

**NURS 4506 - Community Health Nursing**  
**Fall 2017 rev. 08.16.5017**  
**TEXAS A&M UNIVERSITY - CENTRAL TEXAS**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor: Carolyn A. Ramsey, MSN, RN, CNOR**  
**Office: WH 420 A**  
**Phone: 254-519-5487**  
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**Virtual Office Hours: Hours by appointment**

**Mode of instruction and course access:**

This course is a 100%, online and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

**Student-instructor interaction:**

Student emails will be responded to by the instructor within twenty-four hours; however, the ultimate goal will be to respond to them within several hours. 254-519-5487.

**911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas  
 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**COURSE INFORMATION**

**Course overview and description:**

**In this course students are introduced to community-based nursing practice and the role of various systems available in individuals, families, and high-risk groups. Issues of health promotion, primary disease prevention and management of chronic health problems in community settings will be explored. The focus is on the use of research findings to assess community settings, assessment of the environment of care, and on the needs of vulnerable populations in community settings. 5 SCH**

**Prerequisite(s): NURK 300**

<b>Course Objectives</b>	<b>TAMUCT DON Expected Student Outcomes-(Draft)</b>	<b>Differentiated Entry Competencies (DEC) of Graduates of Texas Nursing Programs</b>	<b>AACN: The Essentials for Baccalaureate Education for Professional Nursing Practice</b>
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**The student successfully completing this course will be able to:**

1Apply the nursing	Utilize the nursing	a. Determine the physical and	<b>Essential IV:</b>
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			<p>prevention interventions.</p> <p><u>Expected Outcome:</u> Participate in clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity.</p> <p><u>Expected Outcome:</u> Use evaluation results to influence the delivery of care, deployment of resources, and to provide input into the development of policies to promote health and prevent disease.</p> <p><u>Expected Outcome:</u> Use information and communication technologies in preventive care.</p> <p><u>Essential VIII:</u> Professionalism and Professional Values</p> <p><u>Expected Outcome:</u> Protect patient privacy and confidentiality of patient records and other privileged communications.</p>
2Analyze the impact of social, cultural, economic, and political factors on the health of groups.	Modify care and advocate for groups in reflecting current and changing <b>healthcare systems, health policies, and global health</b> care factors.	Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, <b>populations, and communities.</b>	<p><u>Essential I:</u> Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p><u>Expected Outcome:</u> Apply knowledge of <b>social and cultural factors</b> to the care of diverse populations.</p> <p><u>Essential V:</u> Healthcare Policy, Finance, and Regulatory Environments</p> <p><u>Expected Outcome:</u> Explore the impact of sociocultural, economic, legal, and political factors influencing healthcare delivery and practice.</p>
3Apply epidemiological principles, concepts of public health, and knowledge of the community health	Integrate concepts, models, and theories of nursing, the humanities and the natural, psychological, and sociological	a. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision	<p><u>Essential I:</u> Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p><u>Expected Outcome:</u> Use skills of inquiry,</p>

