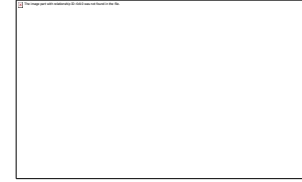


# NUR 4307

## Community Based Health Promotion and Disease Prevention

### SPRING 2021



*Archer College of Health and  
Human Services*

#### **Instructors:**

#### **Lenore Cortez, MSN, RNC**

**Email:** [lcortez5@angelo.edu](mailto:lcortez5@angelo.edu)

**Phone:** 325-486-6859

**Office:** Archer 318T

#### **Office Hours:**

**M:** 9:00 A – 1:00 P

**T:** 10:00 A – 3:00 P

**W:** By appointment

**Th:** 10:00 A – 1:00 P

**F:** Meetings, by appointment

Office hours subject to change based on needs of the department and changes related to COVID-19. \*Appointments may be scheduled for alternate times if prescheduled. To schedule an appointment, please email me. MASKS ARE REQUIRED TO MEET IN MY OFFICE.

#### **Wrennah Gabbert, PhD, RN, CPNP, FNP-BC, APRN**

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**Phone:** 325-942-2224

**Office:** Archer 318G

#### **Office Hours:**

**M** – 10:00 A- 11:30 A and 2:00 P – 4:00 P

**T** - 10:00 A- 11:30 A and 2:00 P – 4:00 P

**W** - 10:00 A- 11:30 A and 2:00 P – 4:00 P

**Th** – by appointment

**F** – by appointment

Office hours subject to change based on needs of the department. \*Appointments may be scheduled for alternate times if prescheduled. To schedule an appointment, please email or call my office phone and leave a message. Masks are required for all visitors to my office.

## Course Information

### Course Description

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

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

### Course Credits

**3-0-0**

### Prerequisite Skills

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

### BSN Program Outcomes

Upon completion of the program of study for the ASU Nursing program, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data, and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

## Student Learning Outcomes

| <b>Student Learning Outcome</b><br>By completing all course requirements, students will be able to:  | <b>Assignment(s) or activity(ies) validating outcome achievement:</b>   | <b>Mapping to BSN Program Outcomes</b> | <b>Mapping to BSN Essentials</b> | <b>Mapping to QSEN</b> |
|--|---|--|----------------------------------|------------------------|
| Synthesize knowledge from nursing, the humanities, biophysical, psychological, and social sciences in assessing, intervening, and evaluating nursing practice with groups, communities, and vulnerable populations | Quizzes<br>Discussion Boards<br>Windshield Survey<br>Community Action Assignment<br>Cultural Attitudes Assessment | 1,2,3,4,5,6                            | 6                                | EBP                    |
| Analyze nursing, epidemiologic, and social data in order to draw inferences and conclusions regarding a community's health status.   | Public Health in the News<br>Windshield Survey<br>Discussion Boards   | 3,5                                    | 2,3,5                            | PCC, S, I              |
| Analyze and incorporate research findings into nursing practice with groups and communities  | Windshield Survey<br>Community Action Assignment<br>Public Health in the News                                     | 3,5                                    | 1,6                              | EBP                    |
| Apply all steps in the nursing process at the individual, family, and aggregate  | Windshield Survey<br>Community Action Assignment  | 1,2,3,4,5,6                            | 1,6,7                            | PCC                    |
| Identify the goals and objectives of Healthy People 2020.  | Windshield Survey<br>Community Action Assignment<br>Public Health in the News                                     | 4,5                                    | 1,2,6,7                          | PCC                    |

**QSEN Competencies:** Patient-Centered Care (PCC), Teamwork and Collaboration (TC), Evidence-based Practice (EBP), Quality Improvement (QI), Safety (S), Informatics (I)

## Course Delivery

This course is delivered in a hybrid method which includes both in-class activities and assignments on the Blackboard course site. While this class is scheduled as a 16-week course, the didactic portion will be presented in 8 weeks with clinical assignments in the field to allow

students to participate in a capstone clinical experience. A final community poster presentation is completed at the end of the semester.

The Blackboard portion of this course site can be accessed at [ASU's Blackboard Learning Management System](#)

## Required Texts and Materials

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>.
2. ATI Community health (included in your electronic ATI package)
3. Savage, C.L. (2020). *Public/community health and nursing practice: Caring for populations* (2<sup>nd</sup> ed.). Philadelphia, PA: F.A. Davis Company. ISBN: 978-0-8036-7711-1

## Recommended Texts and Materials

None

## Technology Requirements

To successfully complete this course, 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 (<http://www.blackboard.angelo.edu>). Then select "**Test your Browser**" option located under the Browser Test header.

**Please see computer requirements for BSN classes at this link:**

[http://www.angelo.edu/dept/nursing/student\\_resources/computer\\_requirements.php](http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php)

## You will 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](#)

## Topic Outline

Week 1: Orientation to course

Week 2: Epidemiology & Environmental Health

Week 3: Health Promotion

Week 4: Population Level Mental Health, Cultural Humility

Week 5: Adolescent Health, Domestic Violence

Week 6: Disasters, Bioterrorism, & Environmental Health

Week 7: Public Health

Week 8: Health Disparities and Social Justice

Weeks 9 – 14: At Capstone and working on final projects

Week 15: Project Presentations

## Communication

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

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

**Written communication via Blackboard:** It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2020) 7<sup>th</sup> edition guidelines for referencing.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Students are expected to check email a minimum of twice a week.

Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

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

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

## Evaluation and Grades

Course grades will be determined as indicated in the table below.

| Assessment  | Percent/Points of Total Grade |
|---|-------------------------------|
| Discussion Board Activities: Ghost Map & Infectious disease (5 points each) | 10                            |
| Quizzes (eight at 3.75 pts. ea.)  | 30                            |
| Public Health in the News – Article assignment                              | 5                             |
| Cultural Attitudes Assessment   | 5                             |
| Windshield Survey Assignment  | 15                            |
| ATI Community Health Practice Quizzes, A & B                                | 5                             |
| ATI Proctored Exam  | 5                             |
| Community Action Teaching Assignment  | 25                            |
| Total   | 100%                          |

## Grading System

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

The following grading scale is in use for this course:

A = 90.00-100 points

B = 80.00-89.99 points

C = 70.00-79.99 points

D = 60.00-69.99 points

F = 0-59.99 points (Grades are not rounded up)

## Teaching Strategies and Methods

Students are expected to be “active learners.” It is a basic assumption of the instructor 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 and clinical experiences with their peers.

