



Health Promotion and Disease and Injury Prevention I

NUR 324 Sections 001 and 002

Akers Room 133

Theory: Thursday 1:50-4:00 PM

Clinical: Mondays (Daycare) 7a-1:30p; Wednesdays (Seniors) 9a-3:30 PM

3 Credits (2 Theory/ 1 Clinical)

Spring 2017

- I. Catalog Course Description:** Principles and practices of health education, health promotion/behavior change, and health literacy through understanding epidemiology, determinants of health, and protective and predictive factors of health and well-being.
- II. Course Objectives:**
- a. Incorporate liberal education principles into application, synthesis, and evaluation of course concepts (1.1; 1.2)
 - b. Assess health/illness beliefs, values, attitudes, and practices of individuals, communities, and populations (7.3)
 - c. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and professional boundaries with interprofessional team and stakeholders with regard to individuals, communities, and populations (8.4)
 - d. Utilize epidemiology and determinants of health to develop health promotion and disease and injury prevention interventions for individuals, communities, and populations (2.5;2.8;7.5;7.10)
 - e. Identify interprofessional perspectives needed to ensure health promotion and risk reduction interventions at the individual, community, and population levels (1.5;1.7; 3.1; 3.6; 5.1; 5.3; 5.6; 6.2; 7.7)
 - f. Use creative, evidence-based strategies to help individuals, communities, and populations achieve health promotion and risk reduction behavioral outcomes, considering quality and patient safety initiatives, complex system issues, and stakeholder preferences (2.5; 2.8; 2.12; 6.6; 9.22)
 - g. Use evidence-based practice to provide health teaching, health counseling, behavioral change techniques, screening, and referral so that care reflects patient age, culture, spirituality, preferences, and health literacy to foster patient engagement leading to health promotion and risk reduction (7.4; 7.5; 9.7)
 - h. Demonstrate skills in using health care technologies, information systems, and communication devices that support health promotion and risk reduction interventions at the individual, community, and population levels (4.1)
 - i. Discuss the credibility of sources used for health education and preventive care, including but not limited to databases and Internet resources (3.4; 7.6)
 - j. Develop a foundational understanding of complementary and alternative modalities and their role in health care (9.22)
 - k. Use an ethical framework to evaluate the impact of social policies on issues of access, equality, affordability, health disparities, and social justice on health care delivery (5.8; 5.9; 7.12)
 - l. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy (4.8)

III. Additional Course Detail:

This course (NUR 324) is part of the Primary Health Care Nursing (PHCN) Pathway which includes health promotion, disease prevention, primary care, population health, and community development within an integrated systems framework. Courses in the PHCN Pathway include: NUR 324, NUR 334, NUR 436, NUR 437, NUR 471.

IV. Prerequisites: HDFS 225; NUR 205

V. Co-requisites: NUR 322

VI. Standards Documents: The curriculum is guided by the following documents.

American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC.

<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

American Nurses Association (2015). *Guide to the code of ethics for nurses with interpretive statements*.

Washington, DC <http://tinyurl.com/codeofethics2015>

American Nurses Association (2015). *Nursing: Scope and standards of practice* (2nd ed.). Washington, DC

<http://tinyurl.com/scopeandstandards2015>

American Nurses Association (2015). *Nursing's social policy statement: The essence of the profession* (3rd ed.).

Washington, DC <http://tinyurl.com/socialpolicy2015>

VII. Course Faculty:

Theory: Roxane Chan, PhD, RN, AHN-BC

Contact Information: roxane.chan@hc.msu.edu Office: (517) 432-4310

Office Hours: Office C242 Bott Building—Thursdays 1:00 pm – 3:00 pm

Note: Times can be arranged to accommodate student schedules.

Clinical: Christina Cieslik, MS, RN

Contact Information: christina.cieslik@hc.msu.edu

Office Hours: Office A205 Life science Building - By Appointment

Note: Times can be arranged to accommodate student schedules.

Clinical: Callie Harris, MSN, RN

Contact Information: sandra.gell@hc.msu.edu

Office Hours: Office A205 Life Science Building - By Appointment

Note: Times can be arranged to accommodate student schedules.

Clinical: Donna Moyer PhD, RN, PCNS-BC

Contact Information: donna.moyer@hc.msu.edu Office: (517) 432-3584

Office Hours: Office A255 Life Science Building--By Appointment

Note: Times can be arranged to accommodate student schedules.

