COMMUNITY AND POPULATION HEALTH NURSING
NUR 470 - Section 001
C 160/170 Bott Building
Class Time: Tuesdays, 10:20 am to 12:10 pm
Clinical Days: Mondays, Wednesdays or Thursdays 8am to 5:00 pm, Locations TBA
4 (2 didactic/2 clinical experiences)
Spring 2014

Catalog Course Description: Theoretical and practicum basis for community-oriented population nursing practice. Promoting and protecting the health of the public using health promotion, risk reduction, and disease management and control strategies with vulnerable persons and populations. Community assessment, epidemiologic, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in community settings.

Course Objectives: At the end of this course, students will:
1. Analyze and evaluate the effectiveness of interactive relationships with family and population clients, interdisciplinary groups, and community organizations.
2. Apply critical thinking and decision-making to community contexts in relation to assessment, resource utilization, program development, policy formation, and interventions with persons, families and populations to promote the health of the public.
3. Utilize epidemiologic and population level data to develop and/or guide interventions in the management of care to targeted persons and populations residing in the community.
4. Skillfully facilitate adoption of values and behaviors of persons/populations that will achieve and/or maintain an optimal level of health and wellness.
5. Assist community-based clients with illness self-management to maintain the highest possible level of health and wellness in coordination with multidisciplinary health and social Services providers.
6. Facilitate the health of a population in partnership with community members.
7. Advocate for the health of persons and populations in public and policy arenas.
8. Integrate evidence-based guidelines for health promotion and disease prevention with client values and clinical expertise in the provision of nursing care to individuals/families and populations/communities.
9. Consistently apply analysis of the interaction among global, cultural and socioeconomic factors to influence health and wellness.

Prerequisites: NUR 435 and NUR 440 and NUR450

Co-requisites: NUR 460 concurrently and NUR 480 concurrently
Standards Documents: The curriculum is guided by the following documents:


Course Faculty:

Martha Scheckel, PhD, MSN, RN
Course Coordinator (didactic)
Office: A-227 Life Sciences Building
Office Phone: 517-355-0328
E-mail: martha.scheckel@hc.msu.edu
Office Hours: By appointment

*Note: Times can also be arranged to accommodate student schedules.*

Janice Brady, PhD, MS, RN
Office: W135 Owen Graduate Center
Office Phone: 517-884-1391
E-mail: janice.brady@hc.msu.edu
Office Hours: By appointment

*Note: Times can also be arranged to accommodate student schedules.*

Joanne Goldbort, PhD, MSN, RN
Office: TBD
Office Phone: TBD
E-mail: joanne.goldbort@hc.msu.edu
Office Hours: By appointment

*Note: Times can also be arranged to accommodate student schedules.*

Karen Malmsten, MSN, RN
Office: W139 Owen Graduate Center
E-mail: karen.malmsten@hc.msu.edu
Office Phone: 517-353-4759
Office Hours: By appointment

*Note: Times can also be arranged to accommodate student schedules.*

Elaine Scribner, Masters of Community Health Practice, BSN
Course Coordinator (clinical experiences)
Office: W114 Owen Graduate Center
Office Phone: 517-622-1211
E-mail: elaine.scribner@hc.msu.edu
Office Hours: By appointment

*Note: Times can also be arranged to accommodate student schedules.*
Communication: Email communication for this course is preferred when possible. Instructors will be using student msu.edu email addresses. Our goal will be to respond to your questions within 72 hours between 8am and 5pm, excluding holidays and weekdays.

Instruction:

a. Methodology:

This course contains both a theoretical and clinical component and the integration of both in community & public health nursing practice. The theory portion of the class meets weekly, with class time totaling 30 hours, and clinical experiences totaling 90 hours over the course of the semester. At times, clinical times may vary based on learning opportunities. Completion of online assignments and readings prior to class is necessary to understand and integrate the material. A collaborative and active learning model will be used for assimilation of content during class time. The clinical practicum will provide opportunities for community/public health nursing practice with vulnerable populations in selected settings.

b. Writing Requirements: APA Style is required for written assignments unless an exception is made by the faculty.

c. Required Texts:


American Nurses Association Electronic Books (E-books)


*American Nurses Association (2010). Nursing Scope and Standards of Practice*<http://catalog.lib.msu.edu/record=b8270966%7ES39a%20> (2nd ed.). Silver Spring, MD

(*Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: http://libguides.lib.msu.edu/nursingebooks. These e-books allow unlimited concurrent users.)

