School of Nursing
NSG 4060
Nursing of Communities: Community Health Focus (3 units)
Spring 2020

Meeting days: Mondays & Wednesdays	**Instructor:**
Meeting times: M 0725-0920, **W** 0725-0820 (followed by NSG 4050)	Monique Sawyer, DNP, RN, PMHNP-BC Associate Professor Office: 619.849.2657 msawyer@pointloma.edu
Meeting location: TBD	
Placement: Senior year	**Office location and hours:** LSCC Office #113. I will usually be in my office on Mondays and Wednesdays from 0930-1600 unless I am in a meeting. Please feel free to contact me by email to set up an appointment. I will respond to all forms of communication within 24 hours, except on weekends.
Final Exam: TBD	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.
   Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

> # Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.
> Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

COURSE DESCRIPTION

NSG 4060 Nursing of Communities: Community Health Focus (3 units)
The focus is on the health of populations with emphasis on epidemiology, health promotion, health protection, disease prevention, health policy, health care delivery systems, and cultural competency. A community assessment and community teaching project is required.

Prerequisites: Senior standing in Nursing program and completion of Sociology 3060 Concurrent: Nursing 4061.

Note: A minimum grade of "C" must be achieved in all co-requisite courses in order to progress in the program.

PROGRAM & COURSE LEARNING OUTCOMES (PLOs & CLOs)

Upon completion of this program, students will be able to achieve
- Program Learning Outcomes (blue)
- Theory Course Learning Outcomes (apricot)
- Clinical Course Learning Outcomes (white)
- 2008 American Association of Colleges of Nursing: The Essentials of Baccalaureate Education (BSN Essentials)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

School of Nursing Program Values & PLOs	NSG 4060: Nursing of Communities: Community Health Focus

I. INQUIRING Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.

    A. Initiate dialogue regarding current practice to improve healthcare
       BSN Essentials II, III, IV, VI, IX
    B. Demonstrate use of evidence-based practices as an advocate for self and others
       BSN Essentials III, IV, VI, IX
    C. Promotes positive client outcomes using evidence-based data
       BSN Essentials II, III, IV, VI, IX
    D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial,
       spiritual, environmental) including family in a multicultural community
       BSN Essentials I, III, IV, VI, VII, VIII, IX
    E. Engage in self-care practices that facilitates optimal care of clients
       BSN Essentials I, V, VI, IX

1. Examine global, national and local concepts of the public health model and theories of
   nursing
PLOs I.B, I.D, II.B, III.E, IV.B, V.C
PHCCR 1491-4: A-L

2. Utilize knowledge from previous nursing courses and public health science in providing
   care for community clients
PLOs I.B, II.B, III.A, IV.A, V.B, V.C
PHCCR 1491-4: A-L

3. Utilize the social and ecological determinants of health to work effectively with diverse
   individuals, families and groups
PLOs I.D, II.B, III.C, V.C
PHCCR 1491-4: A-L

4. Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and
   community needs
PLOs I.A, I.D, II.C, III.D, V.B, V.C
PHCCR 1491-4: A-L

5. Discuss the ethical issues inherent in resource allocation strategies for community health and well-being
PLOs I.D, II.C, III.C, V.C
PHCCR 1491-4: A-L

II. CARING Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

    A. Demonstrate compassionate care to all people while mirroring Christ's love for all
       BSN Essentials IV, VI, VII, IX
    B. Partner with the community to establish a trusting relationship
       BSN Essentials II.VI, VII, IX
    C. Demonstrate ethics and values consistent with the practice of professional nursing
       BSN Essentials V, VI, VII, VIII, IX

1. Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients

PLOs I.D, II.A, III.A, IV.B, V.B

PHCCR 1491-4: A-L

2. Examine strategies to empower community clients in all aspects of the healthcare process

PLOs I.C, I.D, II.B, III.A, III.C, IV.B, V.C

PHCCR 1491-4: A-L

3. Integrate ethical/legal standards of nursing practice into the community settings

PLOs I.D, II.C, III.C, V.,

PHCCR 1491-4: A-L

School of Nursing Program Values & PLOs	NSG 4060: Nursing of Communities: Community Health Focus

III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

    A. Engage in active listening to promote therapeutic relationships
       BSN Essentials II, III, IV, VI, VII, IX
    B. Demonstrate effective verbal and nonverbal communication skills to provide patient care
       BSN Essentials II, III, IV, VI, VII, IX
    C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes
       BSN Essentials II, III, IV, VI, VII, IX
    D. Advocate for patients/families and self
       BSN Essentials V, VI, VII
    E. Implements patient care while revering the diversity of patients, families and Communities
       BSN Essentials II, III, V, VI, VII, IX

1. Assess teaching strategies that are appropriate and effective for individual clients, aggregates and communities

PLOs I.B, I.C, II.B, III.B, IV.C, V.C

PHCCR 1491-4: A-L

2. Foster open communication among the healthcare team to improve client, family and public health outcomes PLOs I.D, II.A, III.A, IV.B, V.B PHCCR 1491-4: A-L
3. Assess the health literacy of individuals, families, and groups served PLOs I.B, I.D, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L
4. Advocate for clients to exercise their right to select, participate in, and evaluate health care PLOs I.B, I.C, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L
5. Collaborate with other disciplines in public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations PLOs I.A, I.D, II.B, III.A, IV.B, V.A PHCCR 1491-4: A-L

School of Nursing Program Values & PLOs	NSG 4060: Nursing of Communities: Community Health Focus

