# Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>College of Health and Human Services</th>
<th>Academic Organization (Department):</th>
<th>Division of Nursing</th>
<th>Date:</th>
<th>February 22, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>New <em>X</em> Change ___ Deletion ___</td>
<td>Department Chair:</td>
<td>Carolynn Goetze</td>
<td>Submitted by:</td>
<td>Ann Stoltz</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students?</td>
<td>Yes ___ No <em>X</em>_</td>
<td>For Catalog Copy:</td>
<td>Yes <em>X</em> No ___</td>
<td>Semester Effective:</td>
<td>Summer 2011</td>
</tr>
<tr>
<td>CCE (Extension):</td>
<td>Yes <em>X</em> No ___</td>
<td>Fall ___ Spring __, 2011</td>
<td></td>
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</tbody>
</table>

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): NA

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Yes ___ No _X__

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**Change from: New Course**

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>NURS 124</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Community Health Nursing Theory</td>
</tr>
<tr>
<td>Units:</td>
<td>3</td>
</tr>
</tbody>
</table>

**Change to:**

| Subject Area (prefix) & Catalog Nbr (course no.): | 
|-----------------------------------------------|----------|
| Title: | 
| Units: | 

**JUSTIFICATION:**

The current approved Nurs 144 course includes both theory and clinical components. To accommodate the new Accelerated Second Baccalaureate Nursing Program Collaborative, it is necessary to split the one course into two courses: one being theory (NURS 124) and one clinical (NURS 125).

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umenu/acad.htm - Guidelines for Catalog Course Description)

The contemporary role of the community health nurse is presented within a public health framework, emphasizing the concept of community as client. Didactic content and nursing interventions are related to groups and aggregates that are identified as being at high risk for the development of health problems, as well as assessment of and interventions with communities at risk. Graded/3 Units/Lecture/3 hours

Prerequisites: NURS 109, NURS 110, NURS 121, NURS 122
Corequisite: NURS 125

**Note:**

**Prerequisite:**

Enforced at Registration: Yes _X_ No ___ NURS 109, NURS 110, NURS 121, NURS 122

Corequisite: NURS 125

Enforced at Registration: Yes ___ No _X_  

**Graded:**

Letter _X_ Credit/No Credit ___  

Instructor Approval Required? Yes ___ No _X_  

**Course Classification (e.g., lecture, lab, seminar, discussion):**

lecture C-02  

Title for CMS (not more than 30 characters) CommHealthNursTheory  

Cross Listed?

Yes ___ No _X_  

If yes, do they meet together and fulfill the same requirement, and what is the other course.
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at http://www.csus.edu/acaf/example.htm

Students will be able to:

1) Apply the nursing process to implement principles of public health nursing practice with various populations across the lifespan, including culturally and economically diverse groups.

2) Examine historical, legal, social, cultural, political, social justice, and economic factors that influence individual, community and global health care delivery systems with an emphasis on public health nursing practice.

3) Compare and contrast the roles and responsibilities of public health nurses in various community settings such as schools, mental health facilities, workplace, prisons, hospice, home health, and elder care.

4) Integrate principles of public health such as epidemiology, prevention, health promotion, risk reduction, community health education, and environmental health as they apply to public health nursing.

5) Demonstrate the principles of community assessment, health education, and health promotion by presenting a health promotion topic in a community setting.

7) Synthesize knowledge, theory, and application of the public health nursing role while working with the health care consumer in a holistic manner.

8) Demonstrate critical and reflective thinking when applying principles of the nursing care process.

9) Perform in a manner that demonstrates compassion, competency, responsibility, accountability, leadership, management, ethics and professionalism within the scope of a nursing care professional.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

<table>
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<td>grade)</td>
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<td>Evaluations by the last day of instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum Total</td>
<td>630</td>
<td></td>
</tr>
</tbody>
</table>
For whom is this course being developed?
Majors in the Dept X__ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _X__ No ___
If yes, identify program(s): Bachelor of Science in Nursing

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No _X__
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None __________________________

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Accessibility: Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean's office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester's open registration period.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td>3/14/11</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>3/16/11</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
</tr>
<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010
California State University, Sacramento
NURS 124: Community Health Nursing Theory

Instructors for Lecture: Professor Ann Knickelbein, MS, RN (Faculty of Record)
Professor Michelle Dang, RN, MSN, PhD(c)
Clinical faculty and agencies listed on page 8.

Online Office Hours: Each instructor maintains different office hours. Please contact the individual instructor for appointments outside of class.

Office Location: Folsom Hall

Phone: Phone (916) 278-7611

Email: SacCT email for course related correspondence or knickela@csus.edu for non course related correspondence

Prerequisites: NURS 109, NURS 110, NURS 121, NURS 122

Corequisite: NURS 125

Required Texts and Readings


Scantron form #4521 (full page) will be needed for the Midterm Exam.