Clinical: Karla Palmer, MSN, RN, NCSN

Contact Information: karla.palmer@hc.msu.edu

Office Hours: Office A205 Life Science Building - By Appointment

Note: Times can be arranged to accommodate student schedules.

Clinical: Michelle Schaffrath, DNP, RN, BSW

Contact Information: michelle.schaffrath@hc.msu.edu Office: (517) 355-3514

Office Hours: Office A274 Life Science Building--By appointment

Note: Times can be arranged to accommodate student schedules.

VIII. Instruction:

- a. **Methodology:** This course contains both a theoretical and clinical component. These components foster integration and application of health promotion and disease and injury prevention in nursing. Theoretical material will be presented in both traditional lecture and interactive application of concepts using the flipped classroom methodology to facilitate synthesis of content for two hours each week. Completion of assigned readings prior to class is necessary to understand and integrate material. A collaborative learning model will be utilized for discussion and assimilation of concepts during course time. The clinical experience will provide immersion in the community setting. You will learn through assigned readings, lectures, learning group activities and presentations, examinations, and clinical field experiences and observations.
- b. **Writing Requirements:** Written assignments will be graded using the rubrics in the course pack. APA Style is required for written assignments unless an exception is made by the faculty.
- c. **Use of laptops, iPads, and other online devices:** Students may not use laptops, IPADs, tablets, smart phones or other electronic online devices during theory classes unless instructed by the faculty member for a specific assignment. For this class we will be accessing the internet during class for in-class activities so bring your laptops to class. No Taping of lectures or presentations without instructor consent. You will be allowed to use your laptop to take the quizzes and exams.
- d. **Required Texts:**

Porth, C.M. (2014). *Essentials of Pathophysiology* (4th ed.). Philadelphia, PA: Wolters Kluwer Health.

Taylor, C., Lillis, C. & Lynn, P. (2015). *Fundamentals of nursing: The art and science of person-centered nursing care* (8th ed.). Philadelphia: Lippincott Williams & Wilkins

Davidson, Alan (2014). *Social determinants of health: a comparative approach* (1st ed.). Don Mills, Ontario CA: Oxford University Press

Edelman, C.L., Kudzma, E.C., & Mandle, C.L. (2014). *Health promotion throughout the lifespan* (8th ed.). St Louis, MO: Mosby

Ackley, B. J. & Ladwig, G. B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). St. Louis: Mosby.

Moorhead, S., Johnson, M., Maas, M., & Swanson, E. (2013). *Nursing outcomes classifications (NOC)* (5th ed.). St. Louis: Mosby Publishing.

Jarvis, C. (2016). *Physical examination and health assessment* (7th ed.). St Louis, MO: Elsevier.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. Author.

Hockenberry, M.J. & Wilson, D. (2015). *Wong's nursing care of infants and children* (10th ed.). St. Louis: Elsevier Mosby.

Other readings, videos, and other materials as assigned in D2L weekly Learning Guides. These items are selected because they provide useful and engaging information relevant to the course not available in the required texts. All materials should be reviewed before class, will be referenced in class, used by students for class and clinical activities, and to study for examinations.

e. Optional Texts:

Lowdermilk, D.L, Perry, S.E., Cashion, M. C., & Alden, K.R. (2016). *Maternity and women's health care* (11th ed.). St Louis, MO: Elsevier.

f. Required Equipment

- College of Nursing Community Uniform (khakis and MSU CON polo)
- College of Nursing ID Badge (to be obtained through the CON)
- Stethoscope (with bell and diaphragm)
- Watch with second hand or second hand function

IX. American Nurses Association Electronic Books (E-books):

*American Nurses Association (2015). ***Guide to the Code of Ethics for Nurses: Interpretation and Application:** <http://tinyurl.com/codeofethics2015>

*American Nurses Association (2015). ***Nursing Scope and Standards of Practice:** <http://tinyurl.com/scopeandstandards2015>

*American Nurses Association (2015). ***Nursing's Social Policy Statement: The Essence of the Profession** <http://tinyurl.com/socialpolicy2015>

*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.

X. Other Required Resources, References, Supplies:

a. Desire2Learn Helpline

1.800.500.1554 (24 hrs, 7 days/week)

517.355.2345 (24 hrs, 7 days/week)

www.d2l.msu.edu (D2L Help link in upper right corner)

<http://help.d2l.msu.edu/>

Always check with the Help Line first!