IV. FOLLOWING Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.
   A. Engage in a professional practice environment that promotes nursing excellence
      BSN Essentials I, III, IV, V, VI, VII, VIII, IX
   B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse
      BSN Essentials II, VI, VI, VII, VIII, IX
   C. Avail self of learning opportunities to initiate the life-long learning process
      BSN Essentials III, IV, V, VI, VII, VIII, IX	

1. Model principles of integrity, respect and concern for the well-being of self, clients and colleagues PLOs I.D, I.E, II.A, III.D, V.A PHCCR 1491-4: A-L	
2. Promote public health through partnership with clients and agencies as a model of respect for the needs of others PLOs I.B, I.D, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L	
3. Appraise major issues shaping current public health nursing practice PLOs I.B, I.C, III.D, IV.A PHCCR 1491-4: A-L	
4. Critique the role and influence of context, culture, gender and development on interpersonal interaction and teaching	

PLOs I.C, I.D, II.C, II.D, III.C, IV.B, V.C PHCCR 1491-4: A-L

School of Nursing Program Values & PLOs	NSG 4060: Nursing of Communities: Community Health Focus

V. LEADING Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.

    A. Provide graceful service through compassionate response to others' needs
      BSN Essentials II, IV, VI, VII, VIII, IX
    B. Demonstrate the principles of a servant leader as a reflection of Christ's love
      BSN Essentials II, IV, V, VI, VII, VIII, IX
    C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner.
      BSN Essentials II, IV, V, VI, VII, VIII, IX

1. Analyze the influence of own value system related to the impact community client care PLOs I.D, II.A, III.D, V.B PHCCR 1491-4: A-L
2. Discriminate community resources for children and families as a function of service PLOs I.C, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L
3. Justify the role that leading faithfully has in community/public health nursing PLOs I.D, I.E, II.B, III.C, V.A PHCCR 1491-4: A-L
4. Demonstrate the concepts of equity and social justice in the context of health, health   disparities, and the social determinants of health PLOs I.C, I.D, II.C, II.D, III.C, III.E, IV.B, V.C PHCCR 1491-4: A-L

COURSE CONTENT OUTLINE (Topic Outline)

Module	Content	PHCCR 1491
1	**Foundations of Public Health Nursing** Introduction to public health Introduction to public health nursing Nursing in the community Community assessment Social determinants of health Levels of prevention	4A, 4C, 4D, 4G, 4H
2	**Public Health Science of Disease** Communicable diseases	4B, 4C, 4E, 4G

	Epidemiology	
	Sexually transmitted infections	
3	**Vulnerable Populations**	4A, 4B, 4C,
	Homelessness	4D, 4F, 4G,
	Refugee health	4H, 4J, 4K
	Human trafficking	
	Family violence	
	Gender & sexuality	
	Family nursing	
4	**The System of Healthcare**	4B, 4C, 4D,
	US healthcare system	4F, 4G, 4H,
	Healthcare around the world	4I, 4K
	Health policy & ethics	
	Health education	
5	**The World Around Us**	4A, 4B, 4C,
	Environmental health	4D, 4E, 4F,
	Disaster management	4G, 4H, 4K,
	Global health	4L
	Health disparities & health equity	
	Chronic diseases	

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation

by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Class attendance and participation is directly correlated to academic achievement. Therefore, it is expected that students will attend class and engage fully in each class session. However, life does happen, and the reality is that you might have to miss class for an emergency operation, death in the family, or some other calamity. Therefore, you are allowed **2 absences** without penalty. ***For each absence above 2 absences you will lose 5 points from your course grade.*** This may not seem like a large amount, but it almost always results in a significant lowering of your grade according to the grading policy.

The only excused absence occurs when you miss class due to a college-sponsored activity (approved in writing by the Academic Dean). Excused absences for serious illness (hospitalization) and other calamities are up to the discretion of the professor. According to university policy, if the student is absent from more than 10 percent of class meetings (**3 classes**), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (**6 classes**), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.
https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures

SCHOOL OF NURSING PROFESSIONAL STANDARDS

Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.
1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

Additional Guidelines
Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

ELECTRONIC DEVICES POLICY
A student's classroom contribution is vital to the academic environment at Point Loma. Classroom contribution is more than just asking thoughtful questions, it also involves respectful attention to what others are saying. This is not only good because what is being said might be on a test, but it is also just a common courtesy. Although it does not need to be said to most college students, texting or playing on one's phone detracts from the classroom environment. ***In this class students are not permitted to use their laptop computers, cell phones, or other electronic devices during class, unless instructed to do so by the professor.***

GRADING POLICIES
- **Grading Scale** to be used for all exams and final course grades:

93-100%	=	A
90 - 92%	=	A-
87 – 89%	=	B+
84 – 86%	=	B
81 – 83%	=	B-
78 – 80%	=	C+
*75 – 77%	=	C
73 – 74%	=	C-
71 – 72%	=	D+
68 – 70%	=	D
Below 68%	=	F

- All assigned course work must be completed to receive a final course grade and progress in the program.
- All assignments are to be submitted as specified by faculty, including assignments posted in *Canvas* or completed in practicum.

- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on all tests. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a "C" (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of ≥ C.
- A grade of at least a "C" in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of "Credit" in the clinical course in order to progress to the next course or level.
- Throughout the curriculum (whether nursing or non-nursing) students may repeat one course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.
- Students in all SON programs must earn a passing grade (i.e. 75% undergraduate, 81% graduate), for a course's signature assignment, in order to pass a course.

