: Flesch-Kincaid evaluation of education Module 6 M6RCE</td>
<td>2. Apply organizational and systems leadership skills.</td>
<td>II: Organizational and Systems Leadership -1-Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare</td>
<td>Leadership Competencies -5-Advances practice through the development and implementation of innovations</td>
</tr>
</tbody>
</table>
Provide supporting statements and evidence regarding your ability to do each of the following Student Learning Outcomes. Please note: this exercise is about the entire course, not just the Smiles for Life Curriculum and oral health project.

<table>
<thead>
<tr>
<th>Student Learning Outcome and related course assignments:</th>
<th>Student’s supporting statements and evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Synthesize epidemiologic evidence for practice to determine appropriate application of interventions across diverse populations throughout the lifespan. Module 1 Module 1 Community Assessment Module 1 Reading for Comprehension Exercise (MRCE) Module 2 Geriatric Risk Assessment Tool M2RCE Smiles for Life Courses</td>
<td>Self-rating: __/10 Required: Supporting statements and evidence (please note: this exercise is about the entire Population Health and Epidemiology course). (Please comment on the entire course for each Student Learning Outcome. Failure to do so will result in your document being returned, ungraded.)</td>
</tr>
<tr>
<td>2 Incorporate current and emerging genetic/genomic evidence when providing advanced nursing care across the lifespan. Module 2 Risk Assessment Tool Module 3 M3RCE Smiles for Life Courses</td>
<td>Self-rating: __/10 Supporting statements and evidence:</td>
</tr>
<tr>
<td>3 Evaluate selected physiological, psychological, political, legal, economic, ethical, environmental and cultural influences impacting healthcare, epidemiology, and health promotion across the lifespan. Module 1 Community Assessment Module 4 M4RCE Smiles for Life Courses</td>
<td>Self-rating: __/10 Supporting statements and evidence:</td>
</tr>
<tr>
<td>4 Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve health promotion and risk reduction for patients across the lifespan.</td>
<td>Self-rating: __/10 Supporting statements and evidence:</td>
</tr>
<tr>
<td>Module 4</td>
<td></td>
</tr>
<tr>
<td>Smiles for Life Courses</td>
<td></td>
</tr>
<tr>
<td>Module 5</td>
<td></td>
</tr>
<tr>
<td>M5RCE</td>
<td></td>
</tr>
<tr>
<td>Module 5 Written Exercise: Flesch-Kinkaid evaluation of education</td>
<td></td>
</tr>
<tr>
<td>Smiles for Life Courses</td>
<td></td>
</tr>
</tbody>
</table>

5 Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions, guideline use, and evidence-based care to individuals, families, communities, and aggregates / clinical populations across the lifespan.

- Module 4  
- M4RCE  
- Smiles for Life Courses  
- Module 5  
- M5RCE  
- Module 5 Written Exercise: Flesch-Kinkaid evaluation of education  
- Module 6  
- M6RCE  
- Smiles for Life Courses

Self-rating: __/10
Supporting statements and evidence:

| Module 6  |  |
| M6RCE  |  |
| Smiles for Life Courses |  |

6 Apply leadership and decision-making skills to provide culturally responsive, high-quality nursing care, through the delivery of lifestyle change interventions to individuals, groups, and communities across the lifespan.

- Module 5 Written Exercise: Flesch-Kinkaid evaluation of education
- Module 6
- M6RCE
- Smiles for Life Courses

Self-rating: __/10
Supporting statements and evidence:

| Module 2 Risk Assessment Tool  |  |
| M2RCE  |  |
| Smiles for Life Courses |  |

7 Use epidemiological, social, and environmental data to perform as risk assessment and draw inferences regarding the health status of patient populations across the lifespan and interventions to promote and preserve health and healthy lifestyles.

- Module 2 Risk Assessment Tool
- M2RCE
- Smiles for Life Courses

Self-rating: __/10
Supporting statements and evidence:

Please add any comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!