COMMUNITY AND POPULATION HEALTH NURSING
NUR 470 - Section 001
4 Credits

Lecture/Recitation/Discussion Hours: 2 Lab Hours: 6 4(2-6)

Tuesdays, 10:20 am – 12:10 pm; A-131 Life Sciences Building
Clinical Lab
Clinical Days: Mondays or Wednesdays 8am to 3pm, Locations TBA
Spring 2012

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

Professional Standards & Guidelines: The curriculum is guided by the following documents:

Faculty Contact Information:

Kathleen Bappert, MS, RN  
Course Coordinator  
Office: W123 Owen Graduate Center  
E-mail: kathleen.bappert@hc.msu.edu  
Office Hours: “will be posted on the ANGEL course site”  
Note: Times can also be arranged to accommodate student schedules.

Martha Scheckel, PhD, RN  
Office: A227 Life Sciences Building  
E-mail: Martha.scheckel@hc.msu.edu  
Office Hours: “will be posted on the ANGEL course site”  
Note: Times can also be arranged to accommodate student schedules.

Sheila Aikin, PhD, RN  
W114 Owen Graduate Center  
E-mail: nurseaikin@yahoo.com  
Office Hours: will be posted on the Angel course site  
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.

Kelly Brittian, PhD, RN  
Office: 415-A West Fee Hall  
E-mail: kelly.brittian@hc.msu.edu  
Office Hours: By appointment  
Note: Times can also be arranged to accommodate student schedules.

Georgia Padonu, PhD, RN  
Office: A105 Life Sciences Building  
Office Phone: 517-355-4719  
E-mail: georgia.padonu@msu.edu  
Office Hours: By appointment  
Note: Times can also be arranged to accommodate student schedules.

Elaine Scribner, Masters of Community Health Practice, BSN  
Office: W114 Owen Graduate Center  
Office Phone: 517-353-2941  
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. Communication among students and faculty are encouraged using the discussion forum provided on the Angel course site.
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 both in-class and on-line experiences totaling 30 hours, and clinical experiences total 90 hours over course of 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 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.

Required Text books and Resources:

a. Required Texts:


(*Notice to students: Access to these books can be done thru the MSU Health Library. They are available thru Ovid under an unlimited concurrent user format.)*


NUR 470 Community Health Nursing course materials (Available on ANGEL)

Optional Texts:


b. Required Resources, References, and Supplies:

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!

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.
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 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. A 0.0 grade will be given for unsafe or dishonest behavior, unexcused absences and failure to meet minimal course expectations.

<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>Theory Assignments:</td>
<td></td>
</tr>
<tr>
<td>Discussion Forums: 6%; CD: 4%</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 (calendars and 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 their 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>93-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78-75%</td>
<td>2.0</td>
</tr>
<tr>
<td>(Minimum passing grade)</td>
<td></td>
</tr>
<tr>
<td>74-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;64%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

“Final Course Grades will not be rounded”

c. Written Requirements: Grading rubrics will be used to grade the Family Assessment and the Community Assessment/analysis projects. APA style is required for written assignments unless exceptions are made on individual assignments by clinical faculty.

d. 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.
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.

### LEVEL IV

<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>Competencies</td>
<td>Assignment</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>1. 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 individuals, groups and populations in varied care settings. (Professional leadership theoretical construct). | 1. Examines licensure law, regulations, and scope of practice  
2. Develop personal goals for professional development including areas that enhance health care and advancement of the profession  
3. Advocate for the role of the professional nurse as a member of the health care team  
4. Competently coordinates the interdisciplinary care provided to a group of 3 to 4 patients for at least one complete 8 to 12-hour nursing shift including the supervision of ancillary nursing staff | NUR 460 Case Management Discharge Planning Assignment                                                                                       |
2. Develops strategies to remedy institutional or social level ethical problems                                                                                                           | NUR 480 Case Analysis Using Ethical Problem                                                   |
| EVIDENCE-BASED PRACTICE IV (EBP) | Integrates best current evidence with clinical expertise and patient/family/population preference and values for delivery of optimal health care. (Evidence-based practice theoretical construct) | 1. 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 |

**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 Student handbook  [http://nursing.msu.edu/handbooks.asp](http://nursing.msu.edu/handbooks.asp)
- Information for Current Students—including Rights, Responsibilities and Regulations for Students [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs [http://www.reg.msu.edu/AcademicPrograms.asp](http://www.reg.msu.edu/AcademicPrograms.asp)

**Course Policies:**

**a. Compliance with immunization, CPR and HIPPA 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.hcpinmunize.msu.edu](http://www.hcpinmunize.msu.edu). Note: If you have problems accessing your records or have updates or questions about the content of your immunization report please contact Paula Guss [guss@msu.edu](mailto:guss@msu.edu) or the University Physicians Office at [occhealth@ht.mus.edu](mailto: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 NUR470 and agency patient confidentiality guidelines at all times. Clinical activities involve travel and students must arrange for their own transportation for these activities.
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 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.

h. 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.