COURSE-SPECIFIC POLICIES
- ***Personal note: I am humbled and honored to be your instructor this semester. Please know that I am committed not only to your learning experience, but also to your personal wellbeing. I am here for you!***
- Class attendance and participation is vital to the learning process and success of the course; therefore, it is an expectation that all students will be present and participate in class discussion on a consistent basis. These discussions will be based on the assigned reading with integration of clinical examples from the student's practice.
- All assignments are expected to be submitted by the due date posted in Canvas. However, life happens. If you need an extension, you must contact me before the assignment deadline and we will discuss an extension of the due date. Otherwise, late submissions are deducted 10% per day that they are late.
- Students must be present for the signature assignment presentations in order to earn any credit/points for the entire assignment.
- Students are not allowed to make up quizzes for any reason. However, the lowest quiz score of each student will be dropped at the end of the semester.

LEARNING STRATEGIES
Lecture, online assignments, discussion boards, class discussions, case studies, student presentations, group work.

METHODS OF ASSESSMENT & EVALUATION

	Assignment	Number x Points	Total
TESTING	Exams	3 x 100	300
	ATI practice tests, proctored exam & remediation: RN comprehensive predictor	See ATI policy below	40
	Individual & team quizzes	10 x 10	100
	ATI practice tests: Community health	2 x 10	20
	Total Testing Points = 460		
NON-TESTING	Health promotion project (group)	1 x 100	100
	Public health now! paper & presentation	1 x 70	70
	Glass Castle discussion boards	4 x 10	40
	Peer evaluations	1 x 10	10
	Total Non-Testing Points = 220		
	TOTAL COURSE POINTS = 680		

ASSESSMENT OF STUDENT LEARNING OUTCOMES

The School of Nursing (SON) conducts ongoing program assessment. All required courses in the SON assess and grade the Signature Assignment(s) using either Livetext or Portfolium.

<<PH Now! Paper & Group Health Promotion Project>>

The student may use their Livetext or Portfolium account to include additional activities that contribute to their professional development (jobs, clubs, awards, volunteer experience, required leadership attendance, etc.). However, these items are not required.

REQUIRED LEARNING RESOURCES

Readings:
- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN: 978-1-4338-0561-5
- Walls, J. (2005). *The glass castle*. New York: Scribner. ISBN: 978-0-7432-4753
- Additional journal articles, websites, and videos as assigned in daily lesson plans.

Other materials:
- Students are required to purchase the printing of their scholarly poster as the culmination of their group health promotion project. The poster is intended to serve as a presentation tool in class, as well as a health promotion tool at the students' clinical site.

PLNU SON ATI ASSESSMENT AND REVIEW POLICY

What does ATI offer?
- Assessment Technologies Institute (ATI) offers an assessment driven comprehensive review program designed to enhance student NCLEX® success.
- The comprehensive ATI review program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources such as the ATI Plan can be accessed from "My ATI" tab. It is highly recommended that you spend time navigating through these orientation materials.

Review Modules/eBooks:
ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials:
ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow student to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

Assessments:
There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

Focused Reviews/Active Learning/Remediation:
Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student's individual assessment report will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

SON Policy:
1. All nursing students will actively use ATI as part of their preparation for class and taking NCLEX upon graduation.
2. ATI is an important contribution to the testing grade for the course. Significant study is required to meet the required benchmark for an A-level grade. See your class grading policies for the value of ATI in the course.
3. Students will complete both a Practice A and Practice B Assessment and will complete the prescribed remediation for those practice assessments.
4. Students will complete a Proctored Assessment toward the end of the semester and will complete prescribed remediation (except Community Health) for that assessment.
5. Students will engage in prescribed remediation for a) each practice assessment and b) the proctored assessment by following these steps:
    a. The student will print a detailed list of Topics for Review (provided by ATI for the assessment taken). The student's name must be on the topic report.
    b. For EACH topic to be reviewed, the student will summarize three key points. This can be in a bullet or sentence format. Single word summaries or brief phrases are not sufficient. It should be in such a format such that the student can use this remediation as a meaningful future study tool (e.g. NCLEX preparation). Faculty will determine whether remediation is acceptable to achieve the points associated with its submission.
    c. In addition to item 5b above, the student will complete EITHER an ATI Active Learning Template OR a detailed concept map for three of the Topics for Review. Here's an EXAMPLE:

Remediation EXAMPLE

Student takes a Practice test and has 25 "Topics for Review" then follows these three steps:

1. The student will summarize three key points for each of the topics missed (25 topics).
2. For deeper learning, the student will choose three of the "Topics for Review" and complete an ATI Active Learning Template OR a detailed concept map for each topic (THREE topics total).
3. Additionally, the student will complete 1 hour of Focused Review in ATI on topic(s) of their choice. The only requirement is the **time** spent in review, not the number of topics covered. An ATI transcript (.pdf format only) will be generated to document this time.

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6. **ATI Transcripts** and **Topics for Review** will only be valid if they display the appropriate student identification. These may ONLY be submitted in .PDF format.

Documents that do not follow these guidelines will not be considered adequate for submission and will not be graded.

7. Remediation will be turned in hard copy to your *clinical instructor* and MUST include all of the following:
     i. PLNU SON ATI Cover sheet
    ii. ATI Individual Performance Profile (report with topics to be reviewed)
   iii. ATI Transcript showing 1 hour Focused Review
    iv. Remediation documents (three key points for **each topic** AND a Concept Map OR Active learning Template for each of the three deeper learning topics chosen by you).

8. Due dates and grading policies for practice exams, proctored exams and remediation are found in the specific course syllabus.

