



## School of Nursing

**NRS 4020/4021: Caring Faithfully in the Community**  
**4020- 4 Units**  
**4021- 1 Unit**

**Fall 2023 | Quad 1**

<p><b>Meeting days:</b> Hybrid: Thursday</p> <p>Online: Asynchronous</p>	<p><b>Instructor(s) contact info</b></p> <p><b>Yessenia Machado-Rosselle, MSN-MBA, RN, PHN</b>          Adjunct Faculty Professor (Hybrid)          Email: ymachado@pointloma.edu          Tel (Cellphone): 619-992-4164</p> <p><b>Alison Faith, MSN, RN</b>          Adjunct Faculty Professor (Online)          Email: afaith@pointloma.edu          Tel (Cellphone):760-271-6013</p>
<p><b>Meeting times:</b> Hybrid: 5-9pm</p> <p>Online: Asynchronous</p>	
<p><b>Meeting location:</b> Hybrid: San Diego City College</p> <p>Online: Asynchronous</p>	
<p><b>Final Exam:</b> n/a</p>	<p><b>Online office hours</b></p> <p><b>Professor Machado-Rosselle:</b> By Appointment. Email is the best way to communicate with me.</p> <p><b>Professor Faith:</b> Zoom on Thursdays 1700-1800, and by appointment.</p>

## **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 ☒

### NRS 4020 Caring Faithfully in the Community

This course introduces the role of the nurse within the context of Christian service and caring. Students will explore the environmental, multi-cultural, and global issues related to nursing in the community as a vocational calling. The focus is on the health of populations with an emphasis on epidemiology, health promotion, health protection, disease prevention, health policy, health care delivery systems, and cultural competency.

Pre-requisite: Active California RN License. Completion of NRS 3050/3051, SCL 302, WRT300, NRS360, BST304

Co-requisite: NSG 421 (1 unit) Caring Faithfully in Community: Practicum

### PROGRAM LEARNING OUTCOMES

Upon completion of the program, you will be able to achieve the following outcomes:

<p style="text-align: center;"><b>PLO 1: Inquiring Faithfully</b></p> <p>The 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. <sup>(ILO 1)</sup></p>
<p style="text-align: center;"><b>PLO 2: Caring Faithfully</b></p> <p>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. <sup>(ILO3)</sup></p>
<p style="text-align: center;"><b>PLO 3: Communicating Faithfully</b></p> <p>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 that conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills. <sup>(ILO 1, 2)</sup></p>
<p style="text-align: center;"><b>PLO 4: Following Faithfully</b></p> <p>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. <sup>(ILO2,3)</sup></p>
<p style="text-align: center;"><b>PLO 5: Leading Faithfully</b></p> <p>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. <sup>(ILO2)</sup></p>

## COURSE LEARNING OUTCOMES ☉

Upon completion of this course, you will be able to:

### **Inquiring Faithfully**

1. Access current and relevant resources needed to answer questions identified in nursing practice <sup>(PLOs IA, IC, IE)</sup>
2. Identify and analyze common ethical dilemmas and the ways in which these dilemmas impact patient care <sup>(PLO IB)</sup>
3. Analyze data for program planning for quality initiatives <sup>(PLOs IB, ID)</sup>

### **Caring Faithfully**

1. Role model care and compassion within the context of advanced practice nursing roles <sup>(PLO IIA, IIB, & IIC)</sup>

### **Communicating Faithfully**

1. Communicate the personal and organizational ethical perspectives and how they inform <sup>(PLOs IIIA, IIIB)</sup>
2. Communicate the resolutions or actions to resolve areas of potential conflict <sup>(PLOs IIIC, IIID, IIIE)</sup>
3. Articulate a mechanism for program planning and evaluation for the identified quality initiative <sup>(PLO IIIC)</sup>

### **Following Faithfully**

1. Incorporate the AACN MSN Essential Competencies regarding ethical responsibility and leadership roles through scholarly discourse <sup>(PLOs IVA, IVB)</sup>

### **Leading Faithfully**

1. Assume accountability for the quality of one's own practice <sup>(PLO VC)</sup>
2. Evaluate ethical decision making from both a personal and organizational perspective <sup>(PLO VC)</sup>
3. Develop an understanding of how these two perspectives may create conflicts of interest <sup>(PLO VB)</sup>
4. Propose resolutions or actions to resolve potential areas of conflict <sup>(PLO VA)</sup>
5. Develop a program evaluation strategy for the identified quality initiative <sup>(PLO VC)</sup>

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Walls, J. (2005). *The Glass Castle*. New York: Scribner. ISBN: 978-0-7432-4753

