



Health Promotion and Disease and Injury Prevention II

NUR 334 Section 001

A131 Life Science

Theory: Friday 10:00 - 11:50 AM

Clinical: Monday 7:30 AM - 2:00 PM and Wednesday 9:00 AM - 3:30 PM

3 Credits (2 Theory/1 Clinical)

Spring 2017

- I. Catalog Course Description:** Principles and practices of health promotion, risk reduction and injury prevention to provide nursing care for individuals, families and communities across the lifespan.
- II. Course Objectives:**
- a. Incorporate liberal education principles into application, synthesis, and evaluation of course concepts (1.1; 1.2)
 - b. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and professional boundaries with the interprofessional team and stakeholders (8.4)
 - c. Contribute the unique nursing perspective to interprofessional teams to advocate for optimal health outcomes for individuals, families, and communities across the lifespan (5.12; 6.4)
 - d. Analyze the relationship of protective and predictive factors, including genetics and genomics, with regard to health promotion, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness for individuals, families, and communities across the lifespan (7.1; 9.2)
 - e. Utilize evidence and clinical judgment to incorporate interprofessional and patient perspectives to ensure health promotion and risk reduction interventions across the lifespan using the nursing process (1.5; 1.7; 3.1; 3.6; 5.1; 5.3; 5.6; 6.2; 7.7)
 - f. Develop creative, evidence-based strategies for individuals, families, and communities across the lifespan to 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. Participate in clinical prevention and population-based interventions with attention to efficacy, efficiency, cost-effectiveness, and equality (7.11)
 - h. Evaluate the evidence in order to provide health teaching and counseling, behavioral change techniques, screening, and referral so that care reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy to foster patient engagement leading to health promotion and risk reduction (7.4; 7.5; 9.7)
 - i. Differentiate among various health care technologies, information systems, and communication devices that support health promotion and risk reduction interventions at an individual, family, community, and population level across the lifespan (4.1)
 - j. Critique the credibility of sources used for health education and preventive care, including but not limited to databases and Internet resources (3.4; 7.6)
 - k. Evaluate the use of complementary and alternative modalities within the context of health care systems (9.17)
 - l. Advocates to prevent unsafe, illegal, or unethical care practices across the lifespan (7.12)

- m. Examine an ethical framework to evaluate the impact of social policies on issues of access, equality, affordability, health disparities, and social justice for vulnerable populations across the lifespan (5.8; 5.9; 7.1)

III. Additional Course Detail:

This course (NUR 334) 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:** NUR 324; NUR 322

V. **Co-requisites:** NUR 332; NUR 371

VI. Standards 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:

Donna Moyer, PhD, RN, PCNS-BC

Contact Information: donna.moyer@hc.msu.edu

Office Hours: Office: A255 Life Science; Friday 12:00-2:00

Note: Time can be arranged to accommodate student schedules.

Izabella de Barbaro, MS, RN

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Office Hours: Office: A255 Life Science; By Appointment

Karla Palmer, MSN, RN, NCSN

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Christina Cieslik, MSN, RN

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Roxane Chan, PhD, RN, AHN-BC, LMT

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Sandra Geller, MSN, RN

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Office Hours: Office: A205 Life Science; By Appointment

Callie Harris, MSN, RN

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Michelle Schaffrath, DNP, MSN, RN, BSW

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Michelle Yinger, MSN, RN

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Office Hours: C203 Life Science; By Appointment

VIII. Instruction:

- a. **Methodology:** This course contains both a theoretical and clinical component. These components foster understanding and application of health promotion and disease and injury prevention in nursing. Theoretical material will be presented in traditional lecture and interactive application of concepts to facilitate synthesis of course content. Completion of assigned readings prior to class is necessary. 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 posted on D2L. 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 will use laptops, IPADs, tablets, smart phones or other electronic online devices during theory classes as instructed by the faculty member for specific class activities. Students will not have the option of using laptops, IPADs, tablets, smart phones or other electronic online devices during theory for note-taking. To facilitate note-taking faculty will number each slide enabling students to readily link slides with written notes. No taping of lectures or presentations is permitted without instructor consent. Students will need to use their personal laptop to take the quizzes and exams.

d. **Required Texts:**

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

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. Author. (second printing or later recommended).

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

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

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

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

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

Raingruber, B. (2017). *Contemporary health promotion* (2nd ed.). Burlington, MA: Jones & Bartlett Learning.

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.

Other readings, videos, learning modules, and materials assigned in D2L, via weekly “Objectives and Readings” document. 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 and 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). **Code of Ethics for Nurses with Interpretive Statements**
<http://tinyurl.com/codeofethics2015> Silver Spring, MD

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

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

(*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.)

X. 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. Evaluation:

- a. **Grading and Course Passing Criteria:** The NUR 334 course grade will be calculated as shown in the table below. All of the following criteria must be met, in order to pass the course: (i) an overall course grade of at least a 2.0, (ii) an average of at least 75% on learning assessments (midterm and final examinations), and (iii) a passing/satisfactory grade in clinical (as documented by faculty on the Course Evaluation Tool [CET]). A student who fails to meet any of these criteria will not pass the course.

- b. Additionally, any student who is deemed unsafe in clinical by faculty will receive a failing grade in the course.

Items Graded	Weight (Percent of Course Grade)
Holistic Health Self-Assessment (paper)	10%
Holistic Health Assessment and Plan (presentation to clinical group)	20%
Health Fair (clinical group project)	20%
* Midterm Exam	25%
* Final Exam	25%

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

- c. **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

XI. Examinations:

- a. Random, assigned seating will be used for examinations. Students must check-in at the door with their student ID or other form of picture identification.
- b. **Tardiness:** If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.