9. ATI Practice and Proctored Assessments will be administered as follows:

Course	ATI Module	Semester	Year of Program
NSG2050	Skills Modules	Fall	Sophomore
NSG2060	RN Fundamentals	Spring	Sophomore
NSG3010	Nursing Care of Children	Fall & Spring	Junior
NSG3030	Maternal Newborn	Fall & Spring	Junior
NSG3040	Medical Surgical	Fall & Spring	Junior
NSG3099	Nutrition	Fall & Spring	Junior
NSG4070	Leadership	Fall & Spring	Senior
NSG4070 NSG4060	Pharmacology	Fall	Senior
NSG4050	Mental Health	Fall & Spring	Senior
NSG4060	Community Health (Practice exams only)	Fall & Spring	Senior
NSG4070 NSG4060	Comprehensive RN Predictor	Spring	Senior

10. Grading for **Content Mastery Series** (CMS, i.e. all assessments except RN Predictor)
    a. ATI will account for 10% of the overall test grade (e.g. 30 points in a course with 300 test points).
    b. Non-Proctored Assessments and all Remediation (including proctored remediation) are a clinical requirement. Failure to complete and turn in these items on time will affect your clinical evaluation.
    c. Points for the Proctored Assessment are added to TESTING points for the course.
    d. Points will be awarded as follows:

Proficiency Level	ATI Points
Level 2 or greater	100%

Level 1	80%
Below Level 1	60%

11. Grading for the **RN Comprehensive Predictor** (seniors only):
    a. ATI Comprehensive RN Predictor will account for 10% of the testing grade
        (e.g. 30 points in a course with 300 testing points).
    b. Non-Proctored Assessments and all Remediation are a course requirement.
        Failure to complete and turn in these items on time will affect your clinical
        evaluation.
    c. Points for the Proctored RN Comprehensive Predictor are added to TESTING
        points for the course.
    d. Points will be awarded as follows:

RN Comprehensive Predictor Score	ATI Points
69.3% or >	100%
65.3-69.2	80%
< 65.3	60%

RN Comprehensive Predictor | Grading Rubric

Practice Assessments & Remediation	
Practice Assessment A Remediation	Practice Assessment A Remediation
Proctored Remediation	
Points are not granted for practice tests or remediation. Late submission of required evidence of practice assessment and remediation will affect your clinical evaluation as a reflection of patient safety.	

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Proctored Assessment		
69.3% or > **40** points (100%)	65.3-69.2% **32** Points (80%)	< 65.3% **24** Points (60%)
Total *TESTING* points possible = **40**		

REQUIRED LEARNING ACTIVITIES: Grading Rubrics

<div style="text-align:center">

Grading Rubric: Public Health Now Paper & Presentation
TOTAL Points Possible = 70

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Student Learning Outcome	Initial 0 points	Emerging 10 points	Developed 15 points	Highly Developed 20 points	Score
1. Appraise major issues shaping current public health nursing practice CLO I.2, I.4, I.5, II.1, III.3, IV.3, IV.4		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Describes public health topic including (n=3): -Summary of topic from chosen article -Identification of the problem and its significance -Description of the population most affected or at-risk for this problem	
2. Examine strategies to empower community clients in all aspects of the healthcare process CLO I.1, II.2, IV.1, V.2, V.4		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Discusses public health implications of topic including (n=3): -Identification of specific public health essential service(s) to be applied to problem -Recommendation of interventions at 3 levels of prevention with examples for each level -Discussion of current strategies addressing topic/problem (i.e. new technologies, community based programs, federal programs, surveillance studies, education campaigns)	

Student Learning Outcome	Initial 4 points	Emerging 6 points	Developed 8 points	Highly Developed 10 points	Score
3. Demonstrate effective verbal and nonverbal communication skills to provide patient care CLO III.2	Includes <5 criteria listed in "highly developed" column	Includes 5 of 8 criteria listed in "highly developed" column	Includes 6-7 of 8 criteria listed in "highly developed" column	Written in a scholarly tone that includes (n=8): -No more than 3 pages in length (exclusive of title and reference pages) - Organized with an introduction, body, conclusion and necessary transitions -Contains less than 6 grammar errors for the entire paper	

				-Contains less than 6 spelling and/or punctuation errors for the entire paper -Sentences written without fragments or run-ons -Paragraphs are neither short or long -Text written without bias (e.g. gender) or informality (e.g. first person) -At least 3 professional sources cited	
4. Demonstrate effective verbal and nonverbal communication skills to provide patient care CLO III.2	Includes <7 criteria listed in "highly developed" column	Includes 7-8 of 12 criteria listed in "highly developed" column	Includes 9-10 of 12 criteria listed in "highly developed" column	Formatting follows APA 6th edition including at least 11 of the 12 following: -Title page -Font size & typeface -Running head -Page numbers -Margins -Spacing -Headings -Abbreviations -Professional language (no contractions, colloquialisms, clichés, slang, etc.) -Citations -Quotes (max = 1) -Reference page	
5. Foster open communication among the healthcare team to improve client, family and public health outcomes CLO I.1, I.2, III.2	Includes <3 of 5 criteria listed in "highly developed" column	Includes 3 of 5 criteria listed in "highly developed" column	Includes 4 of 5 criteria listed in "highly developed" column	Presents PH topic in a professional manner including (n=5): -Discussion of problem/topic and its significance -1 recommendation for PH nursing practice for each level of prevention (3) -PH essential service(s) -Eloquent & professional demeanor & language -Meets time limit of 5 minutes	

*See syllabus for course-specific policy related to late submission of assignments (i.e. 10% per day).

