

**NURS 4506-110**

**Community Health Nursing**

**Course Syllabus**

**Texas A&M University -  
Central Texas**

**Fall 2018**

**TEXAS A&M UNIVERSITY - CENTRAL TEXAS**

**DEPARTMENT OF NURSING**

8/30/2018

## NURS 4506 - Community Health Nursing

### INSTRUCTOR AND CONTACT INFORMATION

**Instructor: Kathryn Long, MSN, RN, CNE**

**Office: WH 420 A**

**Phone: 254-931-2387**

**Email: [klong@tamuct.edu](mailto:klong@tamuct.edu)**

**Virtual Office Hours: Hours by appointment**

### MODE OF INSTRUCTION AND COURSE ACCESS

This course is a 100%, online, web-based course and uses the TAMUCT Canvas Learning System. All classes are presented in the online environment through Canvas, including WebEx, and the TAMUCT email system.

You will use the Canvas username and password communicated to you separately to logon to this system.

### 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. It is recommended and encouraged that if you have an important issue that needs to be addressed quickly to contact the instructor on her cell phone at 244-931-2387.

#### **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 911Cellular 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



		<p>benchmarks from evidence-based practice and research findings, and plan follow-up nursing care.</p> <p>e. Develop, implement, and evaluate teaching plans for patients, families, <b>populations, and communities</b> to address health promotion, maintenance, restoration, and population risk reduction.</p>	<p>families, <b>groups, communities, and populations.</b></p> <p><u>Expected Outcome:</u> Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.</p> <p><u>Expected Outcome:</u> Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury 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>
<p>2Analyze the impact of social, cultural, economic, and</p>	<p>Modify care and advocate for groups in reflecting current and</p>	<p>Serve as a health care advocate in monitoring and promoting quality and access to health care for</p>	<p><u>Essential I:</u> Liberal Education for Baccalaureate Generalist</p>

political factors on the health of groups.	changing <b>healthcare systems, health policies, and global health care factors.</b>	patients, families, <b>populations, and communities.</b>	<p><b>Nursing Practice</b>  <u>Expected Outcome:</u>  Apply knowledge of <b>social and cultural factors</b> to the care of diverse populations.</p> <p><b>Essential V:</b>  Healthcare Policy, Finance, and Regulatory Environments  <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 nursing role while caring for groups, including high-risk populations.	Integrate concepts, models, and theories of nursing, the humanities and the natural, psychological, and sociological sciences as the foundation for professional nursing practice.	<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. 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>Essential I:</b>  Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p><u>Expected Outcome:</u>  Use skills of inquiry, <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>
4Compare and contrast the health promotion needs of selected groups within the context of community.	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>	Coordinate, collaborate, and communicate with patients, families, <b>populations, communities</b> , and the interdisciplinary health care team to plan, deliver, and evaluate care.	<p><b>Essential VII:</b>  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>
5Apply current nursing knowledge and research findings	a. Apply concepts and theories as a base for problem solving,	a. Use clinical reasoning and knowledge based on the baccalaureate degree nursing	<b>Essential III:</b> Scholarship for Evidence-Based Practice



(continued)			<p>and other members of the healthcare team.</p> <p><u>Essential V:</u> Healthcare Policy, Finance, and Regulatory Environments</p> <p><u>Expected Outcome:</u> <b>Advocate</b> for consumers and the nursing profession.</p> <p><u>Essential VII:</u> Clinical Prevention and Population Health</p> <p><u>Expected Outcome:</u> <b>Advocate</b> for social justice, including a commitment to the health of <b>vulnerable populations and the elimination of health disparities.</b></p> <p><u>Essential VIII:</u> Professionalism and Professional Values</p> <p><u>Expected Outcome:</u> Assume accountability for personal and professional behaviors.</p> <p><u>Expected Outcome:</u> 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, Textbooks and Online Course:

Stanhope, M. & 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. & Lancaster, J. (2016). *Community/Public health nursing online for Stanhope and Lancaster, Public Health Nursing 9<sup>th</sup> Edition.*

ISBN: 9780323371407

note: online materials in Evolve

**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, WebEX 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 (Evolve)	20%
Group Project Presentation I	20%
Group Project Presentation II	10%
	100%

- **Online Discussions** **15 total** **30%**
- **Online Assignments** **6 total** **20%**

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

- **Quizzes in Evolve** **6 total** **20%**
- **Group Project Presentations** **2 total** **30%**

**Formal group presentations will be conducted in WexEx 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 on pages 16 and 17.**

- **Presentation 1: Assessment and Analysis** **(20%)**

See page 16 for details

- **Presentation 2: Planning, Implementation, & Evaluation** **(10%)**

See page 17 for details

**GRADING SCALE:**

- A = 90-100**
- B = 80- 89**
- C = 70-79**
- D = 60-69**
- F = 59 and below**

**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. The log is located on page 22 of this syllabus.**

**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.**

## 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.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>].

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

Check browser and computer compatibility by using the "Test Your Browser" button, found in the "Check Your Browser" module on your Canvas dashboard, once you have logged in.

### Other Technology Support

For technology issues, 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>

**When calling for support, please let your support technician know you are a TAMUCT student.**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>].