## Assignment and Activity Descriptions

**\*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

### Quizzes

Eight quizzes will be given online. Quizzes will cover material from readings from the textbook chapters and class reading assignments. Students will be given no more than 20 minutes to complete each quiz (depending on the number of quiz questions). Quizzes may include a combination of multiple choice, true/false, matching questions or short answer questions. Quiz dates are noted in the class schedule. Respondus Monitor is required for all online quizzes.

**Total Point Value:** 30 points (3.75 points per quiz)

**Date Due:** Weekly

### ATI Community Health Practice Questions & ATI Proctored Exam

All students will complete the RN Community Health Online Practice 2019 A and B exams prior to taking the comprehensive Community Health Proctored Exam. Students must receive an 85% or higher on each practice exam in order to be eligible to take the proctored exam. The instructor is able to view each student’s results on the ATI website (no additional turn-in is needed).

All students will take the comprehensive Community Health Subject Exam at the designated date and time. If a student receives “below level 1” on their Community Health proctored ATI exam, they will need to meet with the instructor to review their score in addition to discussing a remediation plan which will be due within a week of the exam date. Failure to submit

adequate remediation paperwork will result in further points taken from the exam score as determined by the course instructor.

**Total Point Value:** 10 points

**Date Due:** see Course Calendar

### **Small Group Work**

Community/Public Health nurses rarely work alone; rather, they frequently work in teams to promote the health of populations. Therefore, students normally will work in small groups throughout the semester to complete various assignments. Some preparation prior to coming to class may be required, so carefully read instructions for each activity. \* Please note that due to COVID-19 these assignments have been adjusted for individual or pair work.

- **Public Health in the News (Article assignment)**

See grading rubric at the end of the syllabus. There are two goals for this assignment: (1) To raise your awareness of public health endeavors covered by the media; (2) To help practice writing PHN interventions, identifying primary, secondary, tertiary prevention goals, and using the Health Impact Pyramid and Public Health Nursing Intervention Wheel. Locate a recent article on a public health issue from a current print media such as a newspaper or magazine (examples: San Angelo Standard Times-or any other local paper, New York Times, CNN, USA Today, Newsweek, Time Magazine).

**Instructions for completing this assignment:**

1. As individuals you will make note of the following:
  - a) What is the public health issue/problem(s) addressed in the article?
  - b) Was the information presented in that article reliable (i.e., based on reliable, evidenced based, medical/public health facts/information)?
  - c) Why is the article of relevance to public health nurses?
2. Once you have answered the above questions you will:
  - a) Identify **three** interventions from the Public Health Nursing Intervention Wheel that could be implemented to address the public health issue identified in the article. Give an example for each type of intervention (e.g., "Screening: taking blood pressures at the state fair")
  - b) Identify what level of the Health Impact Pyramid each intervention would fit under and why
  - c) Identify whether each intervention is primary, secondary, and tertiary prevention and why
3. You will write a short document:



- a. This document will be **submitted for credit via Blackboard with a copy of/or link to your article by the end of the week in which it is due.**
- b. Your paper should be written in APA page formatting (title page, margins, Level headings to separate your information, correct typeset/font). You do not need to include a reference page. Your title page should include your name, then the body of your paper should include a summary of your article, why you chose this article to discuss, three interventions from the Public Health Nursing Intervention Wheel, what level of the Health Impact Pyramid each intervention would fit under and why, and then identify whether each intervention is primary, secondary or tertiary and why.

**Total Point Value:** 5 points

**Date Due:** see Course Calendar

- **Personal Cultural Assessment**

The purpose of this online assignment is to assist the student in defining and better understanding their attitudes towards cultural humanity and diversity. Students are to complete the Comfort in Social Situations Worksheet and then honestly reply to the review questions. The completed worksheet with review questions is to be submitted to Blackboard by the date on the Course Calendar.

**Total Point Value:** 5 points

**Date Due:** see Course Calendar

- **Windshield Survey --SNAP SHOT OF: Communities/Neighborhoods**

This will be an individual assignment. Each student will be assigned a neighborhood in San Angelo or surrounding area. Students are to complete a Windshield survey of their assigned neighborhood. In public health nursing, the client is frequently a community. A **windshield survey** is the motorized equivalent of a physical assessment for an individual patient. But in this case the community is the client. Just as a nurse in a hospital setting can assess each system in the human body (e.g., listening to heart sounds), public health nurses can assess various “systems” in the community by driving or walking through neighborhoods in the community. The observations made during a windshield survey provide important first steps that can inform the public health nurse about “systems” in the community that need more thorough assessment. For example, if, during the windshield survey, a nurse observes many overweight people, he or she may hypothesize that proper nutrition and exercise are areas of weakness for the community. This could lead to an examination of the availability and usability of parks, sidewalks or other areas for exercise, etc. Of course, the nurse is visiting only a limited section of the neighborhood during a specified time, so it is a given that the perceptions performed in a windshield survey are subjective. The next step is to verify these perceptions of the health of the community by doing a comprehensive community assessment (e.g., looking at demographic and epidemiologic data, interviewing key stakeholders in the community).

Individuals must travel into your assigned community. *Please use common sense and put your safety first, always!!*

### Directions for completing the assignment:

1. Decide the best day/time to complete the windshield survey
2. Carefully drive around your community making observations.
3. Pull over to take notes as you ride around your designated neighborhood.
4. In addition to driving through the community, you must “hang out” at least one time at a place in your community. Examples include, but are not limited to, eating at a local restaurant (not a national chain), attending a midweek or Sunday church service, shopping at a local pharmacy, grocery store, or other store, etc. This is considered participant observation, so **observe your surroundings long enough to be able to make informed statements about the community**, as you’ll be asked to comment on this experience on the poster you create. **For your safety, please be sure to wear a mask and participate in social distancing practices when leaving your vehicle.**
5. You may also wish to take pictures of your community to include on your poster (optional). Please use your judgment about what is/is not appropriate to photograph (e.g., people may not be comfortable having their photo taken).

Posters should include the following information, typed and formatted on your PowerPoint Slide (see Example). Include the following information on your poster: (all additional criteria identified in the rubric below can be typed in bullets on an additional PowerPoint slide that you will submit as part of your poster PPT). Please submit to the submission tab in Blackboard by the due date noted in the course calendar.

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

\*Make sure references are included somewhere on the poster or additional PPT slide

**Total Points:** 15 points

**Date Due:** see Course Calendar

- **San Angelo Community Action Assignment**

In this assignment students will choose a topic from the Community Needs List. Students will work in pairs to identify how this need affects San Angelo, the community resources available to address this need, and develop a teaching plan to “teach” the class.