*Outcomes not addressed in the paper will not earn points.

TOTAL POINTS EARNED: /70

Student Learning Outcome	Initial 5 points	Emerging 8 points	Developed 12 points	Highly Developed 15 points	Score
1. Collaborate with community partners to promote the health of individuals and families with the population CLO IV.2	Includes <3 of 5 criteria listed in "highly developed" column	Includes 3 of 5 criteria listed in "highly developed" column	Includes 4 of 5 criteria listed in "highly developed" column	Thoroughly details the partnership with the community agency including (n=5): -Rationale for selection of client group -Rationale for selection of identified problem -Discussion of agency involvement -Clear description of topic/intervention -Appropriately worded PICO question to guide project	
2. Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations CLO I.4	Includes <6 of 10 criteria listed in "highly developed" column	Includes 6-7 of 10 criteria listed in "highly developed" column	Includes 8-9 of 10 criteria listed in "highly developed" column	Describes detailed demographic & community information using the community assessment tool including (n=10): -Age/gender/ethnicity -Socioeconomic status -Educational background -Health knowledge -Environment -Social & family support -Other spiritual support systems -Healthcare access/barriers -Food quality/availability -Transportation	
3. Use epidemiological data and the ecological perspective to identify health risks for a population CLO I.3	Includes 1 of 3 criteria listed in "highly developed" column		Includes 2 of 3 criteria listed in "highly developed" column	Thoroughly details the literature review using (n=3): -Local, state, & national data to support identified community problem (topic) -Professional sources (5) to support chosen approach to problem	

Student Learning Outcome	Initial	Emerging	Developed	Highly Developed	Score
				-Public health essential services (2) that are being used in implementation	
4. Assess teaching strategies that are appropriate and effective for individual clients, aggregates and communities CLO III.1	Includes <3 of 5 criteria listed in "highly developed" column	Includes 3 of 5 criteria listed in "highly developed" column	Includes 4 of 5 criteria listed in "highly developed" column	Describes intervention/education to promote health to specified client group including (n=5): -Clear description of plan -Connections to literature review -Connections to community assessment -Measurable outcome(s) to assess success of intervention -Data collection method(s) that would be used to measure the identified outcome(s)	

Student Learning Outcome	Initial 4 points	Emerging 6 points	Developed 8 points	Highly Developed 10 points	Score
5. Demonstrate effective verbal and nonverbal communication skills to provide patient care PLO III.B	Includes <3 of 5 criteria listed in "highly developed" column	Includes 3 of 5 criteria listed in "highly developed" column	Includes 4 of 5 criteria listed in "highly developed" column	Poster represents accurate & scholarly work including (n=5): -Less than 3 grammatical errors -Less than 3 spelling errors -Visually appealing with judicious use of text & graphics -Citations in APA format, none missing -Reference section in APA format, none missing	
6. Foster open communication among the healthcare team to improve client, family and public health outcomes CLO III.2	Includes <2 of 4 criteria listed in "highly developed" column	Includes 2 of 4 criteria listed in "highly developed" column	Includes 3 of 4 criteria listed in "highly developed" column	Presents topic in a professional manner including (n=4): -Answers all questions accurately -Professional attire -Eloquent & professional demeanor & language -Meets time limit of 10 minutes	

Student Learning Outcome	Initial 8 points	Emerging 12 points	Developed 16 points	Highly Developed 20 points	Score
7. Collaborate with other disciplines in public health to develop, implement and	Includes <3 of 5 criteria listed in "highly developed" column	Includes 3 of 5 criteria listed in "highly developed" column	Includes 4 of 5 criteria listed in "highly developed" column	Health promotion product represents scholarly & meaningful work including (n=5): -Less than 3 grammatical	

				errors -Less than 3 spelling errors -Visually appealing with judicious use of text & graphics -Creative application of community assessment & literature review -Clearly fills health gap with chosen client group	
evaluate models of interdisciplinary education to care for diverse populations CLO III.5					

*See syllabus for course-specific policy related to late submission of assignments (i.e. 10% per day). *Outcomes not addressed in the paper will not earn points.	**TOTAL POINTS EARNED:** **/100**

		Grading Rubric: Discussion Board TOTAL Points Possible = 10			

Student Learning Outcome	Initial 1 points	Emerging 2 points	Developed 3 points	Highly Developed 5 points	Score
1. Appraise major issues shaping current public health nursing practice CLO IV.2		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Provides answer to prompt(s) that includes (n=3): -Thorough response to each prompt -Thoughtful response that demonstrates significant effort -Proper grammar, punctuation & spelling	
2. Foster open communication among the healthcare team to improve client, family and public health outcomes CLO III.2		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Provides responses to 2 peers that include (n=3): -Response to first peer is thoughtful and on-time -Response to second peer is thoughtful and on-time -Initial post is on-time	

TOPIC: Introduction to Public Health

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Appraise major issues shaping current public health nursing practice

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Understand the requirements for successful completion of the course
- Identify all due dates for projects and assignments
- Accept responsibility for own learning
- Describe the roles and responsibilities of public health
- Describe the 3 core functions and 10 essential services of public health

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- None

TOPIC: Introduction to Public Health Nursing

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Appraise major issues shaping current public health nursing practice

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Understand the trajectory from early PH nursing to current practice
- Name at least 4 different roles that PH nurses can fulfill in the community

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Fee, E., & Bu, L. (2010). The origins of public health nursing: The Henry Street Visiting Nurse Service. *American Journal of Public Health, 100*(7), 1206-1207.