Optional Text:


a. **Required Resources, References,**

NUR 470 Community Health Nursing course materials are available on the ANGEL course site. Additional required readings will be posted on the course ANGEL site.

Although car pooling is possible, at times, students are required to furnish their own transportation to and from their clinical sites and to assigned activities during a variety of clinical experiences.

ANGEL Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
[www.angel.msu.edu](http://www.angel.msu.edu) (ANGEL Help link in upper right corner)
Always check with the ANGEL Help Line first!

b. **Frequently Called Telephone Numbers**
Simulation Lab, Life Sciences; 355-5765 (with answering machine)
Media Lab (Andy Greger) Life Sciences, 353-9020
College of Nursing Student Support Services A117 Life Sciences 353-4827.

c. **Outcome, Competencies and Indicators:**

The CON has defined the following competencies that must be achieved by all students in each Level before progressing onto the next Level and graduating. At the end of each Level, all students will achieve the objectives and competencies listed below for that level, as well as the indicators specific to each course. All indicators, as well as the overall grade for a course, must be at 75% passing to proceed onto the next level.
<table>
<thead>
<tr>
<th>Concept</th>
<th>Level IV Outcome</th>
<th>LIV Competency</th>
<th>LIV Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION IV (COMM)</td>
<td>Effectively communicate and collaborate with individuals, groups and populations of clients and health professionals and the community. (Communication theoretical construct).</td>
<td>1. Performs the role of leader/manager through effective communication with all members of the health care team (non-professional, professional, and executive levels). 2. Demonstrates ability to effectively communicate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives.</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
</tr>
<tr>
<td>CRITICAL THINKING IV (CT)</td>
<td>Utilize clinical reasoning to organize data and determine nursing approaches to achieve client and organizational outcomes. (Critical thinking theoretical construct).</td>
<td>1. Critically judges nursing care issues and develops approaches to clinical/theoretical situation. 2. Evaluates and revises decisions under conditions of risk and uncertainty.</td>
<td>NUR 480 Case Analysis Using Ethical Problem</td>
</tr>
<tr>
<td>NURSING THERAPEUTICS IV (NT)</td>
<td>Analyze data to competently deliver targeted nursing care to individuals, groups and populations. (Nursing therapeutics theoretical construct).</td>
<td>1. Provides and critically evaluates complete care to a selected group of patients 2. Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations</td>
<td>NUR 470 Population Health Promotion Project</td>
</tr>
<tr>
<td>Course Title</td>
<td>Description</td>
<td>Assignment</td>
<td>NUR 470 Population Health Promotion Project</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>HEALTH PROMOTION AND RISK REDUCTION IV (HPRR)</td>
<td>Facilitates adoption of values and behaviors of individuals and populations that will promote health and wellness in individuals, groups and populations. (Health promotion/risk reduction theoretical construct)</td>
<td>Applies wellness and health promotion/risk reduction models to assess and intervene with vulnerable populations, and conducts process and outcomes evaluation of the HP/RR intervention.</td>
<td>NUR 470 Population Health Promotion Project</td>
</tr>
</tbody>
</table>
| ILLNESS AND DISEASE MANAGEMENT IV (IDM)                                     | Integrates theories and principles to competently coordinate high quality, safe and efficient management of illness and disease for individuals, groups and populations. (Illness and disease management theoretical construct). | 1. Arranges all necessary referrals and liaisons to facilitate transfer of patient from agency to home or another agency  
2. Promote achievement of client outcomes by supervising and/or collaborating with members of the health care team | NUR 460 Case Management Discharge Planning Assignment |
| PROFESSIONAL LEadership IV (PL)                                             | Provide professional nursing leadership to promote optimal health outcomes for care for individuals, groups and populations in varied care settings. (Professional leadership theoretical construct). | • Examines licensure law, regulations, and scope of practice  
• Develop personal goals for professional development including areas that enhance health care and advancement of the profession  
• Advocate for the role of the professional nurse as a member of the health care team  
• Competently coordinates the interdisciplinary care provided to a group of 3 to 4 patients for | NUR 460 Case Management Discharge Planning Assignment |
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Example</th>
<th>Placement</th>
</tr>
</thead>
</table>
| ETHICAL PRACTICE IV (EP)                    | Apply effective strategies to address institutional and population ethical problems. (Ethical practice theoretical construct)                                                                                   | 1. Evaluates policy and practice using ethical problem-solving methods  
2. Develops strategies to remedy institutional or social level ethical problems                                                                                                                   | NUR 480 Case Analysis Using Ethical Problem |
| EVIDENCE-BASED PRACTICE IV (EBP)            | Integrate best current evidence with clinical expertise and patient/family/population preference and values for delivery of optimal health care. (Evidence-based practice theoretical construct)                           | Evaluates policies and procedure used in the clinical settings using current evidence.                                                                                                                  | NUR 470 Population Health Promotion Project  |
| GLOBAL AND CULTURAL COMPETENCE IV (GCC)     | Analyzes the interaction among global, cultural, societal and policy factors affecting the health and wellness of individuals, families and populations. (Global and cultural competence theoretical construct)                  | 1. Examines the interaction between cultural and social variables of a specific cultural population  
2. Examines international Nursing’s role in global health                                                                                                                                               | NUR 470 Population Health Promotion Project  |