<p>nursing role while caring for groups, including high-risk populations.</p>	<p>sciences as the foundation for professional nursing practice.</p>	<p>making and comprehensive patient care.</p> <p>b. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, <b>populations, and communities.</b></p> <p>c. Use multiple referral resources for patients, families, <b>populations, and communities</b>, considering cost, confidentiality, effectiveness and efficiency of care, continuity and continuum of care, and health promotion, maintenance, and restoration.</p> <p>d. Coordinate human, information, and material management resources in providing care for patients, families, <b>populations, and communities.</b></p>	<p><b>analysis, and information literacy</b> to address practice issues.</p> <p><u>Expected Outcome:</u> Integrate the knowledge and methods of a variety of disciplines to inform decision making.</p>
<p>4 Compare and contrast the health promotion needs of selected groups within the context of community.</p>	<p>Collaborate with other inter-professional health care team members to provide health promotion and disease and injury prevention across the lifespan for individuals, families, <b>groups, communities, and populations.</b></p>	<p>Coordinate, collaborate, and communicate with patients, families, <b>populations, communities,</b> and the interdisciplinary health care team to plan, deliver, and evaluate care.</p>	<p><u>Essential VII:</u> Clinical Prevention and Population Health</p> <p><u>Expected Outcome:</u> Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.</p>
<p>5 Apply current nursing knowledge and research findings (evidence-based practice) relevant to nursing practice decisions in the community setting.</p>	<p>a. Apply concepts and theories as a base for problem solving, decision making, and critical reasoning in evidenced-based nursing practice.</p> <p>b. Apply current standards of professional nursing practice in providing care to individuals, families, <b>groups, communities and populations.</b></p>	<p>a. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision making and comprehensive patient care.</p> <p>b. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and <b>community risks.</b></p> <p>c. Provide safe, compassionate, comprehensive nursing care to patients, <b>families, populations,</b> and communities through a broad array of health care services</p>	<p><u>Essential III:</u> Scholarship for Evidence-Based Practice</p> <p><u>Expected Outcome:</u> Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.</p> <p><u>Essential IV:</u> Information Management and Application of Patient Care Technology</p> <p><u>Expected Outcome:</u> Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.</p> <p><u>Essential VII:</u></p>



			<p><b>Essential VIII:</b> Professionalism and Professional Values</p> <p><b>Expected Outcome:</b> Assume accountability for personal and professional behaviors.</p> <p><b>Expected Outcome:</b> Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.</p>
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### Required Reading and Textbooks:

Stanhope, M. and Lancaster, J., (2016), *Public Health Nursing: Population-Centered Health Care in the Community*, (9<sup>th</sup> ed.). St. Louis, Missouri: Elsevier/Mosby.  
ISBN: 9780323321532

Stanhope, M. and Lancaster, J. (2016), *Community/Public Health Nursing Online* for Stanhope and Lancaster, *Public Health Nursing 9<sup>th</sup> Edition*.  
ISBN: 9780323371407

### Recommended Learning Materials:

American Psychological Association (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington D.C.: Author.  
ISBN: 978-1-4338-0559-2

The APA website may also be helpful as you write your papers. All submitted assignments will be evaluated for correct APA style.  
<http://apa.org>

### COURSE REQUIREMENTS

Course objectives will be met by successfully completing learning activities located in the modules and will include discussions on the Discussion Board in Canvas, or the online Elsevier course, responding to questions posed about content, Collaborate presentations, and written assignments.

Texas A & M University – Central Texas will communicate all official information to students through the student TAMUCT email account. Please check the account frequently during the semester for updates.

The teacher role includes facilitating the student's learning and serving as a resource person as the student engages in active learning. The teaching methods include online quizzes, online discussions, group presentations, and written assignments submitted electronically.

**EVALUATION METHODS:**

The following course activities comprise your grade. Please see the explanations of each activity below.

Online Discussions	30%
Online Assignments	20%
Quizzes	20%
Group Project Presentation I	20%
Group Project Presentation II	10%
	100%

- Online Discussions 15 30%

- Online Assignments 6 20%

These assignments will be included in your modules in Elsevier and submitted in Canvas.

- Quizzes 6 20%

- Group Project Presentations 2 30%

Formal group presentations will be conducted in Collaborate to discuss the assessment and analysis phases of the project and the planning through evaluation phases. Each presentation should be 20 to 25 minutes in length. These presentations will include audiovisual aids and other media resources that are appropriate to the presentations. Evaluation guidelines are included in this syllabus.

- Presentation 1: Assessment and Analysis (20%)  
See details
- Presentation 2: Planning, Implementation, & Evaluation (10%)  
See details

<b>Grading Scale:</b>	<b>A = 90-100</b>
	<b>B = 80- 89</b>
	<b>C = 70-79</b>
	<b>D = 60-69</b>
	<b>F = 59 and below</b>

Successful completion of this course requires a minimum grade of C in the course. You must submit your completed field work log of hours to receive your final grade. Please see the field work section of this syllabus for an explanation of this log.