TOPIC: Social Determinants of Health

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health
- Analyze the influence of own value system related to the impact community client care

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Thoughtfully engage in reflective activity to assess values and personal background as it relates to social determinants of health
- Discuss various social determinants of health and identify ways that nurses can impact these determinants in the community
- Describe the "upstream approach" in healthcare
- Apply public health nursing concepts to case study

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- US Department of Health and Human Services. (2018, December 19). *Social determinants of health.* Retrieved from https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health
- Brown, S., & Fischer, K. (2017). A dying town. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/interactives/public-health

TOPIC: Nursing in the Community

Course Learning Outcomes:

- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Appraise major issues shaping current public health nursing practice
- Assess the health literacy of individuals, families, and groups served

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Understand connections between health promotion project assignment and clinical experience
- Explore current health promotion strategies of major public health organizations through their social media outlets
- Describe the Nurse Family Partnership – services, clients served, nurse's role
- Describe the foundations of school nursing – settings, clients served, nurse's role
- Describe the public health role of first responders (e.g. paramedics & firefighters) and the collaboration that can occur between first responders and public health nurses
- Be prepared for first clinical experience

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- University of California Irvine Open. (n.d.). The three core public health functions and the ten essential services. [PDF file]. Retrieved from http://ocw.uci.edu/opencourses/09f/89300/core_functions.pdf

TOPIC: Community Assessment

Course Learning Outcomes:

- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Assess his/her own community using the nursing process as it relates to community assessment
- Develop a health promotion intervention based on community health data
- Identify at least 3 reputable sources for collecting public health data on a national, state, or local level
- Understand connections between health promotion project assignment and community assessment/nursing process

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- American College Health Association. (2017). Point Loma Nazarene University Executive Summary, Fall 2017. [PDF file].

TOPIC: Levels of Prevention

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Examine strategies to empower community clients in all aspects of the healthcare process
- Collaborate with other disciplines in public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Differentiate among the three levels of prevention
- Discuss the two main components of community health practice: health promotion & disease prevention
- Identify 3 of the leading health indicators
- Develop a community action plan for an identified community problem, incorporating all three levels of prevention

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Healthy People 2020, Office of Disease Prevention and Health Promotion, Department of Health and Human Services. (2019, August 22). Midcourse review. Retrieved from https://www.healthypeople.gov/2020/data-search/midcourse-review/lhi

TOPIC: Communicable Diseases

Course Learning Outcomes:

- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Promote public health through partnership with clients and agencies as a model of respect for the needs of others
- Discriminate community resources for children and families as a function of service

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Analyze behaviors that place people at risk of contracting selected communicable diseases
- Describe the immune process and vaccines
- Define the different types of immunity
- Discuss the PHN role in epidemics and outbreaks
- Describe reporting requirements for vaccine preventable diseases
- Describe major issues that affect the control and elimination of tuberculosis
- Explain how epidemiologists manage foodborne outbreaks

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Centers for Disease Control and Prevention. (2018, July). Understanding how vaccines work [PDF file]. Retrieved from https://www.cdc.gov/vaccines/hcp/conversations/downloads/vacsafe-understand-color-office.pdf
- County of San Diego Health and Human Services Agency. (2018, August 29). Tuberculosis (TB) in San Diego County. [PDF file]. Retrieved from https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/tuberculosis_control_program/TB%20in%20San%20Diego%20County.pdf
- National Center for Emerging and Zoonotic Infectious Diseases. (2018, May). CDC in action: Foodborne outbreaks [Video file]. Retrieved from https://www.cdc.gov/cdctv/diseaseandconditions/outbreaks/foodborne-outbreaks.html

TOPIC: Epidemiology

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Utilize knowledge from previous nursing courses and public health science in providing care for community clients
- Collaborate with other disciplines in public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations
- Appraise major issues shaping current public health nursing practice

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Explain the host, agent, and environment model
- Explain how epidemiologists determine populations at risk
- List the major sources of epidemiologic information
- Distinguish between incidence and prevalence in health and illness states

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Medmastery. (2016, July 29). Incidence and prevalence: Everything you need to know. [Video file]. Retrieved from https://www.youtube.com/watch?v=cTp_ONVVrh8

TOPIC: Sexually Transmitted Infections

Course Learning Outcomes:

- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Promote public health through partnership with clients and agencies as a model of respect for the needs of others
- Collaborate with other disciplines in public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations
- Discriminate community resources for children and families as a function of service
- Examine strategies to empower community clients in all aspects of the healthcare process

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Analyze behaviors that place people at risk of contracting selected communicable diseases
- Incorporate understanding of STI and HIV transmission, signs and symptoms, surveillance and prevention into client education and health promotion
- Be prepared to utilize proper protocol for reporting STIs to the County
- Utilize County statistics to monitor trends of HIV, hepatitis and STIs in the County

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- None

TOPIC: Homelessness

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Discuss the ethical issues inherent in resource allocation strategies for community health and well-being
- Foster open communication among the healthcare team to improve client, family and public health outcomes
- Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Promote public health through partnership with clients and agencies as a model of respect for the needs of others

Student Learning Outcomes:

- Describe the demographic characteristics of the homeless living in the US and San Diego
- Consider the Housing First Initiative as one of many approaches to homelessness
- Discuss factors predisposing persons to homelessness
- Examine the effects of homelessness on health
- Analyze the extent and adequacy of public and private resources to combat the problem of homelessness

Related Pre-Class Student Activities:

- National Alliance to End Homelessness. (2016, April). *Fact sheet: Housing First.* [PDF file]. Retrieved from http://endhomelessness.org/wp-content/uploads/2016/04/housing-first-fact-sheet.pdf

<p style="text-align:center">**TOPIC:** Family Violence</p>

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Appraise major issues shaping current public health nursing practice
- Examine strategies to empower community clients in all aspects of the healthcare process
- Foster open communication among the healthcare team to improve client, family and public health outcomes
- Discriminate community resources for children and families as a function of service

Student Learning Outcomes:

- Identify characteristics of abuse against infants, children, and adolescents
- Describe the "cycle of violence" seen in intimate partner/spousal abuse
- Explain common types of elder abuse
- Examine at least three factors existing in most communities that influence violence and abuse
- Define the four general types of child abuse: neglect, physical, emotional, and sexual
- Describe the community health nurse role with families in crises at each level of prevention
- Discuss how toxic stress affects brain mechanisms
- Determine what interventions/mechanisms can mediate the stress response

Related Pre-Class Student Activities:

- Garner, A. S. (2013). Home visiting and the biology of toxic stress: Opportunities to address early childhood adversity. *Pediatrics, 132*(2), S65-73.

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Promote public health through partnership with clients and agencies as a model of respect for the needs of others
- Appraise major issues shaping current public health nursing practice

Student Learning Outcomes:

- Identify potential health needs that asylum seekers (or refugees) are more likely to experience
- Distinguish between asylum seekers and refugees regarding pathway to citizenship and services offered
- Assess personal beliefs and values that affect caring for individuals who are: refugees, asylum seekers, or victims of human trafficking
- Describe the types of human trafficking
- Identify risk factors for becoming a victim of human trafficking
- Evaluate how a healthcare provider can screen for, identify, and refer victims of human trafficking

Related Pre-Class Student Activities:

- Robert Wood Johnson Foundation. (n.d.) Your path to our health video series: Dealing with depression—through faith and acupuncture [Video file]. Retrieved from https://youtu.be/Y0CqDW2V3ww

TOPIC: Family Nursing

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Advocate for clients to exercise their right to select, participate in, and evaluate health care
- Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Appraise major issues shaping current public health nursing practice
- Critique the role and influence of context, culture, gender and development on interpersonal interaction and teaching
- Analyze the influence of own value system related to the impact community client care
- Examine strategies to empower community clients in all aspects of the healthcare process

Student Learning Outcomes:

- Evaluate how the functions & demographics of families in today's society impact health
- Identify characteristics of healthy families
- Assess personal beliefs and values that affect caring for individuals in atypical families
- Develop a nursing care plan for families living with dysfunction that incorporates concepts from family theories and nursing assessment tools

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Walls, J. (2005). *The glass castle*. New York: Scribner. ISBN: 978-0-7432-4753 → read pp. 1-122
- Ohio University. (n.d.). Ecomap [PDF file].Retrieved from https://www.ohio.edu/medicine/about/offices/rural-underserved-programs/programs/upload/Ecomap-What-is-an-Ecomap.pdf

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Advocate for clients to exercise their right to select, participate in, and evaluate health care
- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Appraise major issues shaping current public health nursing practice
- Critique the role and influence of context, culture, gender and development on interpersonal interaction and teaching
- Analyze the influence of own value system related to the impact community client care
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Identify the differences between gender, sex, and sexual orientation
- Evaluate the health impacts of living with atypical gender, sex, or sexual orientation
- Assess personal beliefs and values that affect caring for individuals in this population

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Mermin, J. (2017, May 22). Health risks faced by lesbian, gay, and bisexual youth. *Medscape.* Retrieved from www.medscape.com/viewarticle/880014_print

TOPIC: Healthcare around the World

Course Learning Outcomes:

- Discuss the ethical issues inherent in resource allocation strategies for community health and well-being
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Analyze the influence of own value system related to the impact community client care
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health

Student Learning Outcomes:

- Evaluate the effectiveness of the current public health system in the United States
- Compare and contrast the economic and health-related implications of various healthcare systems around the world
- Assess one's own values as they relate to the national healthcare system

Related Pre-Class Student Activities:

- Institute of Medicine of the National Academies. (2013, January). U.S. health in international perspective: Shorter lives, poorer health [PDF file]. Retrieved from http://www.nationalacademies.org/hmd/~/media/Files/Report Files/2013/US-Health-International-Perspective/USHealth_Intl_PerspectiveRB.pdf

TOPIC: US Healthcare System

Course Learning Outcomes:

- Discuss the ethical issues inherent in resource allocation strategies for community health and well-being
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Analyze the influence of own value system related to the impact community client care
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health

Student Learning Outcomes:

- Compare and contrast the responsibilities of the federal, state, and local public health systems
- Describe the major government health programs
- Synthesize the major aspects of the Affordable Care Act as it impacts nursing practice
- Identify specific needs for the uninsured population
- Summarize the effects of health economics on community/public health practice
- Summarize the ranking of the US among other first-world countries in regards to major health indicators

Related Pre-Class Student Activities:

- None

TOPIC: Health Policy & Ethics

Course Learning Outcomes:

- Discuss the ethical issues inherent in resource allocation strategies for community health and well-being
- Appraise major issues shaping current public health nursing practice
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health
- Integrate ethical/legal standards of nursing practice into the community settings

Student Learning Outcomes:

- Apply the four bioethical principles to case studies in public health
- Discuss ways that PHNs can advocate for equitable health care through policy development
- Differentiate between the different types of policymaking at the state and local levels

