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:

1. Incorporate liberal education principles into application, synthesis, and evaluation of course concepts (1.1; 1.2)
2. Assess health/illness beliefs, values, attitudes, and practices of individuals, communities, and populations (7.3)
3. 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)
4. 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)
5. 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)
6. 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)
7. 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)
8. 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)
9. 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)
10. Develop a foundational understanding of complementary and alternative modalities and their role in health care (9.22)
11. 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)
12. 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.

[http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf](http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf)

Washington, DC  

Washington, DC  


VII. Course Faculty:

Faculty: 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.

Faculty: Cheng-Ching Liu PhD, RN  
**Contact Information:** cheng-ching.liu@hc.msu.edu  
Office: (517) 353-5740  
**Office Hours:** Office A130 Life Science Building - By Appointment  
**Note:** Times can be arranged to accommodate student schedules.

Faculty: 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.
Faculty:  Rhonda Conner-Warren PhD, RN, CPNP-BC  
  Contact Information:  rhonda.conner-warren@hc.msu.edu  Office (517) 355-4719  
  Office Hours:  Office A105 Life Science Building - By Appointment  
  Note:  Times can be arranged to accommodate student schedules.

Faculty:  Stephanie Gray MSN, RN  
  Contact Information:  stephanie.gray@hc.msu.edu  Office: (517) 884-9674  
  Office Hours:  4707 St. Antoine, Detroit MI 48201 Suite CG68--By appointment  
  Note:  Times can be arranged to accommodate student schedules.

Faculty:  Donna Moyer PhD, RN, PCNS-BC  
  Contact Information:  donna.moyer@hc.msu.edu  Office: (517) 353-4543  
  Office Hours:  Office A205 Life Science Building--By Appointment  
  Note:  Times can be arranged to accommodate student schedules.

Faculty:  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.

Faculty:  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.

Faculty:  Michelle Yinger MSN, RN  
  Contact Information:  michelle.yinger@hc.msu.edu  Office: (517) 353-4740  
  Office Hours:  Office A203 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 will no longer have the option of using laptops, IPADs, tablets, smart phones or other electronic online devices during theory classes unless instructed by the faculty member for a specific assignment. Students are encouraged to refrain from printing out the PPT slides. To facilitate note-taking faculty will number each slide enabling students to readily link slides with written notes. No Taping of lectures or presentations without instructor consent. You will be allowed to use your laptop to take the quizzes and exams only.

d. Required Texts:


**Optional, not required


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. 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)


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

X. Other Required Resources, References, Supplies

TurningTechnologies Responseware:
A video version of the walkthrough can be found here:  [http://bit.ly/1RVL4je](http://bit.ly/1RVL4je)

1. Using your MSU email account please create your TurningTechnologies account at:  [https://account.turningtechnologies.com](https://account.turningtechnologies.com)
2. Once account has been created and you are logged into your account click on the License link to purchase a software license.
3. Purchase a 1 – 4-year software license
4. Download the TurningTechnologies Responseware app from either the Apple App Store or the Android Marketplace
5. When in class your instructor will supply you with a Session ID that will be used to answer the questions during class

D2L Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
http://help.d2l.msu.edu (or use the D2L Help link)
Always check with the D2L Help Line first!
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.
DMC- College of Osteopathic Medicine, 4707 St. Antoine St, Detroit, MI 48201;
517-884-9674

XI. Evaluation:

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 ≥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.

<table>
<thead>
<tr>
<th>Items Graded</th>
<th>Weight (Percent of Course Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windshield Survey Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Topical Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Wellness Promotion Event at Home Site</td>
<td>20%</td>
</tr>
<tr>
<td>Community Visit (2)</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Learning &amp; Assessment Center Event (Child SIM)</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Resource Folder</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>* Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>* Final exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

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

X. 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.

XI. Excused Absence
a. Absence from an exam may be excused for such reasons as a family death, serious familial illness, court mandated appearance, and personal illness (requiring HCP documentation).

b. Any 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.
XII. Unexcused Absence

a. No make-up exam will be scheduled. Student will receive a zero grade.

XV. Make-Up Exams (for excused absences only)

a. 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.

b. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.

XVI. 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.

XVII. 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>94-100 %</td>
<td>4.0</td>
</tr>
<tr>
<td>89.93.99%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>79-83.99%</td>
<td>2.5</td>
</tr>
<tr>
<td>75%-78.99%</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>(Minimum passing grade)</td>
</tr>
<tr>
<td>70%-74.99%</td>
<td>1.5</td>
</tr>
<tr>
<td>65%-69.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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
XVIII. **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, reading the newspaper, utilizing personal computers 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 two years at the College of Nursing and in your chosen profession.