**Posting Grades:**

All student grades will be posted on the Canvas Grade book. You will need to monitor your grading status through this tool.



The turn-around time for grades to be posted is one week from the due date of the assignment.

### Complete Course Calendar

## NURK 406 – Community Health Nursing Fall 2017 Course Schedule

**Please Note: See each module for module-specific assignments on Elsevier**

WEEK	CLASS CONTENT	SITE	ASSIGNMENTS
1 8-28	Course Syllabus	Canvas & Elsevier	Read syllabus, Purchase and Review Elsevier online course
2 9-4	Overview of course and field work expectations  Course Introduction in Elsevier	Mandatory Collaborate Tues.9-5, 8 am or Fri. 9-8 8 pm	Collaborate Session: Discuss course in detail and introduce CHN Group Project: Windshield and Key Informant Surveys  Introduction, Putting it all Together>Applying this to your World. Answer Question 2. Submit in Canvas Due 9-7 by MN
3 9-11	Health Care Systems	Module 1  Module 2	DB 1a: Tom's Goals & Objectives DB 1b: Built Community Quiz 1, due 9-11 DB 2: Your recommendation All Due 9-14, by MN
4 9-18	Economics of Health Care Delivery	Module 3	Complete module, Putting it all Together>Applying this to your World. Answer Question 1. Submit in Canvas Due 9-21
5 9-25	Community Assessment	Module 4	DB 4a: What Would You Do? DB 4b: Exploring a New Community DB 4c: Start of a New School Year All due 9-28 by MN Quiz 3, due 9-25
6 10-2	Epidemiology	Module 5	DB 5a: Presentation Ready DB 5b: Share Media Campaign Both due 10-5 by MN
7 10-9	Nursing Process in the Community	Module 6	Putting it all Together>Applying this to your World Answer Ques. 1&2 Submit in Canvas Due 10-12 Quiz 4, due 10-23
8 10-16	Community Health Promotion	Module 7	DB 7: Share Your Plan Due: 10-19
9 10-23	Health Education	Module 8	Putting it all Together>Applying this to your World Answer Ques. 2. Submit in Canvas Due 10-26
10 10-30	<b>Presentation 1: Community Assessment and Analysis</b>  Family Health	Collaborate Mandatory  Module 9	DB 9 a, Brainstorm Other Ideas DB 9 b, Share Topics for Health Fair DB 9 c, Share Thoughts for Interventions for Family Due 11-2
11 11-6	Environmental Health	Module 10	<b>Group Project Presentation 1: Community Assessment and Analysis: Windshield &amp; Other Survey Data Results &amp; Findings: Date TBT</b> DB 10 Ideas on Keeping Water Safe Due 11-9, MN
12 11-13	Ethical & Legal Challenges in Community	Module 11	DB 11 Risks of No Care Due: 11-16 MN Quiz 5, due 11-13
13 11-20	Thanksgiving		



<b>14</b> <b>11-27</b>	Vulnerable Populations Disaster Management	Module 12 Module 13	Putting it all Together>Applying this to your World Answer Ques.1 Submit in Canvas Quiz 6, 11-27 DB 13 What Decisions Need to be Made? All due 11-30, MN
<b>15</b> <b>12-4</b>	<b>Presentation 2: Planning through Evaluation Phases</b>	<b>Collaborate Mandatory</b>	<b>Group Project Presentation 2: Planning, Implementation &amp; Evaluation Phases: Date TBD</b>
<b>16</b> <b>12-11</b>	The Future of Community and Public Health Nursing	Module 14	Putting it all Together>Applying this to your World Answer Ques. 4 Submit in Canvas Due 12-13 by MN Course Evaluations & Field Log: Due: 12-13, MN