- c. **Absences:** Students must notify course faculty of any absence prior to the start of the exam.
1. **Excused Absence:**
 - a. Absence from an exam may be excused for such reasons as a family death, serious family illness, court mandated appearance, or personal illness (requires HCP documentation).
 - b. Absences may be excused only with appropriate supporting documentation. Course faculty will determine whether the above criteria are met for an excused absence.
 2. **Unexcused Absence:** No make-up exam will be scheduled. Student will receive a zero grade.
- d. **Make-Up Exams (for excused absences 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.
- e. **Late Assignments:**
1. All students are expected to submit assignments on/before the date and time specified on the course calendar, unless prior arrangements have been made with the course coordinator.
 2. Assignments submitted after the due date will be penalized 5% per day (beginning immediately after the time the assignment was due). After one late assignment, there will be a 1% increase in the daily point penalty for each subsequent late assignment.
- f. **Proctor Process:** See the BSN Student Handbook for the proctoring process.

IX. 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 contact the course coordinator during the first two weeks of the course to make arrangements. Refer the BSN Student Handbook for guidance about how to complete the H-Option.

X. 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.”

Course Calendar: NUR 334

Week	Unit	Content (See D2L for unit objectives and required reading)	Classroom Activities	Clinical Content/Activities
1	1/13 Health Assessment & Promotion	Functional health pattern framework Holistic health assessment Levels of health promotion/prevention Health screenings Nursing's role in therapeutic lifestyle management	Lecture & Interactive learning activity	1/9 (preschool): Clinical orientation & first day at clinical site 1/11 (senior center): 0900-1130 – clinical orientation at clinical site; 1200-1530 – integrative therapies at CON, room 160/170
2	1/20 Health Promotion/Risk Reduction theory	Health promotion theory Wellness management Health education and health promotion intervention Therapeutic relationships Communication strategies and motivational interviewing	Lecture & Interactive learning activity	
3	1/27 Cultural Influences *Library instruction	Cultural influence in health promotion and risk reduction *Library Instruction (guest – Jessica Sender)	Lecture & Interactive learning activity	1/30 or 2/1 Clinical discussion: Cultural factors and health promotion in the clinical setting *Holistic Health Self-Assessment reflection due to clinical instructor's drop box by 1/27, 11:59 pm
4	2/3 Social Determinants of Health	Influence of social determinants on individual health	Lecture and Discussion	

5	2/10 Genetics	Genetics, genomics and epigenetics in health promotion Genetic based pharmacology	Lecture and Interactive learning activity	2/13 or 2/15 Clinical discussion: Epigenetics and the influence of environment on health of individuals in the clinical setting *Midterm self-evaluation/CET due to clinical instructor's drop box by 2/20 at 11:59 pm
6	2/17 Mental Health Assessment & Promotion	Mental health and illness Promoting emotional health and coping strategies Addiction: Smoking, alcohol, drugs	Lecture and Discussion	
7	2/24	Midterm Exam		2/27 or 3/1 Clinical discussion: Resources to promote cognitive health for individuals in the clinical setting *Holistic Health Assessment and Plan presentation slides due to clinical instructor's drop box by 3/3 at 11:59 pm
8	3/3 Cognitive Assessment and Functioning	Cognitive function across the lifespan Promoting cognitive health Health literacy assessment	Lecture and Discussion	

9	3/6 to 3/10 Spring Break			
10	3/17 Self-Management and Health Promotion: Nutrition	Nutritional assessment of the individual and family Promoting healthy nutrition across the lifespan	Lecture and Interactive activity	3/20 or 3/22 Clinical discussion: Healthy nutrition for individuals in the clinical setting
11	3/24 Self-Management and Health Promotion: Exercise	Exercise needs across the lifespan Promoting exercise/physical activity in individuals	Lecture and Discussion	
12	3/31 Self-Management and Health Promotion: Safety & Immunizations	Safety concerns across the lifespan Assessment and prevention for individuals and families. Vaccination recommendations and administration	Lecture and Interactive activity	4/3 or 4/5 Clinical discussion: Safety concerns for individuals in the clinical setting *Health Fair must be complete by 4/3 (preschool) or 4/5 (senior centers). Health Fair Planning worksheets to be reviewed with clinical instructor one week prior to the event. Reference list to be submitted by the date of the health fair event.

13	4/7 Self-Management and Health Promotion: Sleep/Rest	Sleep/ Rest across the lifespan Promoting healthy sleep/rest in individuals	Lecture and Interactive activity	*Final self-evaluation/CET due to clinical instructor's drop box by 4/14 at 11:59 pm.
14	4/14 Violence, risk assessment and reduction	Nursing care of individuals and families at risk for or experiencing violence	Lecture and Discussion	4/17 or 4/19 All students to attend an LAC event to complete a standardized pediatric patient health history and health assessment. *Completion of the LAC event includes: (a) attendance at the LAC, (b) viewing of the recorded session, and (c) submission of a one-page self-reflection to the clinical instructor within 72 hours of LAC attendance.
15	4/21 Health Fair sharing	Group sharing of Health Fair outcomes	Group sharing	
16	4/28 Case study analysis	Concept clarification	Case studies	
	5/3	Final Exam: Wednesday, May 3, 1000-1200, A131 LS		