The purpose of this assignment is to, quite literally, have students walk one day in the shoes of a client in need of public health services. Envision your team as needing to connect with the community after identifying a consumer need. Research how this problem affects San Angelo, find agency resources available to your clients, and develop a teaching plan that you will present to the rest of the class. The teaching plan can be a handout/pamphlet, a poster, or an activity that the group will “teach” to the rest of the class.\* This is a chance for students to be creative and put their critical thinking skills into action.

**SAN ANGELO COMMUNITY NEEDS ASSIGNMENT presentations --**

Your teams will discuss and present your thoughts from your research during the last class. You will be expected to share, as a group, answers to the following questions. In the interest of time please only include the following during your presentation:

- Description of the problem- identify the role in the community and how it relates to Healthy People 2020. Describe your process for conducting your assessment. How did you find out more about this topic?
- What did you learn?
- What challenges did you encounter?
- What surprised you?
- How will this experience impact your nursing practice when caring for underserved clients?
- Present your teaching plan to the rest of the class. If you have handouts/pamphlets make sure you have enough for everyone.

**(See the grading rubric for more criteria related to this assignment)** Your group will also submit a complete summary of your experience, in PowerPoint format that includes a Title page, headings, in-text citations, and a References page for any statistics or information you gathered from a source other than yourself. Be sure to include all items on the grading rubric. ONE person from your group should submit this PowerPoint and a copy of the teaching material through the "Submit Assignments" link **PRIOR to class.**

\*If this assignment is moved to online then each group will submit a tri-fold educational pamphlet on their topic in lieu of doing an independent teaching activity.

**Only one submission is needed per group.**

**Total Point Value:** 25 points

**Date Due:** Last day of class

**Note:** This assignment cannot be made up if you are not able to attend class on the day when the groups present on their community assessments.

### **Discussion Board Activities:**

#### **The Ghost Map Reading**

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

**Total Point Value:** 5 points

**Date Due:** see Course Calendar

#### **Infectious Disease Discussion**

The purpose of this online assignment is to facilitate discussion about the current COVID-19 pandemic. Students are asked to consider what role they see nurses playing in terms of infectious disease care? What can nurses do to help reduce the spread of this virus? Do you think the media coverage is helping or scaring the population? Be specific. Students must post an initial post and a response to one peer post.

**Total Point value:** 5 points

**Date Due:** see Course Calendar

#### **Assignment Submission**

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is 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 your assigned faculty member at [lcortez5@angelo.edu](mailto:lcortez5@angelo.edu) or [wrennah.gabbert@angelo.edu](mailto:wrennah.gabbert@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 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 Assignments Policy**

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

Requests for extensions will be considered only for emergency situations (**e.g., death in family, health emergency of self/family member**). Family vacations and work schedules are NOT emergencies. Because “life happens,” it is advisable to not wait until the last minute to complete your assignment. The student must notify their instructor **prior** to the absence, unless there is an emergency, and must make arrangements with the instructor, within 48 hours after the absence. Faculty has the right to offer an alternative form of an exam or assignment and/or to deduct up to 10 points from the grade. ***Instructor reserves the right to require documentation for emergencies that delay submission of assignment.***

**\*\*\*Unless informed otherwise, all assignments must be submitted through Blackboard!**

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

## **General Policies Related to This Course**

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

- [Angelo State University Student Handbook](#)<sup>1</sup>
- [Angelo State University Catalog](#)<sup>2</sup>
- [Undergraduate Nursing Student Handbook](#)<sup>3</sup>
- [Policy for face coverings on campus](#)<sup>4</sup>

### **Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University**

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory [Facial Covering Policy](#) to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers

the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Nursing students are expected to continue safety behaviors when engaging in any activities with your nursing student classmates including but not limited to study groups, mentoring and student nurse association meetings. An unwillingness to follow CDC recommendations, University and Departmental safety behavior guidelines and recommendations in any situation listed above or deemed associated with nursing activities will be considered in violation of BON rule 215.8 section e #1 and #4 resulting in dismissal from the nursing program.

## Important University Dates

|             |  |
|-------------|--|
| January 25  | First day of fall semester                               |
| February 9  | Census Day   |
| April 1     | Last day to drop a class or withdraw from the University |
| April 2     | Good Friday Holiday                                      |
| May 10 – 14 | Final Exams Week   |
| May 15      | Commencement   |

## Student Responsibility and Attendance

**Hybrid Course:** Other than the first day of course orientation and final presentations (in-class is subject to change), this class is asynchronous, meaning you do not have to be on-line at a certain time for certain online assignments. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, etc. Students are expected to engage in course activities and submit work by due dates and times. 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.

It is our goal to create a classroom environment that respects the rights of students and teachers to focus on the tasks of the day without distraction. In our experiences as a teacher and a student, we have found that allowing laptops and other technology in class opens up a universe of distractions that even the best students find hard to resist. There is also **evidence** to

support that (1) students using mobile devices or laptops during class earn lower grades than those who do not use technology (2) students sitting within view of others' laptop screens, **even if they themselves are not using technology**. Link to summary of the study:

<http://www.cpr.org/news/story/getting-college-students-hang-and-learn>

**Computer policy:** Despite the evidence that computers in the classroom may be detrimental to the learning community, we recognize the environmental benefits of using computers versus paper, and that you are young adults and should be treated as such. Therefore, we expect you to act like adults and we will allow computers in the classroom as long as they are used strictly for class-related activities (e.g., taking notes in Power Point or Word, searching for information related to a topic we are discussing). **BUT**, if any extracurricular computer activities are noted by either of us, you will lose your computer privileges for the rest of the semester and you will need to take any future notes by hand.

**Cell phone policy:** Unless you are expecting an important call (e.g., sick family member, sister in labor, cat having his teeth cleaned), there is no reason we can think of that you need your cell phone on or nearby during class. Think of our classroom as the local movie theater: you and your fellow patrons have paid good money to be here, and there is **absolutely no texting allowed during class!! We reserve the right to ask offenders to leave the classroom**. No talking on the phone or using your phone period, unless you have cleared it with one of us first.

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

## 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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day<sup>5</sup>](#) for more information.

## Academic Integrity

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

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity<sup>6</sup>](#).

## Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)<sup>7</sup> in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).<sup>8</sup>

## Social Media Policy

The Angelo State University Department of Nursing supports the use of social media in personal/non-academic or non-professional contexts. Students may encounter confidential information within the academic or patient care environment during clinical practicum and must demonstrate professional behaviors and communication. Consistent with Code of Ethics for Nurses with Interpretive Statements [ANA, 2001], Nursing: Scope and Standards of Practice [ANA, 2<sup>nd</sup> ed., 2010], Nursing's Social Policy Statement [ANA, 2010] and the ASU Confidentiality Statement all students sign at the beginning of their program, it is the student's responsibility to refrain from the following:

- Uploading images/videos of yourself in a clinical environment or uniform\*
- Discussing patients, visitors, vendors, or organizational partners
- Talking about physicians, hospital/facility/clinical staff
- Discussing clinical events or news stories involving clinical partners
- Giving medical advice online
- 'Friending' or requesting to friend patients (even when they are no longer patients), Department/College faculty, or staff.
- The only exceptions are individual or group photos of the clinical group and faculty.

\*ASU nursing faculty reserves the right to order the immediate removal of inappropriate items (HIPPA violations, etc.) that are posted on a student's Social media site.

Students preparing to enter the nursing workforce have a professional obligation to understand the nature and consequences of participating in social networking of all types [blogs, Twitter, Instagram, Facebook, etc.]. Patient privacy is a fundamental ethical and legal obligation of nurses. Although social networking venues offer opportunities for mentoring and sharing needed health related education and information among colleagues and the lay public, it also



presents risk. The use of privacy settings and the separation of personal from professional information is not guaranteed from being shared or made public in less protected forums. Online content and behavior has the potential to enhance or undermine the individual student's career and/or the academic institution they attend. Students should consider the 'unintended consequences' of any information they share outside the context in which it was learned [adapted from Principles: Social Networking and the Nurse [Draft 25 April 2011], American Nurses Association].

## **Accommodations for Students with Disabilities**

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>9</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)  
Houston Harte University Center, Room 112

## **Incomplete Grade Policy**

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. See ASU Operating Policy 10.11 [Grading Procedures](#)<sup>10</sup> for more information.

## 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.

## Nursing Weblinks

- [Board of Nursing for the State of Texas](#)<sup>11</sup>
- [BSN Student Resources](#)<sup>12</sup>

## 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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as faculty members at Angelo State, we are mandatory reporters and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

## Course Schedule

| Week/Date  | Topic/Assignments/Assessments DUE  |
|--|--|
| <p><b>Week 1/ January 25 - 31</b><br/><b>Course Orientation MCS 100</b><br/><b>From 1:30p – 4:30 p</b><br/><b>January 25</b></p> | <p><b>Orientation to course:</b><br/>Intro to Community Health/Public Health Nursing &amp; competencies, Leading Health Indicators/Healthy People 2020, Levels of Prevention, Health Promotion/Risk Reduction</p> <p><b>Preparation for class:</b><br/>Text: Savage - Chapters 1 &amp; 2<br/>ATI Community Health Book- Ch. 1<br/>Articles:<br/>-Butterfield (1990). Thinking Upstream...<br/>Community Health Nursing PowerPoint</p> <p><b>To do in Class:</b><br/>Course Overview/Orientation<br/>Class Discussion<br/>Review of Group Activity</p> <p><b>To do Online:</b><br/>Watch PowerPoint lecture<br/>Review course in Blackboard<br/>Watch Video(s)<br/>Take Quiz before 11:59 PM Sunday</p> |
| <p><b>Week 2/February 1 - 7</b></p>  | <p><b>Epidemiology Environmental Health</b></p> <p><b>Preparation for online assignment/class:</b><br/>Text: Savage- Ch. 3<br/>ATI Community Health Book- Ch. 1 (pg. 5-7); Ch. 2<br/>Johnson: The Ghost Map pp.111-156 (on Bb)<br/>Study Designs<br/><a href="http://www.med.uottawa.ca/sim/data/Study_Designs_e.htm">http://www.med.uottawa.ca/sim/data/Study_Designs_e.htm</a><br/>Articles:</p>   |

| Week/Date                             | Topic/Assignments/Assessments DUE  |
|---------------------------------------|--|
|                                       | <p>-Marks (2009). Epidemiology, Public Health, and Public Policy</p> <p>-Brulle &amp; Pellow (2006). Environmental Justice: Human Health and Environmental Inequalities</p> <p>-APHA (2012): A Map to Better Health</p> <p><b>To Do Online:</b></p> <p>Review Chapter 3 PowerPoint</p> <p>Review Infection Control and Home Safety PowerPoint</p> <p>Watch video (s)</p> <p>Take Quiz before 11:59 PM Sunday</p> <p><b>Ghost Map Reading Discussion post</b> due Sunday by 11:59 PM</p>  |
| <p><b>Week 3/February 8 -14</b></p>   | <p><b>Frameworks for Health Promotion, Community Assessment Models/Framework, Health Promotion/Behavior Change Theories</b></p> <p><b>Preparation for class:</b></p> <p>Text: Savage- Ch. 2 pgs. 35 -36; Ch.4</p> <p>ATI Community Health Book- Ch. 2 &amp; 3</p> <p><a href="http://www.citylab.com/politics/2014/03/most-and-least-healthy-counties-america/8726/">http://www.citylab.com/politics/2014/03/most-and-least-healthy-counties-america/8726/</a></p> <p>Articles:</p> <p>-Olson Keller et al. (2004). Population-Based Health Interventions: Practice-Based and Evidence-Supported. Part 1</p> <p>-Hayes (2005). Public Health and Nurses...What is Your Role?</p> <p>Review:</p> <p>-Health Impact Pyramid</p> <p>-Public Health Wheel Intervention Stories</p> <p>Theoretical Models PowerPoints</p> <p><b>To do Online:</b></p> <p>Review Frameworks for Health Promotion (Public Health Intervention Wheel) PowerPoint</p> <p>Watch video(s)</p> <p>Take Quiz before 11:59 PM Sunday</p> |
| <p><b>Week 4/February 15 - 21</b></p> | <p><b>Population-level mental health, Cultural humility</b></p> <p><b>Preparation for class:</b></p> <p>Text: Savage- Ch. 7 &amp; 10</p> <p>ATI Community Health Book- Ch. 2 pg. 17-19; Ch. 4; Ch. 5 pg. 71-72</p>   |