   **Class:** Attendance at all classes is expected and may be monitored. Students who are unable to attend class must contact Ms. Bappert or Dr. Scheckel before the beginning of class to ask to be excused and arrange for making up any in-class assignments or quizzes.
Clinical Attendance:
Attendance at all planned clinical experiences is required. A student who cannot attend a planned clinical experience must notify their clinical faculty prior to the start of the clinical day using their pre-determined defined call-in protocol. A student who misses a clinical experience may be required to 1) provide appropriate a written excuse from a health care provider for incidents of illness/injury, and 2) make-up the clinical time.
Any student who is not prepared to provide safe nursing care at a given clinical experience for any reason (including previous absence from clinical experiences, insufficient preparation for client encounters, and incomplete documentation of immunization and CPR status) may be sent home from that clinical experience.
Bad Weather Procedures. Clinical instructors will provide students with information the first day of clinical regarding procedures for the event of severe dangerous weather.
Any unexcused absence may be cause for student withdrawal from the course. Absences are excused at the discretion of the faculty. Students with unexcused absences or excessive absences from clinical that are in jeopardy of failing to meet course objectives may be asked to withdraw or receive a ‘0’ in the course.

Examinations:
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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Faculty</th>
<th>Week</th>
<th>Weekly Content</th>
<th>Assignments—clinical assignments in italics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10</td>
<td>Ms. Bappert</td>
<td>1</td>
<td>Orientation to NUR470 Introduction to Public Health Nursing Public Health System</td>
<td>Some dates of clinical assignments may be negotiable with clinical instructor</td>
</tr>
<tr>
<td>1/11</td>
<td>All Clinical Faculty</td>
<td>1</td>
<td>Clinical Orientation Clinical Safety Immunization Refresher</td>
<td>Weekly critical reflections journals and cumulative calendars</td>
</tr>
<tr>
<td>1/17</td>
<td>Dr. Scheckel</td>
<td>2</td>
<td>Nursing Care of Populations</td>
<td>Community Assessment and Analysis assigned with work continuing throughout the semester</td>
</tr>
<tr>
<td>1/24</td>
<td>Dr. Scheckel</td>
<td>3</td>
<td>Epidemiology, part 1</td>
<td>No assignments required.</td>
</tr>
<tr>
<td>1/31</td>
<td>Dr. Scheckel</td>
<td>4</td>
<td>Epidemiology, cont. Nursing Care of Families, part 1</td>
<td>Family Assessment Assigned, due date to be determined by clinical instructor</td>
</tr>
<tr>
<td>2/7</td>
<td>Ms. Bappert</td>
<td>5</td>
<td>Exam 1</td>
<td>No assignments required.</td>
</tr>
<tr>
<td>2/14</td>
<td>Ms. Bappert</td>
<td>6</td>
<td>Program Planning and Evaluation</td>
<td>Discussion forum for evidence-based community-level practice requires one posting plus one response from each student before class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community level Evidence-Based Health Promoting Practice</td>
<td>Community Assessment/Analysis Assessment and Analysis draft should be done</td>
</tr>
<tr>
<td>2/21</td>
<td>Dr. Scheckel</td>
<td>7</td>
<td>Environmental &amp; Occupational Health Community Health Education and Health Literacy on-line</td>
<td>A discussion forum for community health education requires one posting and one reply to a posting from each student before class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mid-semester clinical evaluations with clinical faculty</td>
</tr>
<tr>
<td>2/28</td>
<td>Dr. Scheckel</td>
<td>8</td>
<td>Health Policy/Advocacy on-line Use class time to work on this assignment</td>
<td>All clinical groups will attend a day at the Capitol on 2/29</td>
</tr>
<tr>
<td>3/6</td>
<td></td>
<td></td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/13</td>
<td>Dr. Scheckel</td>
<td>9</td>
<td>Supporting Behavior Change Health Promotion Counseling</td>
<td>A discussion forum on evidence-based clinical prevention guidelines requires one posting and one reply before class</td>
</tr>
<tr>
<td>3/20</td>
<td>Dr. Scheckel</td>
<td>10</td>
<td>Exam 2</td>
<td>Community Assessment/Analysis Intervention and Evaluation Plan draft should be done</td>
</tr>
<tr>
<td>3/27</td>
<td>Dr. Scheckel</td>
<td>11</td>
<td>Chronic Disease: Community Based Clinical Chronic Disease Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms. Forrest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Ms. Bappert</td>
<td>12</td>
<td>Communicable Disease Prevention and Control Part 1</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Ms. Bappert</td>
<td>13</td>
<td>Communicable Disease Prevention and Control Part 2 Student Presentations</td>
<td>In-class small group assignment and presentations</td>
</tr>
<tr>
<td>4/17</td>
<td>Ms. Bappert</td>
<td>14</td>
<td>HIV Emergency Preparedness</td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>Ms. Peek</td>
<td>15</td>
<td>Global health</td>
<td>Final Community Assessment and Analysis paper due</td>
</tr>
<tr>
<td>4/23 or 25</td>
<td></td>
<td></td>
<td>Class sharing of Students’ Community Assessment and Analysis Projects</td>
<td>Power Point presentation of student projects Guidelines are posted in the clinical assignments folder Final Clinical Evaluations</td>
</tr>
<tr>
<td>4/30</td>
<td></td>
<td></td>
<td>Final Exam (cumulative)</td>
<td></td>
</tr>
</tbody>
</table>