Related Pre-Class Student Activities:

- Burke, A. (n.d.) Ethical practice: NCLEX-RN. Retrieved from https://www.registerednursing.org/nclex/ethical-practice/

TOPIC: Health Education

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Examine strategies to empower community clients in all aspects of the healthcare process
- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Assess teaching strategies that are appropriate and effective for individual clients, aggregates and communities
- Assess the health literacy of individuals, families, and groups served
- Critique the role and influence of context, culture, gender and development on interpersonal interaction and teaching
- Analyze the influence of own value system related to the impact community client care

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Identify effective educator strategies
- Discuss how the nursing process mirrors the teaching process
- Identify teaching strategies to use when encountering clients with special learning needs
- Apply Pender's Health Promotion Model to case study

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- None

TOPIC: Environmental Health

Course Learning Outcomes:

- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Integrate ethical/legal standards of nursing practice into the community settings
- Discriminate community resources for children and families as a function of service

Student Learning Outcomes:

- Explain the relationship between the environment and human health and disease
- Understand the key disciplines that inform nurses' work in environmental health
- Apply the nursing process to the practice of environmental health
- Describe 1-2 legislative and regulatory policies that have influenced the impact of the environment on health and disease patterns in communities
- Incorporate environmental principles into practice

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Centers for Disease Control and Prevention. (n.d.). *Blood lead levels in children.* Retrieved from https://www.cdc.gov/nceh/lead/acclpp/lead_levels_in_children_fact_sheet.pdf
- Agency for Toxic Substances and Disease Registry. (n.d.). *Environmental exposure history.* Retrieved from www.atsdr.cdc.gov
- American Nurses Association. (2007). ANA's principles of environmental health for nursing practice with implementation strategies [PDF file]. Retrieved from https://www.nursingworld.org/~4afaf8/globalassets/practiceandpolicy/work-environment/health--safety/principles-of-environmental-health-online_final.pdf
  →read pp. 1-12

TOPIC: Disaster Management

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Discriminate community resources for children and families as a function of service
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health

Student Learning Outcomes:

- Discuss the nurse's role in the prevention, preparedness, response, and recovery phases of disaster management
- Identify the four phases of disaster management
- Apply the four phases of disaster management to case studies and develop interventions for each phase

Related Pre-Class Student Activities:

- ATI Nursing Education. (2016). Content mastery series review module: RN community health nursing (7.0 ed.). Assessment Technologies Institute, LLC.
  → read pp. 65-69

TOPIC: Public Health Now! Presentations

Course Learning Outcomes:

- Examine strategies to empower community clients in all aspects of the healthcare process
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Foster open communication among the healthcare team to improve client, family and public health outcomes

Student Learning Outcomes:

- Describe the chosen public health topic, including the population most at-risk and the significance of the problem
- Discuss the public health implications of the topic, including the relevant public health essential services, 3 levels of prevention, and current strategies
- Present topic orally in a scholarly and professional manner

Related Pre-Class Student Activities:

- Individual study on chosen public health topic

TOPIC: Global Health

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health
- Promote public health through partnership with clients and agencies as a model of respect for the needs of others
- Appraise major issues shaping current public health nursing practice

Student Learning Outcomes:

- Describe the major health care conditions currently affecting the world's populations (as identified by the guest panel)
- Describe the cultural barriers and facilitators to promoting health in disadvantaged countries (as identified by the guest panel)
- Identify relevant strategies for improving health in disadvantaged countries (as identified by the guest panel)
- Analyze the impact of education on health burdens in third world countries

Related Pre-Class Student Activities:

- TEDx Talks. (2013, July 12). Global health revolutionary: Vanessa Kerry at TEDx Boston [Video file]. Retrieved from
  https://www.youtube.com/watch?v=5hYIgWfl0a4

TOPIC: Health Promotion Project Scholarly Day

Course Learning Outcomes:

- Examine strategies to empower community clients in all aspects of the healthcare process
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Foster open communication among the healthcare team to improve client, family and public health outcomes

Student Learning Outcomes:

- Thoroughly details partnership with a community agency
- Describes detailed population health data using the community assessment tool
- Details a public health-focused literature review
- Describes an intervention developed to promote health in a specified community

Related Pre-Class Student Activities:

- Development of group health promotion project

Related In-Class Student Activities:

- Class activity: Group poster presentations

TOPIC: Health Disparities & Health Equity

Course Learning Outcomes:

- Examine strategies to empower community clients in all aspects of the healthcare process
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Foster open communication among the healthcare team to improve client, family and public health outcomes

Student Learning Outcomes:

- Identify three health disparities present among racially diverse populations
- Connect social determinants of health to health disparities
- Discuss ways that PHNs can advocate for health equity

Related Pre-Class Student Activities:

- Williams, D. R., & Mohammed, S. A. (2013). Racism and health I: Pathways and scientific evidence. *American Behavioral Scientist, 57*(8), 1152-1173.

TOPIC: Chronic Diseases

Course Learning Outcomes:

- Examine strategies to empower community clients in all aspects of the healthcare process
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs

Student Learning Outcomes:

- Identify the key risk factors associated with the chronic disease burden
- Define the 4 CDC strategies for mitigating the chronic disease burden, giving an example program for each strategy domain

Related Pre-Class Student Activities:

- Bauer, U. E., Briss, P. A., Goodman, R. A., & Bowman, B. A. (2014). Prevention of chronic disease in the 21st century: Elimination of the leading preventable causes of premature death and disability in the USA. *Lancet, 384*, 45-52.