| Week/Date                             | Topic/Assignments/Assessments DUE   |
|---------------------------------------|---|
|                                       | <p>Articles:</p> <ul style="list-style-type: none"> <li>-Spruyt (2016). Comorbid Depression on Anxiety Disorders: A Key Public Health Issue</li> <li>-Wichinski (2015). Providing Culturally Proficient Care for Transgender</li> <li>-Groves (2010). Cultural Competence at the Bedside</li> <li>-Haynes (2016). The Road to Cultural Competency: Are We There Yet?</li> <li>-Egginton (2017). Working with LGBTQ Patients. The Importance of Increasing Cultural Competency - Part 1</li> <li>-Fact sheets Hispanic heritage month</li> </ul> <p>Hardwired to connect:</p> <p><a href="http://americanvalues.org/catalog/pdfs/hwexsumm.pdf">http://americanvalues.org/catalog/pdfs/hwexsumm.pdf</a></p> <ul style="list-style-type: none"> <li>-Patel, V. (2012). TED Talk:</li> </ul> <p><a href="https://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all">https://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all</a></p> <p>Videos on Cultural Care:</p> <p><a href="http://www.madeleine-leininger.com/cc/video2.htm">http://www.madeleine-leininger.com/cc/video2.htm</a></p> <p><a href="http://www.madeleine-leininger.com/cc/video3.htm">http://www.madeleine-leininger.com/cc/video3.htm</a></p> <p>Ouch! The stereotype that hurts:</p> <p><a href="http://www.crmlearning.com/OUCH-That-Stereotype-Hurts-P54498.aspx">http://www.crmlearning.com/OUCH-That-Stereotype-Hurts-P54498.aspx</a></p> <p><b>To do Online:</b></p> <ul style="list-style-type: none"> <li>Cultural Diversity PowerPoint</li> <li>Populations affected by Mental Health PowerPoint</li> <li>Watch Video(s)</li> <li><b>Personal Cultural Assessment</b>- assignment based on (LGBT, mental health, culture, &amp; stigma) -- refer to p. 9 Box 1-4 "Personal Cultural Assessment", due 11:59 PM on Sunday</li> <li>Take Quiz before 11:59 PM Sunday</li> </ul> |
| <p><b>Week 5/February 22 - 28</b></p> | <p><b>Adolescent health, Teen pregnancy, Domestic violence, Home visiting programs</b></p> <p><b>Preparation for class:</b></p> <p>Text: Savage- Ch 12: p. 300- top of p. 305; Ch. 7; The Case of the Teenage Pregnancy Epidemic p. 428-433</p> <p>Articles:</p> <ul style="list-style-type: none"> <li>-Bernat &amp; Resnick (2006). Healthy Youth Development: Science and Strategies</li> </ul>  |

| Week/Date                        | Topic/Assignments/Assessments DUE   |
|----------------------------------|---|
|                                  | <p>-Rick &amp; Douglass (2007). Neurobiological Effects of Child Abuse</p> <p>-SmithBattle (2012). Moving Policies Upstream to Mitigate the Social Determinators of Early Childbearing</p> <p>-Steinberg (2004).Risk Taking in Adolescence: New Perspectives From Brain &amp; Behavioral Science</p> <p>-Houston Chronicle obesity and youth:<br/> <a href="http://www.chron.com/local/education/campus-chronicles/article/State-s-37-million-PE-program-did-little-to-curb-6462325.php?cmpid=email-desktop">http://www.chron.com/local/education/campus-chronicles/article/State-s-37-million-PE-program-did-little-to-curb-6462325.php?cmpid=email-desktop</a></p> <p>TED talk Dr. Nadine Harris:<br/> <a href="https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime#">https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime#</a></p> <p><b>To do Online:</b></p> <p>Watch Child &amp; adolescent health PowerPoint</p> <p>Watch Violence PowerPoint</p> <p>Watch Video(s)</p> <p>Take Quiz before 11:59 PM Sunday</p>   |
| <p><b>Week 6/March 1 - 7</b></p> | <p><b>Disaster Preparedness, Environmental Health, Infectious disease</b></p> <p><b>Preparation for class:</b></p> <p>Text: Savage et al. Ch. 6, Ch. 22</p> <p>ATI Community Health Book- Ch. 6</p> <p>-Atlantic article: Suburbs and the New American Poverty:<br/> <a href="http://www.theatlantic.com/business/archive/2015/01/suburbs-and-the-new-american-poverty/384259/">http://www.theatlantic.com/business/archive/2015/01/suburbs-and-the-new-american-poverty/384259/</a></p> <p>-Ebola op ed:<br/> <a href="http://www.houstonchronicle.com/opinion/outlook/article/Johnson-Jones-Garcia-Public-must-place-trust-5873837.php?cmpid=fb-premium&amp;t=118b9121b1">http://www.houstonchronicle.com/opinion/outlook/article/Johnson-Jones-Garcia-Public-must-place-trust-5873837.php?cmpid=fb-premium&amp;t=118b9121b1</a></p> <p>Review:</p> <p>Disaster Nursing Supercourse PowerPoint</p> <p>Articles:</p> <p>-Atkins, Williams, Silenas, &amp; Edwards (2005). The Role of Public Health Nurses in Bioterrorism Preparedness</p> <p>-Cayla &amp; Orcau (2011). Control of Tuberculosis in Large Cities in Developed Countries: An Organizational Problem</p> <p>-Gebbie &amp; Qureshi (2002). Emergency and Disaster Preparedness. AJN</p> <p><b>To do Online:</b></p> <p>Review PowerPoint lecture</p> <p>Listen to “Disaster Preparedness in Texas” Podcast</p> |

| Week/Date                          | Topic/Assignments/Assessments DUE  |
|------------------------------------|--|
|                                    | <p><b>Infectious Disease Discussion</b> – initial post due Wednesday &amp; post to peer due by Saturday<br/>Take Quiz before 11:59 PM Sunday</p>   |
| <p><b>Week 7/March 8 - 14</b></p>  | <p><b>Public health systems, Public health policy</b><br/><b>Preparation for Class:</b><br/>Text: Savage- Ch. 21<br/>ATI Community Health Book- Ch. 7<br/>*Find article for Current Event assignment (see syllabus for more instructions)<br/>Kaiser overview of ACA:<br/><a href="http://kff.org/health-reform/video/youtoons-obamacare-video/">http://kff.org/health-reform/video/youtoons-obamacare-video/</a><br/>Fact Sheets on Bb:<br/>CMS (2013). Health Insurance Marketplace: 10 Things Providers Need to Know<br/>CMS (2013): Health Insurance Marketplace: 10 Things to Tell Your Patients<br/>APHA (2012): Prevention and Public Health Fund<br/>APHA CDC/HRSA funding<br/>Most updated information on Medicare qualifications for seniors: <a href="http://www.medicaid.gov/medicaid-chip-program-information/by-population/medicare-medicaid-enrollees-dual-eligibles/seniors-and-medicare-and-medicaid-enrollees.html">http://www.medicaid.gov/medicaid-chip-program-information/by-population/medicare-medicaid-enrollees-dual-eligibles/seniors-and-medicare-and-medicaid-enrollees.html</a><br/>2015 Revised poverty guidelines:<br/><a href="http://www.gpo.gov/fdsys/pkg/FR-2015-01-22/pdf/2015-01120.pdf">http://www.gpo.gov/fdsys/pkg/FR-2015-01-22/pdf/2015-01120.pdf</a><br/><b>To do Online:</b><br/>Watch Lecture/PowerPoint<br/><b>Public health in the news: News Article -- instructions posted in Bb</b>, article summary due by <b>Friday at 11:59 PM</b><br/>Take Quiz before 11:59 PM on Sunday</p> |
| <p><b>Week 8/March 15 - 21</b></p> | <p><b>Health Disparities, Social Justice, Critical Social Theory</b><br/><b>Preparation for Class:</b><br/>Text: Savage- Ch. 5 &amp; 7<br/>ATI Community Health Book- Ch. 5<br/>Articles:</p>  |