Additional readings will be posted in SacCT.

Recommended Texts:


Clinical faculty may require this text, based on the nature of your clinical setting.

Updated 1/12/11 AK
Course Description

Contemporary role of the community health nurse is presented within a public health framework, emphasizing the concept of community as client. Didactic content and nursing interventions are related to groups and aggregates that are identified as being at high risk for the development of health problems, as well as assessment of and interventions with communities at risk. Clinical experience is provided within an official public health facility or appropriate community-based agency. Graded/Lecture three hours.

Community Health Nursing is presented within a public health framework, built around the *Eight Core Competencies for Public Health Nursing in California* (California Conference Local Health Department Nursing Directors [CCLHDND], 1996), the *Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing [AACN], 2008), and the *Essentials of Baccalaureate Nursing Education for Entry Level Community/Public Health Nursing* (Association of Community Health Nursing Educators [ACHNE], 2000).

This course is to be taken concurrently with NURS 125 that includes a supervised practicum in an official public health facility or appropriate community-based agency, thus enabling students the opportunity to apply theories learning in the classroom. Depending on case availability and acuity levels at the clinical site, each student will manage approximately three to five clients and/or families. These families may represent a broad span of the age spectrum, prenatal to the aged; culturally diverse populations; and present with a variety of health issues, such as developmental disabilities, abuse and neglect, high-risk prenatal issues, and chronic disease management. Students will also participate in community-based health promotion and health education projects.

In the didactic portion, strategies include classroom lecture and lab exercises, online discussion board, critical thinking, readings, case studies, online interactive exercises and short courses, worksheets, audio-visual materials, study guides, quizzes, and exams. Please see the Course Outline and Calendar for the course schedule and assigned readings. In the clinical component, case conferences, role modeling, speakers, and individual guidance strategies are implemented. A collaborative relationship between faculty, student, agency personnel, and community resources is intentionally developed to foster optimal student learning.

The necessary content for certification as a Public Health Nurse in the state of California, following initial R.N. licensure, is covered in N124/N125.

Updated 1/12/11 AK
Course Objectives

1) Apply the nursing process to implement principles of public health nursing practice with various populations across the lifespan, including culturally and economically diverse groups.

2) Examine historical, legal, social, cultural, political, social justice, and economic factors that influence individual, community and global health care delivery systems with an emphasis on public health nursing practice.

3) Compare and contrast the roles and responsibilities of public health nurses in various community settings such as schools, mental health facilities, work place, prisons, hospice, home health, and elder care.

4) Integrate principles of public health such as epidemiology, prevention, health promotion, risk reduction, community health education, and environmental health as they apply to public health nursing.

5) Demonstrate the principles of community assessment, health education, and health promotion by presenting a health promotion topic in a community setting.

7) Synthesize knowledge, theory, and application of the public health nursing role while working with the health care consumer in a holistic manner.

8) Demonstrate critical and reflective thinking when applying principles of the nursing care process.

9) Perform in a manner that demonstrates compassion, competency, responsibility, accountability, leadership, management, ethics and professionalism within the scope of a nursing care professional.

Course Delivery Method – Hybrid

This course is designed to provide a hybrid experience, using both face-to-face and online environments. Contact time will be divided in the following way: Approximately 50% face-to-face and 50% online. Your online work will be in SacCT (Sacramento Course Tools), the campus learning management system. Online activities will include one or more of the following: chat, messaging, discussion forums, email, journaling, and exams. Face-to-face sessions will be held in the assigned classroom. Independent study is expected to keep up with weekly readings and other assignments.

Updated 1/12/11 AK
Access the Course

This course will be delivered in face to face classes as well as online through a course management system named SacCT. Students will use their Saclink account to log into the course from the SacCT Login page (https://online.csus.edu).

Communications

Since much of this course is online, we will be using the SacCT tools within the course for most of our communication. You should check the SacCT course site at least four times a week for postings, emails, announcements, or new course materials.

Quizzes/Exams

Quizzes/exams can be accessed from the Assessments tool on the course menu. You can only take an exam within the specified time frame. When a quiz/exam becomes available, the quiz/exam link will become active and you can then begin the exam. Make sure to save your answers as you take the quiz/exam. Once you are finished you will be able to review your submission via the View Submissions option.

Learning Modules

Learning Modules comprise approximately 50% of this course and can be accessed from the main homepage via the Learning Modules icon.

Course Components

A brief description of assignments is provided below. All assignments may have more detailed instructions on SacCT, in the Assignment Appendix beginning on page 10 of this syllabus and/or by clinical instructor. Questions related to clinical assignments should be directed to the students' clinical faculty.