<http://help.d2l.msu.edu/students/quick-start-guide>

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 Office of Student Support Services C120 Bott Building 353-4827.
 DMC- College of Osteopathic Medicine, 4707 St. Antoine St, Detroit, MI 48201; 517-884-9674

XI. Evaluations:

- a. **Learning Assessments and Grading:** NUR 324 course grade will be calculated as shown in the table below. In order to pass the course with a 2.0 or higher, the student must also earn an assessment average of $\geq 75\%$ and a pass in clinical utilizing the Clinical Evaluation Tool. A student who earns an assessment average of $< 75\%$ will not pass NUR 324. A student who is determined by the clinical faculty to have deficiencies in clinical will receive an *unsatisfactory rating* on the final clinical evaluation and will not pass NUR 324.
- b. Additionally, any student deemed unsafe in Clinical as determined by faculty will receive a failing grade in the course.
- c. **ATI Proctored Assessment: All students are required to take the proctored assessment exam in order to pass the course.** Additionally, if a student successfully passes the course with a 75% or greater in theory and passes the clinical practice component AND achieves a Level II or higher score on the ATI exam, an additional 2% will be added to the student's final grade in the course. Student ATI assessment results lower than a Level II will have no effect on the course grade as long as the exam requirement is completed.

Items Graded	Weight (Percent of Course Grade)
Community site wellness promotion development share (during lecture) 1. Community assessment (5%) 2. Identification of health promotion need (5%) 3. Professional presentation - case study (10%)	20%
Wellness Promotion Event at clinical Site	20%
*Community resource paper	20%
* Midterm Exam	20%
* Final exam	20%

***Items marked with an asterisk are considered learning assessments. Students must earn an average assessment score of $\geq 75\%$ to pass the course.**

- d. **Course Grading Scale:*** The standard College of Nursing grading scale will be utilized

%	GRADE
94-100 %	4.0
89-93.99%	3.5
84-88.99%	3.0
79-83.99%	2.5
75%-78.99%	2.0 (Minimum passing grade)

70%-74.99	1.5
65%-69.99%	1.0
<65%	0.0

CON does not round Course Grades. (eg.93.9%=93% =3.5)

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

XII. Examinations:

- a. Tardiness: If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.
- b. Absences: Students must notify course faculty of any absence prior to the start of the exam.
- c. Excused Absence: Absence from an exam may be excused for such reasons as a family death, serious family illness, court mandated appearance, and personal illness (requiring HCP documentation). Excused absence must have appropriate documentation in order to be excused. Course faculty will make the determination of whether an absence is excused if it meets the above criteria.
- d. Unexcused Absence: No make-up exam will be scheduled. Student will receive a zero grade.
- e. Make-up Exam (for excused absence only):
 1. Students must contact the faculty member to schedule the make-up examination. The exam must be made-up within 1 week of the original examination date; any extension beyond 1 week is at the discretion of faculty and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.
 2. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.
- f. Late Assignments: All students are expected to turn their assigned work in on the dates and times specified on the Course Calendar, unless prior arrangements have been made with the Course Coordinator. Late assignments if accepted carry a penalty. If the assignment is accepted, five percentage points per day will be subtracted for paperwork that is late (these will be subtracted starting from the time the assignment is due). If more than one assignment is late, there will be an increase in the amount of points being subtracted from subsequent late assignments.
- g. Proctor Process: See the BSN Student Handbook for the proctoring process.

XIII. 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 BSN Student Handbook: <http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm>
 - Includes Professional Development Guidelines

- Students are responsible for the information found in the CON BSN Student Handbook.
- MSU Spartan Life Online: <http://www.vps.msu.edu/SpLife>.
- Information for MSU Students: <http://www.msu.edu/current/index.html>
- Academic Programs: <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>
- Integrity of Scholarship and Grades: <http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534>

Professionalism

It is expected that a professional, courteous, and positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will be on time to theory, lab and clinical. If for some reason you have to be late or leave early, the course coordinator or your lab instructor should be notified and plans will be made so you will not disturb the entire class. Talking, utilizing Wi-Fi enabled devices to surf the web and sleeping are considered unacceptable during lecture. Asking questions and requesting clarification of information is highly encouraged as student input is valued and worthwhile. Timeliness, honesty and integrity, a positive attitude, assertive communication skills and motivation are some of the personal skills that one should be developing, or refining, during nursing school. These positive skills will be utilized in your time at the College of Nursing and in your chosen profession.