Rector & Stanley: Community and Public Health Nursing, Tenth Edition

### **ARTICLES and Recommended Texts**

Polit, D.F., & Beck, C.T. (2021). *Nursing Research: Generating and Assessing Evidence for Nursing Practice* (10th Ed). Philadelphia: Wolters Kluwer. ISBN-13: 978-1-975110-64-2

Purdue Online Writing Lab- APA Style (7<sup>th</sup> Edition)

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## COURSE CREDIT HOUR INFORMATION ⊕ (online course only)

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 7 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

### Distribution of Student Learning Hours

Category	Time Expectation
Seat Time (i.e. F2F, Online asynchronous Participation, Instructor- Facilitated Discussion Boards, Testing)	34%
Reading Assignments & Learning Activities (e.g. case study prep, ATI non-proctored)	33%
Written Assignments	33%

## ASSESSMENT AND GRADING ⊕

Assignments	Points
Online discussion	10 points each
Weekly assignments	10-30 points each
News you can use videos	10 points each
Health Policy Letter	40 pts
Peer Evaluation	10 pts
Group Population Health Teaching Project	100 pts
Total	<b>468 points</b>

## GRADING POLICIES ⊕

**Grading Scale** to be used for final course grades:

93-100%	=	A	
90 - 92%	=	A-	
87 - 89%	=	B+	
84 - 86%	=	B	
81 - 83%	=	B-	
78 - 80%	=	C+	
<u>*75 - 77%</u>	=	<u>C</u>	RN to BSN Program
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 assignments. 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 "B-" (Below 75%) prohibits the student from continuing in the nursing program.
  - A grade of at least a "B-" in each nursing theory, prerequisite, and/or corequisite 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.
  - Class attendance and participation are 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 discussions on a consistent basis. These discussions will be based on the assigned reading with the integration of clinical examples from the student's practice.
  - All assignments must be submitted per instructions on the due date and time. Ten percent (10%) will be deducted from total earned points for each 24-hour period, including weekends and holidays. Day 1 starts on a specified due date/time. In the event of unforeseen circumstances, it is the responsibility of the student to proactively communicate directly with the course faculty.
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## CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this *NRS 4020 Caring Faithfully In The Community* course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include environmental, multi-cultural and global issues. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of nursing in the community as a vocational calling, and I will support you throughout your learning in this course.

## TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In this *NRS 4020 Caring Faithfully In The Community* course, we will cover a variety of topics, some of which you may find triggering. These topics include: homelessness, child, adult and elder abuse, disaster preparedness. **Each time this topic appears in a reading or unit, it is marked on the syllabus as “Trigger Warning”.** The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed (hybrid students) or talking to the online professor or a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing and assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of nursing in the community as a vocational calling, and I will support you throughout your learning in this course.

## INCOMPLETES AND LATE ASSIGNMENTS

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All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit, four days after the due date. Day 1 starts on the specified due date/time. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after 2359 on Sunday night of the last week of class. Incompletes will only be assigned in extremely unusual circumstances.

## PLNU SPIRITUAL CARE

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### Liberty Station Campus:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus we have an onsite chaplain, Rev. Dave Hazel, who is

available during class break times across the week. If you have questions, desire to meet or share a prayer request with Rev. Hazel you can contact him directly at dhazel@pointloma.edu or feel free to call or text (913-231-3975).

### **STATE AUTHORIZATION (FOR FULLY ONLINE COURSES ONLY) ☼**

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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 on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **PLNU COPYRIGHT POLICY ☼**

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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.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

### **ARTIFICIAL INTELLIGENCE (AI) POLICY**

Use of Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY ☼**



PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **LANGUAGE AND BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## **PLNU ATTENDANCE AND PARTICIPATION POLICY®**

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Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

### **Synchronous Attendance/Participation Definition**

For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

### **COURSE MODALITY DEFINITIONS \***

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
2. **Online:** Coursework is completed 100% online and asynchronously.
3. **Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
4. **Hybrid:** Courses that meet face-to-face with required online components.

In some courses, a portion of the credit hour content will be delivered asynchronously, and attendance will be determined by submitting the assignments by the posted due dates

### **Online Asynchronous Attendance/Participation Definition**

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

## USE OF TECHNOLOGY ☺

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In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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## 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.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally, it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

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, the guidance of the Graduate Associate Dean and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

## ASSIGNMENTS AT-A-GLANCE

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The course summary below lists the assignments and their due dates.