XIX. **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.

a. Your clinical experiences in this course will be in community settings for six hours every other week. As compared to institutional settings, this setting has a different “look and feel.” Sometimes community settings can seem more “casual” than institutional settings. Nonetheless, it is important to use the same professional behavior in this setting as you have in other settings. Your professional behavior sends a positive message to the communities we serve about the MSU CON and the nursing profession.

b. The dress code for this course is your green MSU polo shirt, khaki pants, and shoes that are clean and appropriate for the setting. Your name tag is required. Please follow all other dress code requirements outlined in the BSN Student Handbook.

c. 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 and clinical. If for some reason you have to be late or leave
early, the course coordinator or your clinical instructor should be notified and plans will be made so you will not disturb the entire class. Talking, reading the newspaper, utilizing the College of Nursing or personal computers 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. The class will discuss a code of conduct for NUR 324 lecture and agree on expected and acceptable behaviors during the first week of the semester.

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 display technology when traveling, e.g. laptops, I-Pads, MP3 player, or I-phones.
- 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.

X. **Honors Option**

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

XXI. **Attendance:**

Nursing is a professional program and attendance is an expectation. If you are unable to attend NUR 324 Clinical related to an emergency or serious illness, notification of the clinical instructor must be made prior to the Clinical experience time. Failure to assume responsibility and accountability for clinical attendance will result in the student being individually counseled and reported to the Course Coordinator. It is expected that students will be on time for clinical. Excessive absence and or tardiness, or a perceived pattern of absences or tardiness may result in a 0.0 being awarded for the course. If a message is left on voice mail or an answering machine, it is the student’s responsibility to follow up the recorded message with a personal conversation within 24 hours. Attendance for clinical is required. Any missed hours will be made up on designated dates for successful completion of the course.

XXII. **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 BSN Student Handbook: [http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm)
- MSU Spartan Life Online: [http://www.vps.msu.edu/SpLife](http://www.vps.msu.edu/SpLife)
- 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)
XI. University & College 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, 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 324. 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

XII. 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.

XIII. 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.

XIV. 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.

XV. 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.

XVI. Course Calendar continue to next page
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Specific Content</th>
<th>Classroom Activities</th>
<th>Lab/Clinical Activities</th>
</tr>
</thead>
</table>
| 1    | 5/19 | Data Trends in community health | Health care information: Healthy people 2020, WHO, CDC, ACA | Lecture and interactive learning activity | Orientation to clinical site
|      |      |                  | Determinants of Health Ethical considerations | | Introduction to community assessment. Windshield survey
|      |      |                  | | | Begin gathering community resources for folder
|      |      |                  | | | **May 20th**: Students assigned to senior centers will learn integrative modalities from 1200 until 1500. EL students will report to 160/170 Bott building, DMC students will report to their home classroom site.
| 2    | 5/26 | Population based theory | Theories: Community centered nursing theories | Lecture and interactive learning activity | Clinical site group discussion: The role of the nurse in health care team dynamics in the community and assessing community health care literacy
| 3    | 6/2  | Windshield survey and child simulation | Windshield/community assessment from clinical groups (four group presentations) Preparation for well child LAC experience | Lecture and interactive learning activity | |
| 4    | 6/9  | Windshield/community assessment from clinical groups (four group presentations) Preparation for well child LAC experience | Lecture and interactive learning activity | |
| 5    | 6/16 | Community mental health issues | Mental health community risk assessment with focus on stress and addiction across the lifespan Mental health service availability in the community | Lecture and interactive learning activity | Well Child SIM 6/14 and 6/17/2016 Debriefing on site
|      |      |                  | | | **June 17th**: All students assigned to senior centers will learn integrative modalities from 1200 until 1500 after completing the Well Child SIM. All students will report to 160/170 Bott at 1200.
<p>| 6    | 6/23 | Cognitive impairment in the community | Safety issues in the community regarding individuals with cognitive impairment across the lifespan Community resources for cognitively | Lecture and interactive learning activity | |</p>
<table>
<thead>
<tr>
<th>7</th>
<th>6/30</th>
<th>Risk assessment in the community</th>
<th>Poverty risk assessment in the community and organizational support availability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Issues of poverty across the lifespan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health care access and payment resources</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7/7</td>
<td>Nutrition in the community</td>
<td>Community resources and support for nutritional needs across the lifespan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Midterm exam: 50 minute exam 10 minute break 60 minute content lecture</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>7/14</td>
<td>Presentations</td>
<td>Group discussion: chronic disease in the community</td>
</tr>
<tr>
<td>10</td>
<td>7/21</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>7/28</td>
<td>Violence in the community</td>
<td>Violence risk assessment in the community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Violence risk reduction and relationships with police and other emergency services and personnel</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>8/4</td>
<td>Environmental issues in the community</td>
<td>Risk for communicable disease and environmental hazards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public policy/government service for disease screening and environmental safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture and interactive learning activity</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/11</td>
<td>Community health promotion Risk for disrupted sleep, rest and physical exercise within the community Community resources to promote health sleep, rest and physical exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical group presents a teaching workshop for the home clinical site based on assessment and guided by instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/18/2016</td>
<td>Final exam</td>
<td>Final exam/last day of class</td>
<td></td>
</tr>
</tbody>
</table>