### Important University Dates:

August 28, Add/Drop/Late Registration begins  
 August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes  
 September 1, Priority Deadline to Submit Graduation Application  
 September 4, Labor Day, CAMPUS CLOSED  
 September 5, Last day to drop 1st 8-week classes with no record  
 September 13, Last day to drop 16-week classes with no record  
 September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W  
 October 6, Deadline to submit graduation  
 October 20, Last day to withdraw from the University (1st 8-week classes WF)  
 October 23, Add/Drop/Late Registration begins, 2nd 8-week classes  
 October 26, Add/Drop/Late Registration ends, 2nd 8-week classes  
 October 30, Last day to drop 2nd 8-week classes with no record  
 November 10, Veteran's Day  
 November 10, Last day to drop with a Q or withdraw with a W (16-week classes)  
 November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W  
 November 23-24, Thanksgiving, CAMPUS CLOSED  
 December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)  
 December 15, Last day to file for Degree Conferral (Registrar's Office)  
 December 15, Commencement (End of Fall Term)  
 December 25-January 1, WINTER BREAK

### TECHNOLOGY REQUIREMENTS AND SUPPORT

The technology requirements for the successful completion of the course include having computer equipment and access to the Internet.

This course will use the TAMUCT Canvas Learn learning management system and the Evolve online course that goes with your text.

Logon to <https://tamuct.Canvas.com> to access the course

- **Username:** Your MyCT username
  - (xx123 or everything before the "@" in your MyCT e-mail address)
- **Initial password:** Your MyCT password

**Technology Support:**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

***PLEASE NOTE: Technology issues are not a reason to miss a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.***

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES****Drop Policy:**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the

University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [Imdavis@tamuct.edu](mailto:Imdavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

**OPTIONAL POLICY STATEMENTS:****A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

**INSTRUCTOR POLICIES.**

Assignments turned in past the due date will have 10% of the grade deducted daily, including weekends,

**Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (YEAR) by (FACULTY NAME) at Texas A&M University-Central Texas, (FACULTY COLLEGE); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (FACULTY EMAIL)

**Community Project Presentation 1  
Grading Rubric**

This assignment counts as 20% of your grade. It will be a group grade.

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

<b>Assessment &amp; Analysis Phases</b>			
<b>Grading Rubric</b>		<b>Pts Possible</b>	<b>Pts Achieved</b>
<b>Introduction</b>  2 pts	<b>Purpose of the project clearly stated</b>	<b>1</b>	
	<b>Population and setting clearly described</b>	<b>1</b>	
<b>Assessment</b>  7 pts	<b>Assessment of aggregate or population described in detail</b>		
	<b>An overview of the windshield surveys provided</b>	<b>2</b>	
	<b>A detailed map of the areas assessed during the windshield survey provided</b>	<b>1</b>	
	<b>A summary of the key informant surveys and findings provided</b>	<b>2</b>	
	<b>The websites, databases, and professional literature accessed a secondary data were described with the findings summarized</b>	<b>2</b>	
<b>Analysis</b>  2 pts	<b>The analysis of the assessment of this aggregate or population described</b>	<b>1</b>	
	<b>The identified needs and wants of the population clearly described</b>	<b>1</b>	
<b>College Level Writing</b>  4 pts	<b>Presentation followed APA 6<sup>th</sup> edition format</b>	<b>2</b>	
	<b>A reference page in correct APA format (hard copy or on a slide) provided</b>	<b>2</b>	
<b>Presentation</b>  5 pts	<b>Creative use of visuals to enhance the presentation evident</b>	<b>1</b>	
	<b>Content presented: clear, accurate, and easy to understand</b>	<b>2</b>	
	<b>Student responses to questions demonstrate knowledge of subject matter</b>	<b>1</b>	
	<b>Student presentation professionally conducted</b>	<b>1</b>	
<b>Total</b>		<b>20 pts</b>	

**Community Project Presentation 2  
Grading Rubric**

This assignment counts as 10% of your grade. It will be a group grade.