Clinical Course Compliance Requirements

All Michigan State University College of Nursing (CON) Undergraduate Nursing Students are **required to be in compliance** with all health/immunization requirements, criminal background checks, BLS certification, blood borne pathogen training, HIPAA training, and any other agency specific requirement while in the nursing program (Refer to BSN Handbook for detailed policy and procedures).

Students will be considered **out of compliance** if a designated immunization or other item required to be submitted to the University Physician's Office, Office of Student Support Services, ACEMAPP, or other agency is not updated by the designated deadline.

Students enrolled in clinical nursing courses who are **out of compliance will receive a 1% reduction** to the overall course grade which will be applied at the end of the semester for each item out of compliance during the course. If an item is not brought into compliance within 1 week an additional 1% reduction will be taken for each week the student is out of compliance.

Additionally, students enrolled in clinical courses who are identified as out of compliance will not be permitted to attend clinical until documentation has been submitted to the correct compliance monitoring office. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet clinical course objectives, which may result in course failure.

Guidelines to Enhance Personal Safety

The following are recommendation to enhance personal safety when traveling to and from clinical experiences.

Travel Using Public Transportation

- Follow the recommended route when traveling by bus or subway.
- Know the directions to the clinical site prior to leaving home.
- Travel in groups, never alone.
- Have your clinical faculty member's telephone number in your cell phone in case you become lost.
- Never carry a purse. Keep your money and keys in a small wallet that fits in your pocket.
- Always walk with one arm free.
- Walk with confidence. Use eye contact when looking at others.
- Do not openly Do not talk on your phone or text while walking.
- Do not have earbuds in use.
- Be aware of your surroundings; do not engage in excessive conversation.
- Avoid isolated areas.
- Trust your instincts. If you feel unsafe, leave the area. Call your instructor when it is safe to do so.
- Communicate any safety concerns to your clinical instructor or any faculty member immediately.

Travel Using Personal Vehicle

- Obtain directions to site prior to the first clinical day.
- Test drive your vehicle to the clinical site and calculate estimated travel time.
- Check with your clinical instructor about the availability for parking prior to deciding to drive.
- If street parking is the only option, park in view of the clinic site.
- Residents often save a parking spot by placing lawn chairs in front of their homes. Do not remove.
- Keep your doors locked at all times while in vehicle.
- Do not text or talk on your cell phone while driving, parking, and exiting your vehicle.
- Lock your car upon exiting. Lock valuables in your trunk prior to traveling to the clinical site. Never have valuables visible in your car.
- Do not carry a purse; keep money and valuables in a pocket.
- Do not exit the car if you feel unsafe. Find a different parking spot or call your instructor.
- When returning to your car, have keys in hand when leaving the clinical site.
- Do not drive down dead-end streets which makes turning around difficult.
- Do not drive down alleys with debris or glass which may cause flat tires.
- Do not drive down narrow streets which could restrict movement if you need to exit the vehicle.

Honors Option: H-Option is available for this course. Please refer the BSN Student Handbook for guidance about how to complete the H-Option.,

XIV. University Policies:

Academic Integrity

Article 2.3.3 of the [Academic Freedom Report](#) 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 on Protection of Scholarship and Grades, the all-University Policy on Integrity of Scholarship and Grades, and Ordinance 17.00 on 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 or other similar sites to complete any course work for this course. Students who violate course, College, or University policy 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. Students who use RCPD accommodations must adhere to the RCPD policies and procedures.

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.

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 that "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.

Grief Policy

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes. It is the responsibility of the student to: **a)** notify the Associate Dean by completing the grief absence request form <https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx>. **b)** complete all missed work as determined by the instructor. It is the responsibility of the Associate Dean or designee to: **a)** determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, **b)** notify the faculty that the student will be absent, and **c)** receive verification of the authenticity of a grief absence request upon the student's return. It is the responsibility of the instructor to work with the student to: **a)** make reasonable accommodations and **b)** to include appropriate language describing such accommodations in their course syllabus, so that the student is

not penalized due to a verified grief absence. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

Spartan Honor Code

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing to endeavor to build personal integrity in all that I do.”