**Evaluation:**

a. **Learning Assessments and Grading:**

The course grade will be comprised of 50% theory grade and 50% clinical grade (see table below).

Theory grades will be based on three exams, weekly quizzes and reflections and four theory assignments.
Clinical grades will be based on three clinical assignments. **A student must achieve a minimum grade of 75% or 2.0 in theory, a “pass” on the clinical evaluation, and a 75% grade in clinical assignments in order to pass the course regardless of the weighted total.** Any student deemed clinically unsafe will not pass the course.

<table>
<thead>
<tr>
<th>Theory Grade</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam (cumulative)</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Weekly Reflections</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Grade</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>Pass/No Pass</td>
</tr>
<tr>
<td>Weekly Folder (journals)</td>
<td>10%</td>
</tr>
<tr>
<td>Family Assessment</td>
<td>15%</td>
</tr>
<tr>
<td>Community Assessment and Analysis (indicator)</td>
<td>25%</td>
</tr>
</tbody>
</table>

*A 5% reduction in grade will be made for each day an assignment is late.*

**The clinical grade** will be divided into clinical performance (P/F) and clinical assignments (50%). Clinical performance will be evaluated utilizing the MSUCON Clinical Performance Evaluation Tool, and will include evidence-based clinical practice performance. Each student will participate in midterm and end term self-evaluations and have a formal mid and end semester conference with his or her faculty. Progress toward goals will be examined at mid-semester, identifying strengths and weaknesses in performance, and adjustments made as indicated. The final clinical evaluation and conference will focus on performance over the semester in achieving course objectives. Clinical evaluation forms will be available on the ANGEL course site. Assignments will include weekly critical reflections/clinical calendar, a community assessment and analysis and a family assessment. A minimum of 75% must be achieved on the clinical assignment portion to pass the course, and a “pass” must be achieved in clinical performance.

**The indicator** for this course is the Community Assessment and Analysis project. A minimum of 75% is required on this indicator to pass the course.
b. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94 %</td>
<td>4.0</td>
</tr>
<tr>
<td>93.99-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88.99-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83.99-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78.99-75%</td>
<td>2.0 (Minimum passing grade)</td>
</tr>
<tr>
<td>74.99-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69.99-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*For specific information regarding grading related to student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook.

c. Proctor Process:
Examinations and quizzes will be given during course periods and may be given online. Students must take the exams in the classroom proctored by faculty. Students arriving late will have the scheduled time for completion of the exam. All students are expected to take examinations or quizzes on the date scheduled, unless prior arrangements are made with the course faculty. For emergency situations, students are to contact faculty as soon as possible. If unable to contact faculty, call College of Nursing office and leave a message regarding the reason for absence. It is the student’s responsibility to reach faculty as soon as possible following the examination or quiz. Arrangements to take an alternate examination will be made at that time. There will be one opportunity for an alternative exam. Alternate exams may use additional formats (essay, fill in the blank, etc.). Make-up exams are routinely scheduled within one week of the original exam date. Health providers’ statements may be required. Questions regarding examination grades will be put forward within one week of the exam date through an e-mail to the professors. Alterations will not be made after this time. The CON examination protocols will be followed.