### COURSE Content Outline (Topic Outline)

Initiation of Learning Module: **Mondays**

Discussions: Initial posting due **Tuesdays by 11:59PM** and **two peer** responses posting due **Saturdays by 11:59PM**

Assignments: due **Sundays by 11:59PM**

WEEK	Format For Hybrid Class	Content/ Readings	Assignments	Learning outcomes
<b>Week 1 8/28</b>	Online	<ul style="list-style-type: none"> <li>▪ Course overview</li> <li>▪ Reading: Rector &amp; Stanley, Ch 1, 2, 3, 15</li> </ul>	RN-BSN Academic Honesty Verification  Mandatory Complio Compliance  Teaching Project signups  <b>Discussion- wk1:</b> <ul style="list-style-type: none"> <li>● Class Introduction</li> <li>● Caring for vulnerable populations in SD</li> </ul> <b>Assignment -wk1:</b> <ul style="list-style-type: none"> <li>● Introduction to Public Health</li> <li>● News You can use</li> <li>● Teaching Project Signups</li> </ul>	<ol style="list-style-type: none"> <li>1. Articulate the requirements for successful completion of the course</li> <li>2. Identify all due dates for projects and assignments</li> <li>3. Describe the roles and responsibilities of public health</li> <li>4. Describe the 3 core functions and 10 essential services of public health</li> <li>5. Examine the trajectory from early PH nursing to current practice</li> <li>6. Illustrate at least 4 different roles that PH nurses can fulfill in the community</li> <li>7. Appraise relationships between social determinants of health, health outcomes, and PH nursing</li> </ol>
<b>Week 2 9/4</b>	Hybrid	<p style="text-align: center;"><b>TRIGGER WARNING</b></p> <hr style="width: 20%; margin: auto;"/> <ul style="list-style-type: none"> <li>▪ Glass Castle to page 57 (to 2:03:32 in youtube audiobook)</li> </ul>	<b>Discussion- #2:</b> <ul style="list-style-type: none"> <li>● Is our Healthcare system broken?</li> <li>● News Article Presentation</li> </ul> <b>Assignment- Wk2:</b>	<ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of the current public health system in the United States</li> <li>2. Compare and contrast the economic and health-related implications of various</li> </ol>

		<ul style="list-style-type: none"> <li>▪ Rector &amp; Stanley, Ch 6</li> </ul>	<ul style="list-style-type: none"> <li>● Reflect and select: Sick around the world</li> <li>● Health Policy Draft</li> <li>● Journal Reflection #1 - Glass Castle</li> </ul> <p><b>Group Collaboration:</b></p> <ul style="list-style-type: none"> <li>● Community Assessment Data Tool</li> </ul>	<p>healthcare systems around the world</p> <ol style="list-style-type: none"> <li>3. Assess one's own values as they relate to the national healthcare system</li> <li>4. Integrate knowledge about risk factors for schizophrenia in homeless clients into community practice and assessment</li> <li>5. Consider the Housing First Initiative as one of many approaches to homelessness</li> <li>6. Describe the social, political, cultural, and environmental factors that influence poverty</li> <li>7. Discuss the effects of poverty on the health and well-being of individuals, families, and communities</li> <li>8. Describe the social, political, cultural, and environmental factors that influence homelessness</li> </ol>
<b>Week 3</b> <b>9/11</b>	Hybrid	<p style="text-align: center;"><b><u>TRIGGER WARNING</u></b></p> <ul style="list-style-type: none"> <li>▪ Glass Castle to page 122(to 4:46:48 in YouTube audiobook)</li> <li>▪ Readings: Rector &amp; Stanley, Ch 7, 11</li> </ul>	<p><b>Discussion- wk3:</b></p> <ul style="list-style-type: none"> <li>● Preparing to Teach</li> </ul> <p><b>Assignment -wk3:</b></p> <ul style="list-style-type: none"> <li>● Using Epidemiology Data in Public Health</li> <li>● CDC TB Control Epidemiology Module</li> <li>● Journal Reflection #2 – Glass Castle</li> </ul> <p><b>Group Collaboration:</b></p> <ul style="list-style-type: none"> <li>● Community Need Identification</li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on personal beliefs and values as they relate to diverse and vulnerable populations</li> <li>2. Identify effective educator strategies</li> <li>3. Apply models of behavior change to case study</li> <li>4. Discuss strategies to manage learning barriers</li> <li>5. Distinguish the differences between morbidity and mortality in data</li> <li>6. Articulate the meaning of incidence and prevalence</li> </ol>
<b>Week 4</b> <b>9/18</b>	Online	<p style="text-align: center;"><b><u>TRIGGER WARNING</u></b></p>	<p><b>Discussion- wk4:</b></p> <ul style="list-style-type: none"> <li>● News Article Presentation</li> </ul>	<ol style="list-style-type: none"> <li>1. Analyze primary preventive nursing</li> </ol>