XV. Course Calendar:

Week	Unit	Specific Content	Classroom Activities	Lab/Clinical Activities
1 1/12	Defining community	<p>Course syllabus review</p> <p>Conceptual framework for health promotion and risk reduction:</p> <ul style="list-style-type: none"> • Carpers four ways of knowing, • Florence Nightingale’s environmental theory • Social determinants of health 	Lecture and interactive learning activity	No clinical this week
2 1/18	Meaning of population health, health promotion and health risk reduction	<p>Development of health promotion on a global level</p> <ul style="list-style-type: none"> • Government agencies: Healthy people 2020, WHO, CDC and Census stats <p>Social determinants of health</p> <p>Community assessment tool and Community health</p>	Lecture and interactive learning activity	

		promotion as a nursing diagnosis		
3 1/26	Community health promotion intervention design and evaluation	Community programs in action. The responsibility of a land grant university Program development and evaluation	Lecture and interactive learning activity Guest Speakers from MSU extension	1/23 or 1/25 Orientation to clinical site. Clinical site group discussion: Introduction to community assessment and resource identification. Identify a resource appropriate for a student visit.
4 2/2	Populations with health needs	The concept of health equity; marginalization, health disparities and vulnerable populations The role of the nurse in terms of social justice “America by the numbers” Implicit bias - the good and the bad		Review assignments for the clinical: <ul style="list-style-type: none"> • Community assessment • Community resource paper • Clinical site health promotion workshop Reminder: Dates of sharing Community assessment 2/16 Intervention identification 3/30 Wellness promotion intervention 4/27 *Conduct windshield survey
5 2/9	Social support and capital	The role of epigenetics in chronic disease Social support and social exclusion. The newest understanding of the body-mind connection	Lecture and interactive learning activity	2/6 or 2/8 Integrative therapy Retreat day: This lab will take place in the Bott Building in room 160/170 for the entire day. Come the same time as you would come to your clinical. Everyone needs to wear comfortable clothing (no need for community uniform). Yoga pants - running pants with t-shirts is
6 2/16	How health promotion is funded	The impact of politics on population health	Lecture and interactive learning activity	

		Public health promotion campaigns and programs The role of entrepreneurs in health promotion including social entrepreneurs and intrapreneurs. Review sources of funding for health promotion	*Group share: Community assessment information	fine. Bring a meditation cushion and yoga mat if you have one or bring a pillow and blanket. We will be on the floor at times.
7 2/23	Compassion as health promotion	Mid-term Addressing the spirit of the community through the development of Compassionate communities		2/20 and 2/22 Clinical site group discussions: Investigating community vs site specific population's culture using CDC and Census data
8 3/2	Successful transition from childhood to adulthood	Social emotional development Adolescent risk taking Mentoring for parents and children The role of early childcare and education	Lecture and interactive learning activity	Assessing community social determinants of health Identify strategies and conduct population specific health needs assessment.
9 3/16	Income inequality and health	Poverty in the community: Measures of poverty: Deprivation index and the Gini index Participation in the free market (work) Medical out of pocket expenses	Learning activity	3/13 or 3/15 Clinical site group discussion: Developmental needs of site population using journal club format.
1510 3/23	Attendance in this event is mandatory	Poverty Experience	Lecture and interactive learning activity	

11 3/30	Violence as a public health issue	Violence in the community: Sources, Situations and Solutions. The concept of violence as a public health issue The endemic nature of violence	Lecture and interactive learning activity	3/27 or 3/29 Clinical group discussion Identification of population specific learning style and learning strategies using journal club format
12 4/6	Living off the land: Aboriginal people, rural communities and environmental aspects of health	The need for clean water and air. Farming, grazing, land use and ownership. Rural populations	Lecture and interactive learning activity **Group share: Identification of health promotion need	
13 4/13	Gender and Health	Men's health needs Women's health needs The health of LGBT communities and access to Health	Lecture and interactive learning activity	4/10 or 4/12 Clinical site group discussion: Research based health promotion and health risk reduction content using journal club format.
14 4/20	Housing and Health	How neighborhoods contribute to the health of the community Housing needs and availability and the concept of gentrification	Lecture and interactive learning activity	How to evaluate a community health promotion event
15 4/27	Success stories and concept clarification	Presentations Concept clarification for final exam	* Group share: wellness presentations	4/24 and 4/26 Health promotion workshop presentations at all sites.