Professionalism:

a. Compliance with immunization, CPR and HIPAA regulations. Each student is required to print a copy of their immunization compliance letter and present it to NUR 460 faculty. Students who do not furnish a copy of their compliance letter will not be allowed to go to week two clinical experiences. Compliance records and the associated letter (signed by the University Physician) are available at [www.hcpimmunize.msu.edu](http://www.hcpimmunize.msu.edu). Note: If you have problems accessing your records or have updates or questions about the content of your immunization report please contact University Physicians Office at occhealth@ht.mus.edu.

b. Dress code. The MSU CON and clinical agency dress code (see BSN Student Handbook) is to be followed. Green polo shirts and black or khaki pants are required in the clinical setting. Other requirements are specified in the student handbook.

c. Appropriate professional behavior and clinical preparation.
• Under the direction of clinical faculty and/or preceptors, students direct their learning and collaborate with others to achieve outcomes.

• Students are to carry out each clinical day with responsibility and accountability within the behavioral norms of the agency, and follow college and agency patient confidentiality guidelines at all times.

• Clinical activities involve travel and students must arrange for their own transportation for these activities.

• Students who are going to be late or absent from clinical or any clinical experience must call and talk to the clinical instructor prior to, but at least one hour before the experience is scheduled. The student must also be prepared to discuss with the clinical instructor any commitments for the day so appropriate arrangements can be made. E-mail, texting or voice mail messages are not an acceptable means of communication to notify the clinical instructor that the student is going to be late or absent.

• **Note: Inclement Weather Procedures:** Clinical instructors will provide students with information the first day of clinical regarding procedures for the event of severe dangerous weather. For further information related to attendance, refer to the CON BSN Student Handbook:  
http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm

d. **Clinical conferences/discussions** occur each clinical day for the purpose of enhancing student learning and integrating theoretical concepts with practice. Students discuss clinical activities and encounters, bring up issues for group discussion and problem solving, discuss learning needs, and share knowledge/feelings relevant to the practice of community health nursing.

e. **Weekly folders (10% of grade):** Students reflect on their daily clinical learning experiences in the weekly activity calendar and critical reflections. Folders will be submitted to faculty for review and must include the following:

  **Clinical Activity Calendar:** Daily activity log using course format that documents planned and actual key activities and clinical hours (rounded to quarter hour).

  **Critical reflections journal:** Daily reflections on specific clinical activities using the form provided on the Angel course site.

f. **Delivery of nursing care.** Under the supervision and direction of clinical faculty, each student is to provide the following levels of community/public health nursing services:

  **Community/population-focused care:** Students work in small groups to apply the nursing process with a specific community of interest. This experience is designed to provide an opportunity to develop personal knowledge and skill in evidence-based community assessment and care. It goes beyond the family to a larger community group, which may be geographically defined but can also be a group of people who share certain characteristics/interests. All community-focused care must address health needs identified by the population and supported by community health data. Students are to partner with community members.

  A ‘Community Assessment/Analysis Health Promotion Project Report’ (25% course grade and indicator) is to be prepared and submitted to clinical faculty. *The specific requirements of the assignment and the grading rubric will be posted on ANGEL and explained in class.*
**Family-focused care:** Students in some settings will have the opportunity to apply the nursing process with families in home and/or community settings. This experience is designed to provide an opportunity to develop knowledge, abilities and skill in evidence-based assessment and care of families and their members. Students endeavor to partner with families and assist them to meet their identified health needs within the context of their community. Student visit procedures will be provided by faculty and must be followed at all times.

*All students will be required to complete a ‘Family Assessment’ (15% of course grade). The specific requirements of the assignment and the grading rubric will be posted on Angel and explained in class.*

Additional public health experiences may be arranged as part of the practicum experience to provide a broader exposure to community health.

**g. Optional Experiences:** A few optional experiences may be available; these one-half to one day-long observational experiences are limited to two per student and require approval of the clinical instructor. Students will use the critical reflections journal to document their learning. Some experiences are scheduled outside of the assigned clinical time—students will not be required to attend these experiences but may volunteer for them and with clinical faculty approval may earn clinical hours.