		<ul style="list-style-type: none"> <li>▪ Glass Castle to page 163 (to 6:24:57 in YouTube audiobook)</li> <li>▪ Readings: Rector &amp; Stanley, Ch 18</li> </ul>	<p><b>Assignment -wk4:</b></p> <ul style="list-style-type: none"> <li>● Child Abuse Training</li> <li>● Vaccine Modules</li> <li>● Journal Reflection #3 – Glass Castle</li> </ul>	<p>interventions for community violence</p> <ol style="list-style-type: none"> <li>2. Examine at least three factors existing in most communities that influence violence and human abuse</li> <li>3. Identify indicators of potential child abuse</li> <li>4. Define the four general types of child abuse: neglect, physical, emotional, and sexual</li> </ol>
<b>Week 5</b> 9/25	Hybrid	<p><b>TRIGGER WARNING</b></p> <hr/> <ul style="list-style-type: none"> <li>▪ Readings: Rector &amp; Stanley, Ch 8</li> </ul>	<p><b>Discussion- wk5:</b></p> <ul style="list-style-type: none"> <li>● To treat me you need to know who I am</li> </ul> <p><b>Assignment -wk5:</b></p> <ul style="list-style-type: none"> <li>● Health Promotion in Public Health</li> <li>● Homelessness: Is housing Public Healthcare?</li> </ul> <p><b>Group Collaboration:</b></p> <ul style="list-style-type: none"> <li>● Literature Review</li> <li>● Project Implementation Plan</li> </ul>	<ol style="list-style-type: none"> <li>1. Analyze behaviors that place people at risk of contracting selected communicable diseases.</li> <li>2. Incorporate understanding of STD and HIV transmission, signs &amp; symptoms, surveillance and prevention into client education into professional nursing practice</li> <li>3. Be prepared to utilize proper protocol for reporting STDs to the county</li> <li>4. Utilize county statistics to monitor trends of HIV, hepatitis, and STDs in the county</li> </ol>
<b>Week 6</b> 10/2	Hybrid	<p><b>TRIGGER WARNING</b></p> <hr/> <ul style="list-style-type: none"> <li>▪ Readings: Rector &amp; Stanley, Ch 8, 17</li> </ul>	<p><b>Discussion- wk6:</b></p> <ul style="list-style-type: none"> <li>● Disaster Preparedness</li> <li>● News Article Presentation</li> </ul> <p><b>Assignment -wk6:</b></p> <ul style="list-style-type: none"> <li>● Public Health Policy Letter</li> <li>● Refugee Health Reflection</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the nurse's role in the prevention, preparedness, response, and recovery phases of disaster management</li> <li>2. Describe the National Response Plan and its relationship to the National Incident Management System</li> <li>3. Identify how the community and its partners work together to prevent, prepare for, respond to, and recover from disasters</li> </ol>

				<ol style="list-style-type: none"> <li>4. Articulate how refugees enter the United States and receive medical care</li> <li>5. Assemble a health policy topic to send to appropriate constituent</li> </ol>
<b>Week 7</b> <b>10/9</b>	Hybrid	<p style="text-align: center;"><b>TRIGGER WARNING</b></p> <hr/> <ul style="list-style-type: none"> <li>▪ Glass Castle to page end of the book</li> <li>▪ Readings: Rector &amp; Stanley, Ch 9, 16</li> </ul>	<p><b>Discussion- wk7:</b></p> <ul style="list-style-type: none"> <li>● Environmental Health</li> </ul> <p><b>Assignment -wk7:</b></p> <ul style="list-style-type: none"> <li>● Journal Reflection #4 - Glass Castle</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the chosen public health teaching topic, including the populations most at-risk and the significance of the identified health problem/education gap.</li> <li>2. Discuss the public health implications of the topic, including the relevant public health essential services, 3 levels prevention, and current strategies</li> <li>3. Present Teaching Project orally in a scholarly and professional manner</li> <li>4. Describe 3 different health crises affecting other parts of the world currently</li> <li>5. Identify interventions to combat a global health problem within the 3 levels of prevention</li> </ol>
<b>Week 8</b> <b>10/16</b>	Hybrid		<p><b>Discussion- wk8:</b> (Online Only Students)</p> <ul style="list-style-type: none"> <li>● PH Teaching Poster &amp; Educational Tool Presentation</li> </ul> <p><b>Assignment -wk8:</b></p> <ul style="list-style-type: none"> <li>● PH Teaching Poster &amp; Educational Tool</li> <li>● Teaching Project Peer Evaluation Document</li> <li>● NRS 4021 Clinical Journal</li> <li>● End of Course Evaluation</li> </ul>	<p>Initiate dialogue regarding news about Environmental Health and Safety to grow in knowledge and resources Participate as a team member in developing organizational plans to implement programs and policies</p>

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