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

**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.***

**NURS 4506 – Community Health Nursing**  
**Fall 2018**  
 Course Schedule

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

WEEK	CLASS CONTENT	SITE	ASSIGNMENTS
<b>1</b> 8-27	Course Syllabus	<b>Canvas &amp; Evolve</b>	Read syllabus, Purchase and Review Elsevier online course
<b>2</b> 9-3	Overview of course and field work expectations  Course Introduction in Elsevier	<b>Mandatory WebEx</b> Tues.9-4, 8 am or Fri. 9-7 8 pm	WebEx 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 <b>Canvas</b> Due 9-6 by MN
<b>3</b> 9-10	Health Care Systems	Module 1  Module 2	DB 1a: Tom's Goals & Objectives DB 1b: Built Community <b>Quiz 1, due 9-10</b> DB 2: Your recommendation All Due 9-13, by MN
<b>4</b> 9-17	Economics of Health Care Delivery	Module 3	Complete module, Putting it all <b>Quiz 2, due 9-17</b> Together>Applying this to your World. Answer Question 1. Submit in <b>Canvas</b> Due 9-20
<b>5</b> 9-24	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 9-27 by MN <b>Quiz 3, due 9-24</b>
<b>6</b> 10-1	Epidemiology	Module 5	DB 5a: Presentation Ready DB 5b: Share Media Campaign Both due 10-4 by MN
<b>7</b> 10-8	Nursing Process in the Community	Module 6	Putting it all Together>Applying this to your World Answer Ques. 1&2 Submit in <b>Canvas</b> Due 10-11 <b>Quiz 4, due 10-22</b>
<b>8</b> 10-15	Community Health Promotion	Module 7	DB 7: Share Your Plan Due: 10-18
<b>9</b> 10-22	Health Education	Module 8	Putting it all Together>Applying this to your World Answer Ques. 2. Submit in <b>Canvas</b> Due 10-25
<b>10</b> 10-29	<b>Presentation 1: Community Assessment and Analysis</b>  Family Health	<b>WebEx Mandatory</b>  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 11-1
<b>11</b> 11-5	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 11-8, MN
<b>12</b> 11-12	Ethical & Legal Challenges in Community	Module 11	DB 11 Risks of No Care Due: 11-15 MN <b>Quiz 5, due 11-12</b>
<b>13</b> 11-20	<b>Thanksgiving</b>		
<b>14</b> 11-26	Vulnerable Populations  Disaster Management	Module 12  Module 13	Putting it all Together>Applying this to your World Answer Ques.1 Submit in <b>Canvas</b> <b>Quiz 6, 11-26</b> DB 13 What Decisions Need to be Made? All due 11-29, MN
<b>15</b> 12-3	<b>Presentation 2: Planning through Evaluation Phases</b>	<b>WebEx Mandatory</b>	<b>Group Project Presentation 2: Planning, Implementation &amp; Evaluation Phases: Date TBD</b>

16 12-10	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 12-12 by MN Course Evaluations & Field Log: Due: 12-12, MN
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## COURSE AND UNIVERSITY PROCEDURES AND POLICIES

**Drop Policy.** If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

**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 Office 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 Office 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) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

### Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](#)

web page [<https://www.tamuct.edu/student-affairs/index.html>]. 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>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **1. Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 [WCOOnline](#) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

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 UWC is here to help!

If you have any questions about the UWC, 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 TAMUCT 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 TAMUCT 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.

### **SYLLABUS DISCLAIMER:**

While the provisions of this syllabus are as accurate and complete as possible, the faculty reserve the right to change any provisions herein without actual notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the faculty. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of the course.

### **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. (2018) by (Kathryn Long) at Texas A&M University-Central Texas, (College of Arts and Sciences, Dept. of Nursing); 1001 Leadership Place, Killeen, TX 76549; 254-519-5487; ([klong@tamuct.edu](mailto:klong@tamuct.edu))

**COMMUNITY PROJECT  
INDIVIDUAL JOURNAL  
GRADING RUBRIC**

The community project individual journal should be submitted to the instructor by email as a Word (.doc or .docx) or rich text format (.rtf) file after you have **completed 30 hours** of the group project experience.

The journal must be submitted to the instructor by email attachment by due date as posted in Canvas.

This journal will count as **20%** of your grade. It will be an individual grade.

Student Name: \_\_\_\_\_ Faculty: \_\_\_\_\_

Criteria for Evaluation	Points Possible	Points Achieved	Comments
Provide a detailed description of your 30-hour community group project activities summarizing your role in the assessment, planning, implementation, and evaluation phases.	6		
Provide an analysis of these activities by responding to the following:			
Include 2 peer-reviewed journal articles related to community as client. Compare what the articles report to your actual experiences.	7		
Provide specific examples of how your views of community/public health nursing have changed from the beginning of the course to the end of the course	2		
Use correct APA format including title page, pagination, spacing, margins, correct grammar and punctuation, <b>4-5 pages</b> in length - body of paper, <b>plus</b> reference and title pages	5		
<b>Total</b>	<b>20</b>		

## 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**



- ✚ **Begin to formulate ideas about the problems and/or needs of the population served at the site**
- ✚ **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**

**The results of your field work experience will be demonstrated in the one journal that you write about your experiences that will be graded. In addition, the two (2) group presentations during the semester based upon the community health project will be graded. Please note: the two presentations are group presentations and are group grades. Therefore, it is essential that all members of the group actively and equally participate.**

**PLEASE NOTE:** The grading rubrics for the journal and presentations are included in this syllabus on pages 15, 16 and 17. They will also be posted in the online course.