**Honors Option:** Honors option is available upon request. Interested students must make arrangements with faculty for honors option learning activities by the end of the second week of the semester.

**University & College Policies:**

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON MSN Student Handbook: [http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm)
- Information for MSU Students: [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs: [http://www.reg.msu.edu/AcademicPrograms](http://www.reg.msu.edu/AcademicPrograms)
- Code of Teaching Responsibility and Student Assessments and Final Grades: [http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514)
- Integrity of Scholarship and Grades: [http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534)

**University Policies:**

**Academic integrity:** Article 2.3.3 of the [Academic Freedom Report](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and
professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide http://splife.studentlife.msu.edu/ and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 370. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.

(See also https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

Accommodations for students with disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

Disruptive behavior: Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

College of Nursing Policies: Professional Development Guidelines found in CON Student Handbooks at CON website http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm. Students are responsible for the information found in the CON BSN Student Handbook.
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Course Objectives</th>
<th>Module</th>
<th>Topics</th>
<th>Clinical Assignments</th>
</tr>
</thead>
</table>
| 1/7  | 1    | 2, 6, 7           | Module 1: Orientation to Community and Population Health Nursing | Orientation to theory  
Introduction to Community Health Nursing  
Public Health System Overview | N/A |
| 1/8  | 1    | 1, 2, 3, 8        | N/A    | Evidence-Based Public Health Nursing Interventions  
Home Visit Guidelines  
Immunization Refresher  
Public Health Systems | Weekly critical reflections journals and calendars |
<p>| 1/14 | 2    | 1, 2, 6           | Module 2A: Learning Community Assessment | Nursing Care at the Community Level | Community Assessment and Analysis Assigned with work continuing throughout the semester |
| 1/21 | 3    | 1, 2, 6           | Module 2B: Learning Community Assessment | Program Planning and Evaluation | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Assignments</th>
<th>Content</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1/28  | 4      | 1, 2, 4, 5, 8, 9 | Nursing Care at the Individual/Family Level  
Community Guide to Preventive Services  
Anticipatory Guidelines for Health Promotion | TBD by clinical instructor |
| 2/4   | 5      | 3, 7, 8     | Module 4: Thinking from an Epidemiological Perspective  
Epidemiology  
Measures of morbidity and mortality  
Causal models  
Epidemiological studies |          |
| 2/11  | 6      |             | Off-Boarding Day-Mandatory                                               |          |
| 2/18  | 7      | 4, 5, 8     | Module 5: Understanding Health Promotion Theories in Relation to Preventive Health  
Health Promotion Theories  
Preventive Health Individual Level  
Preventive Health Community Level  
Anticipatory Guidelines for Health Promotion |          |
<table>
<thead>
<tr>
<th>Date</th>
<th>#</th>
<th>Modules</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/25</td>
<td>8</td>
<td>Exam I</td>
<td>Community Health Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 6: Teaching and Learning in Community Settings.</td>
<td>Health Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-semester clinical evaluations with faculty</td>
<td></td>
</tr>
<tr>
<td>3/11</td>
<td>9</td>
<td>Module 7: Understanding Nursing Care to Manage Communicable Diseases</td>
<td>Prevention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Surveillance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Control</td>
</tr>
<tr>
<td>3/18</td>
<td>10</td>
<td>Module 8: Nursing Care in a Global Society</td>
<td>International vs. Global Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WHO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Developing Countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nursing Role</td>
</tr>
<tr>
<td>3/25</td>
<td>11</td>
<td>Module 8 (cont.)</td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td>12</td>
<td>Module 9: Protecting Health through Environmental Health Nursing</td>
<td>Environmental Health Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Principles</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Module/Event</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td>13</td>
<td>Exam II&lt;br&gt;Module 10: Preparing to Care During Community Crises (guest speaker and online component)</td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>14</td>
<td>Module 11: Advocating for Society’s Health Care Needs</td>
<td></td>
</tr>
<tr>
<td>Week of 4/22</td>
<td>15</td>
<td>All Clinical Faculty and Students&lt;br&gt;Stories from the Field: Student Sharing of Community Projects</td>
<td></td>
</tr>
<tr>
<td>Week of 4/28</td>
<td>16</td>
<td>Final Exam&lt;br&gt;Final exam is cumulative plus modules 10 and 11</td>
<td></td>
</tr>
</tbody>
</table>