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

<b>Planning, Implementation &amp; Evaluation Phases</b>				
<b>Grading Rubric</b>			<b>Pts Possible</b>	<b>Pts Achieved</b>
<b>Introduction</b>  1.0 pt	<b>Purpose of the project clearly stated</b>		<b>0.5</b>	
	<b>Population and setting clearly described</b>		<b>0.5</b>	
<b>Planning</b>  2.0 pts	<b>Described the planning activities involved</b>		<b>1</b>	
	<b>Included a discussion about how the analysis guided the planning for this aggregate or population</b>		<b>1</b>	
<b>Implementation</b>  2.5 pts	<b>Intervention described in detail</b>		<b>1</b>	
	<b>Response of the population discussed</b>		<b>1</b>	
	<b>Discussed if the intervention was implemented as planned. If not, what was revised and why?</b>		<b>0.5</b>	
<b>Evaluation</b>  1.5	<b>Discussed the present and or future impact of the intervention on the identified population</b>		<b>0.5</b>	
	<b>Provided appropriate and specific recommendations for future work with this population</b>		<b>1</b>	
<b>College Level Writing</b>  1.0 pt	<b>Presentation followed APA 6<sup>th</sup> edition format</b>		<b>0.5</b>	
	<b>A reference page in correct APA format (hard copy or on a slide) provided</b>		<b>0.5</b>	
<b>Presentation</b>  2.0 pts	<b>Creative use of visuals to enhance the presentation evident</b>		<b>0.5</b>	
	<b>Content presented: clear, accurate, and easy to understand</b>		<b>0.5</b>	
	<b>Student responses to questions demonstrate knowledge of subject matter</b>		<b>0.5</b>	
	<b>Student presentation professionally conducted</b>		<b>0.5</b>	
<b>Total</b>			<b>10 pts</b>	

# **Field Work Section**





- ✚ Identify the problem of the aggregate or population that will serve as the focus of the community group project by conducting assessments
- ✚ Develop a timeline for community project
- ✚ Continue research activities:
  - Explore all the issues surrounding the selected population/problem
  - Research community, state, and national resources that affect the specific aggregate
  - Research the organizational politics that affect the aggregate and, as applicable, the agency
  - Identify historical trends related to the care of the aggregate
  - Identify current trends in health care delivery to the aggregate

### Step 3: Analysis

- ✚ Data analysis: What do all of the assessment data mean?

- Brainstorm in individual groups to identify individual perceptions of the problems/needs of the aggregate or population
- Conduct a database search of the identified group and the selected problem or issue
- Use group process to identify specific tasks to be accomplished by individual students in analyzing the identified problem or issue

### Step 4: Planning

- ✚ Based on analysis of the assessment data, develop goals related to the health needs of the specified aggregate. What would you like to see happen with this population?
- ✚ Differentiate ideal potential goals from realistic potential goals.
- ✚ Begin to formulate plans to reach identified goal(s) (1) select overall goal; (2) formulate objectives; (3) devise strategies; (4) write a plan for intervention.
- ✚ Identify barriers to the accomplishment of goals.
- ✚ Given identified barriers and supports, identify alternative strategies as needed.
- ✚ Identify factors that are supportive of goal(s) accomplishment.
- ✚ Submit timeline and division of labor (task assignments) to instructor in writing.
- ✚ Develop and finalize a specific written plan for evaluating the outcomes and processes.

### Step 5: Intervention

- ✚ Coordinate individual efforts and synthesize them into a group plan to offer an intervention to the identified population.

### Step 6: Evaluation

- ✚ Using the written plan for evaluating outcomes, develop formative and summative evaluation results.
- ✚ Prepare recommendations for the population served and provide a copy to them.

### Step 7: Formal Student Presentations