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| Week/Date                                   | Topic/Assignments/Assessments DUE   |
|---|---|
|   | <p>-Ford &amp; Airhihenbuwa (2010). Critical Race Theory, Race Equity, and Public Health: Toward Antiracism Praxis</p> <p>-Healthdisparities Feb 08 article</p> <p>-APHA (n.d.). Health disparities: The basics</p> <p>-Pathways Community Woes linger ST articles</p> <p><b>To do in class:</b><br/>Homelessness presentation Ppt<br/>TED Talk video<br/>Discussion about Windshield Survey Project</p> <p><b>To do Online:</b><br/>Take Quiz</p> <p><b>Windshield Survey due Sunday at 11:59 PM</b></p> |
| <p><b>Week 9 – 14/ March 22 – May 2</b></p> | <p><b>At Capstone, work on final presentations at your own pace</b></p> <p>The following must be completed/submitted the Sunday before the last class, by 11:59 PM:</p> <p>ATI practice exams A &amp; B, must achieve an 85% or higher</p> <p>Final presentation PowerPoint</p>   |
| <p><b>Week 15/May 6 TBD.</b></p>            | <p>Final Presentations:</p> <p><b>San Angelo Community Action presentations (see instructions and rubric posted in Bb)</b></p>  |

(updated 11/30/2020)



## Grading Rubrics

### Public Health in the News Article

Group Members: \_\_\_\_\_

## Community Needs Teaching Assignment Rubrics

| Grading Rubric   | Points Possible | Student's Score |
|--|-----------------|-----------------|
| Students summarize their article clearly, identifying the issue/problem and its relevancy to public health.  | 20              |                 |
| Students identify THREE interventions from the public health nursing intervention wheel that included the following: <ol style="list-style-type: none"> <li>1. The "wedge" the intervention belongs to and why.</li> <li>2. What level of the Health Impact Pyramid the intervention would fit under and why.</li> <li>3. Whether each intervention is primary, secondary, and tertiary prevention and why.</li> </ol> | 60              |                 |
| Students submit the assignment requirements via blackboard by the due date. Paper is correctly formatted in APA 7 <sup>th</sup> Edition style.   | 20              |                 |
| <b>Total</b>   | <b>100</b>      |                 |

### Face-to-Face: Option A

| Points   | Critical Aspect                               | Comments |
|--|---|----------|
| Your group will submit a complete summary of your experience in a PowerPoint, that includes a Title slide, headings, citations & references for any statistics or information you gathered from a source other than yourself. Be sure to include all items on the grading rubric. ONE person from your group should submit this paper through the "Submit Assignments" link in Bb. |   |          |
| <b>Part 1 Presentation</b>   |   |          |
| /20  | ❖ Prepared & Professional during presentation |          |

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|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>❖ PowerPoint summary and copy of teaching tool submitted by deadline and in correct APA format</li> <li>❖ Thoroughly answered all 5 questions: <ul style="list-style-type: none"> <li>* Description of the problem- identify the role in the community and how it relates to Healthy People 2020. How did you find out more about this topic?</li> <li>*What did you learn? What community resources did you discover that would assist with this problem?</li> <li>*What challenges did you encounter?</li> <li>*What surprised you?</li> <li>*How will this experience impact your nursing practice when caring for underserved clients?</li> </ul> </li> <li>❖ Teaching plan “taught” to classmates was interesting, informative, relevant to your intended audience, and easy to understand.</li> </ul> |  |
| <b>Part 2 Introduction to your topic</b>                         |  |  |
| /15  | <ul style="list-style-type: none"> <li>❖ Identifies the problem and how it affects San Angelo</li> <li>❖ Describe your process for conducting your assessment</li> </ul>   |  |
| <b>Part 3 Agency that addresses this problem</b>                 |  |  |
| /10  | <ul style="list-style-type: none"> <li>❖ Identifies agency’s name and mission</li> <li>❖ Purpose of agency</li> <li>❖ Service provided</li> <li>❖ Funding</li> <li>❖ Governing Agency</li> <li>❖ Is there an RN on BOD?</li> </ul>   |  |
| <b>Part 4 Community Impact</b>                                   |  |  |
| /10  | <ul style="list-style-type: none"> <li>❖ Aggregates served</li> <li>❖ Impact on the community</li> <li>❖ Statistics of populations served</li> <li>❖ Cultural Diversity (staff, BOD &amp; population served)</li> </ul>  |  |
| <b>Part 5 Problem as it relates to Healthy People 2020 Goals</b> |  |  |
| /10  | <ul style="list-style-type: none"> <li>❖ Economic Stability</li> <li>❖ Education</li> <li>❖ Health and Health Care</li> <li>❖ Neighborhood &amp; Environment</li> <li>❖ Social and Community Context</li> </ul>  |  |
| <b>Part 6 Teaching Plan</b>                                      |  |  |
| /20  | <ul style="list-style-type: none"> <li>❖ Describe your teaching plan</li> </ul>  |  |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>❖ How did you choose what sort of format to use (pamphlet/handout, activity or poster)? Be specific.</li> <li>❖ Expected client outcomes. Please list two in SMART format.</li> </ul>                                |  |
| <b>Part 7 Group expectation/Summation</b> |   |  |
| /15                                       | <ul style="list-style-type: none"> <li>❖ Group expectation<br/>Summation – What did you learn? What challenges did you encounter? What surprised you? How will this experience impact your nursing practice when caring for underserved clients?</li> </ul> |  |

## Online: Option B

| Points   | Critical Aspect  | Comments |
|--|--|----------|
| Your group will submit a complete summary of your experience, in PowerPoint format that includes a Title page, headings (see each of the Parts below), in-text citations, and a References page for any statistics or information you gathered from a source other than yourself. Be sure to include all items on the grading rubric. ONE person from your group should submit the PowerPoint and tri-fold pamphlet through the "Submit Assignments" link in Bb. |  |          |
| Part 1 Presentation-normally these questions would be answered in person. Please incorporate them into your PowerPoint. You will also find them in Part 7.   |  |          |
| /20  | <ul style="list-style-type: none"> <li>❖ PowerPoint and Educational Tri-Fold Pamphlet were submitted by deadline</li> <li>❖ Thoroughly answered all 5 questions in PowerPoint: <ul style="list-style-type: none"> <li>* Description of the problem- identify the role in the community and how it relates to Healthy People 2020. How did you find out more about this topic?</li> <li>*What did you learn? What community resources did you discover that would assist with this problem?</li> <li>*What challenges did you encounter?</li> <li>*What surprised you?</li> <li>*How will this experience impact your nursing practice when caring for underserved clients?</li> </ul> </li> <li>❖ Educational Tri-fold Pamphlet was interesting, informative, relevant to your intended audience, and easy to understand.</li> </ul> |          |

| Part 2 Introduction to your topic   |  |  |
|---|--|--|
| /15   | <ul style="list-style-type: none"> <li>❖ Identifies the problem and how it affects San Angelo</li> <li>❖ Describe your process for conducting your assessment</li> </ul>   |  |
| Part 3 Agency that addresses this problem   |  |  |
| /10   | <ul style="list-style-type: none"> <li>❖ Identifies agency's name and mission</li> <li>❖ Purpose of agency</li> <li>❖ Service provided</li> <li>❖ Funding</li> <li>❖ Governing Agency</li> <li>❖ Is there an RN on BOD?</li> </ul>                             |  |
| Part 4 Agency Community Impact  |  |  |
| /10   | <ul style="list-style-type: none"> <li>❖ Aggregates served</li> <li>❖ Impact on the community</li> <li>❖ Statistics of populations served</li> <li>❖ Cultural Diversity (staff, BOD &amp; population served)</li> </ul>  |  |
| Part 5 Problem as it relates to Healthy People 2020 Goals—each of these areas is specifically listed on Healthy People 2020 |  |  |
| /10   | <ul style="list-style-type: none"> <li>❖ Economic Stability</li> <li>❖ Education</li> <li>❖ Health and Health Care</li> <li>❖ Neighborhood &amp; Environment</li> <li>❖ Social and Community Context</li> </ul>  |  |
| Part 6 Teaching Plan/Pamphlet   |  |  |
| /20   | <ul style="list-style-type: none"> <li>❖ Describe your teaching plan</li> <li>❖ How did you choose what to include in your Educational Tri-fold Pamphlet? Be specific.</li> <li>❖ Expected client outcomes. Please list two in SMART format.</li> </ul>        |  |
| Part 7 Group expectation/Summation  |  |  |
| /15   | <ul style="list-style-type: none"> <li>❖ Group expectation</li> </ul> <p>Summation – What did you learn? What challenges did you encounter? What surprised you? How will this experience impact your nursing practice when caring for underserved clients?</p> |  |

## Windshield Survey

Student's Name:

Neighborhood Name:

| <b>Grading Rubric: Snap Shot of Community/Neighborhood<br/>Windshield Survey Poster</b>  |                        |                               |
|--|------------------------|-------------------------------|
| <b>Critical Aspects</b>  | <b>Points Possible</b> | <b>Points Earned/Comments</b> |
| Develop an eye-catching PowerPoint poster that presents information in a logical, interesting sequence which audience can follow and font that can be easily read. Demonstrate full knowledge by thoroughly answering assignment questions within poster text & comment section below slide. Leave white space on poster. Remember, that you can do bullet points and expand on them in your comment section. (see example posted in Bb). Use of graphics explain and reinforce screen text and presentation. Presentation has no misspellings or grammatical errors. Note: References must be provided for all information obtained; Include pictures of the selected community (highly encouraged) | 10                     |                               |
| Describe process of conducting your assessment: <ul style="list-style-type: none"> <li>• Introduce your neighborhood title (include name of the community/neighborhood you assessed)</li> <li>• Your name</li> </ul>   | 5                      |                               |
| <b>Identify</b> the boundaries of the community (include a map and highlight the area you assessed).   | 5                      |                               |
| Evaluate the needs/goals/strengths of the community: <ul style="list-style-type: none"> <li>• <b>Describe <u>two</u> (2) identified needs/problems in this community.</b> Share your goals and objectives for <b><u>one</u></b> of your identified problems.</li> <li>• <b>Identify <u>two</u></b> real or potential strengths of your assigned community</li> </ul>   | 10                     |                               |
| Provide appropriate community health interventions for the needs assessed: <ul style="list-style-type: none"> <li>• Describe the Public Health Intervention(s) from the Wheel that your group would use in <b>planning to address the potential problems</b> or concerns of the assigned community.</li> </ul>   | 15                     |                               |

| <b>Grading Rubric: Snap Shot of Community/Neighborhood<br/>Windshield Survey Poster</b>  |            |  |
|--|------------|--|
| <ul style="list-style-type: none"> <li>Identify ways the community is or is not meeting the goals/objectives of Healthy People 2020.</li> </ul>  |            |  |
| Describe intervention strategies and relevance to nursing: <ul style="list-style-type: none"> <li>Who would you collaborate with to <b>implement your interventions</b> and achieve your stated goals?</li> <li>What resources would you use?</li> <li>Discuss how this experience increased student knowledge of community health nursing</li> </ul>  | 10         |  |
| Give <b>overview</b> of your community and any statistical/epidemiologic/demographic/health data that is <b>significant</b> (example: 65% Hispanic population, 60% residents over 65). Remaining topics in this section to be covered in the bulleted list on the additional PowerPoint slide. <ol style="list-style-type: none"> <li>Geography: describe neighborhood, home, businesses</li> <li>Population: Stats, cultural diversity</li> <li>Environment: what does neighborhood look like?</li> <li>Industry</li> <li>Recreation</li> <li>Religion</li> <li>Transportation</li> <li>Public Services</li> <li>Social Problems</li> <li>Community Services</li> <li>Average income</li> <li>Attitude toward health and health care</li> <li>Health resources</li> <li>Environmental conditions related to health</li> </ol> | 45         |  |
| <b>Total</b>   | <b>100</b> |  |

## Ghost Map Discussion

|                                | <b>Levels of Achievement</b>   |   |   |  |
|--------------------------------|--|---|---|--|
| <b>Criteria</b>                | <b>Unacceptable</b>  | <b>Acceptable</b>   | <b>Good</b>   | <b>Excellent</b>   |
| <b>Initial Submission</b>      | <b>0 Points</b><br>Did not post.   | <b>10 Points</b><br>Posted beyond 1 day late.   | <b>15 Points</b><br>Initial posting was no more than 1 day late. (Thursday at 11:59pm)  | <b>25 Points</b><br>Met submission deadlines for initial posting. (Wednesday at 11:59pm)   |
| <b>Initial Post Content</b>    | <b>0 Points</b><br>Posts no assignment.  | <b>10 Points</b><br>Posts adequate assignment with superficial thought and preparation; does not address all aspects of the task. | <b>20 Points</b><br>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts. | <b>40 Points</b><br>Posts well developed assignment that fully addresses and develops all aspects of the task.                                       |
| <b>Clarity &amp; Mechanics</b> | <b>0 Points</b><br>Posts long, unorganized or rude content that may contain >6 grammar and/or spelling errors or may be inappropriate. | <b>10 Points</b><br>Communicates in friendly, courteous and helpful manner with 3-6 grammatical or spelling errors.               | <b>20 Points</b><br>Contributes valuable information to discussion with 1-3 grammatical and/or spelling errors.                 | <b>35 Points</b><br>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical, spelling. |

## Infectious Disease Discussion

| <b>Discussion Rubric</b>  | <b>Levels of Achievement</b>     |   |  |  |
|---------------------------|----------------------------------|---|--|--|
| <b>Criteria</b>           | <b>Unacceptable</b>              | <b>Acceptable</b>                             | <b>Good</b>  | <b>Excellent</b>   |
| <b>Initial Submission</b> | <b>0 Points</b><br>Did not post. | <b>10 Points</b><br>Posted beyond 1 day late. | <b>15 Points</b><br>Initial posting was no more than 1 day late. (Thursday at 11:59pm) | <b>20 Points</b><br>Met submission deadlines for initial posting. (Wednesday at 11:59pm) |

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| Discussion Rubric                | Levels of Achievement  |   |  |  |
|----------------------------------|--|---|--|--|
| Criteria                         | Unacceptable   | Acceptable  | Good   | Excellent  |
| <b>Peer Responses Submission</b> | <p><b>0 Points</b></p> <p>Does not participate in peer responses.</p>  | <p><b>10 Points</b></p> <p>Posted to only one peer by the submission deadline.</p>  | <p><b>15 Points</b></p> <p>Posted to 1 peer after the submission deadline. (Monday at 11:59pm)</p>   | <p><b>20 Points</b></p> <p>Posted a minimum of 1 peer response by the submission deadline (Sunday at 11:59pm)</p>  |
| <b>Initial Post Content</b>      | <p><b>0 Points</b></p> <p>Posts no assignment.</p>   | <p><b>10 Points</b></p> <p>Posts adequate assignment with superficial thought and preparation; does not address all aspects of the task.</p>        | <p><b>15 Points</b></p> <p>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts/references.</p>                  | <p><b>20 Points</b></p> <p>Posts well developed assignment that fully addresses and develops all aspects of the task; included at least one APA formatted cited reference.</p>           |
| <b>Peer Response Content</b>     | <p><b>0 Points</b></p> <p>Posts no follow up responses to others.</p>  | <p><b>10 Points</b></p> <p>Posts shallow contribution to discussion (agrees/disagrees) does not enrich discussion.</p>                              | <p><b>15 Points</b></p> <p>Elaborates on an existing posting with further comment or observation.</p>  | <p><b>20 Points</b></p> <p>Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Includes at least one APA formatted cited reference.</p> |
| <b>Clarity &amp; Mechanics</b>   | <p><b>0 Points</b></p> <p>Posts long, unorganized or rude content that may contain multiple grammar and/or spelling errors or may be</p> | <p><b>10 Points</b></p> <p>Communicates in friendly, courteous and helpful manner with some grammatical or spelling errors. <math>\geq 5</math></p> | <p><b>15 Points</b></p> <p>Contributes valuable information to discussion with minor grammatical and/or spelling errors. <math>&lt; 5</math> errors 1-2 APA errors</p> | <p><b>20 Points</b></p> <p>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of</p>   |



| Discussion Rubric | Levels of Achievement         |                        |      |                                       |
|-------------------|-------------------------------|------------------------|------|---------------------------------------|
| Criteria          | Unacceptable                  | Acceptable             | Good | Excellent                             |
|                   | inappropriate. >6 APA errors. | errors, 3-6 APA errors |      | grammatical, spelling, or APA errors. |

### Personal Cultural Assessment Assignment Rubric

| Critical Aspects   | Points Possible | Points Achieved |
|--|-----------------|-----------------|
| Student completes the cultural awareness questionnaire.<br>Student submits the questionnaire with answers by the due date. | 50              |                 |
| Student fully answers the review questions, showing reflective thought and connection to the nursing process.              | 50              |                 |
|  | 100             |                 |

## Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Areas of evaluation include:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good

### End of Syllabus

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<sup>1</sup> <https://www.angelo.edu/student-handbook/>

<sup>2</sup> <https://www.angelo.edu/catalogs/>

<sup>3</sup> <https://www.angelo.edu/dept/nursing/handbook/index.php>

<sup>4</sup> [https://www.angelo.edu/content/files/27359-ttus-policy-for-face-coverings-on-campus?vgo\\_ee=AuxLsmTZCR4kpwqYqUrYgbTV8qsFUfl%2F1ISxnX2Ui4c%3D](https://www.angelo.edu/content/files/27359-ttus-policy-for-face-coverings-on-campus?vgo_ee=AuxLsmTZCR4kpwqYqUrYgbTV8qsFUfl%2F1ISxnX2Ui4c%3D)

<sup>5</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>

<sup>6</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>7</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>8</sup> [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

<sup>9</sup> <https://www.angelo.edu/services/disability-services/>

<sup>10</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

<sup>11</sup> <https://www.bon.texas.gov/>

<sup>12</sup> [https://www.angelo.edu/dept/nursing/student\\_resources/undergrad\\_info.php](https://www.angelo.edu/dept/nursing/student_resources/undergrad_info.php)