Weekly Assignments/Activities/Quizzes

In-class and online assignments and/or quizzes are provided each week to promote integration of theory content and application of the nursing process to community health. Activities will allow students to practice skills in the areas of critical thinking, prioritization, group work, and population-based nursing interventions. Faculty members are responsible for specific online modules and face to face class meetings. If you have questions pertaining to a specific online module or class, please refer to the course outline so you may contact the appropriate faculty member.

Community Health Education Project

In order to provide students an opportunity to explore community/population assessment and health promotion, risk reduction, and disease prevention; student groups, in

Updated 1/12/11 AK
collaboration with their clinical faculty, will select a health education project to be completed during the semester.

Each clinical agency/location has unique opportunities and challenges and the exact nature of the health education project will likely differ dependent on a number of variables. The process will include an assessment, planning, implementation, evaluation, summary, and conclusion of a clearly defined project. Groups will provide a presentation about their Community Health Education Project to their respective clinical staff and/or peers at the end of the semester. Students will receive a group grade for this group project and paper; each member is expected to participate equally in the preparation, implementation, evaluation, presentation, and paper.

Although a portion of the work required for this project may be performed during the clinical day, non-clinical hours will be required to complete this assignment. Further details regarding this assignment will be provided by your clinical instructor, as well as in the guidelines posted in the Clinical Document section of the N124 SacCT site.

**Extra Credit Option**

**Cultural Awareness Book Review**

For those students who would like to earn extra credit points toward their final course total this assignment is an option. To be eligible for the extra credit points, the student will read and write a thoughtful review of the book, adhering to guidelines published in the Assignment Appendix of this syllabus. The purpose of this assignment is to expose students to the lives and challenges of others in our community. Submit the book via the SacCT assignment drop box.

**Late Assignments**

Late assignments will not be accepted unless special arrangements are made with the instructor before the due date. **Five points per day will be deducted for late assignments.**

**ATI Testing**

Community Health ATI Exam: The date and time for Community Health ATI exam can be found on the Topical Course Outline. Students must achieve at least the Level II proficiency on the Community Health ATI. Even if a student receives at least 73% in the theory component of this course, the ATI must also be passed, or else the student will not pass the course. Three ATI attempts are permitted in each course. The exam from ATI may or may not be the same on each attempt. If the student cannot pass the exam, the student must repeat the entire course. If a student misses the first scheduled ATI exam, this will count as an ATI exam failure.

Updated 1/12/11 AK
Grading

The final grade for NURS 124 will be derived from items in the following table. To successfully pass this course, each student must meet all course and clinical objectives, assignments and requirements. A minimum overall grade of 73% is required in addition to meeting at least a Level II competence on the community health ATI. A number of non-graded items will be required and must be completed and/or documentation provided to the faculty as requested. All assignments must be completed.

Grade Distribution

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Grading Criteria

Scaled Score and Letter Equivalent

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92.9%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.9%</td>
<td>B</td>
</tr>
<tr>
<td>80-82.9%</td>
<td>B-</td>
</tr>
<tr>
<td>73-76.9%</td>
<td>C</td>
</tr>
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<td>70-72.9%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69.9%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66.9%</td>
<td>D</td>
</tr>
<tr>
<td>60-62.9%</td>
<td>D-</td>
</tr>
</tbody>
</table>

Updated 1/12/11 AK
N124 Syllabus

77-79.9% C+ < 60% F

**Viewing Grades in SacCT**

Students can access these via the MyGrades tool in their SacCT course.

**Course Policies**

All written assignments must follow APA style (6th ed.), unless otherwise specified by the instructor. Information on correct APA citing can be found at:
http://library.csus.edu/guides/rogenmoserd/general/style.html

Students are **NOT permitted to use laptops or other electronic devices** (cell phones, or text messaging) during class unless directed by faculty for a specific class activity.

**Participation**

Students will complete in-class activities and/or quizzes and Sac CT assignments each week. Only students attending class will have the opportunity for the weekly in-class assignment/quiz points. Points for the in-class assignments will be counted towards the final grade. Students are encouraged to actively participate during class activities and have professional discourse with peers and faculty on topics relevant to the lecture. Differences in viewpoint should be expressed in a manner that is conducive to learning and respectful to others. Likewise, written words in emails and online communication are often misinterpreted from the author’s intended message. Information on Internet communication can be found at http://imet.csus.edu/imet3/ori/iknow/email.html

**Attendance**

Students are expected to attend and/or participate in all online and face-to-face class sessions. Attendance in face-to-face and online activities is necessary for success in a hybrid course. **Students who are absent for lecture will NOT be allowed to make up the in-class assignments or quizzes.** The extra credit cultural awareness book review assignment may be used to make-up points missed during lecture.

**Extra Credit**

Opportunities for extra credit will be available. See assignments for book report. Other opportunities may be announced throughout the course of the semester.

Updated 1/12/11 AK
University Policies

Academic Honesty

Academic integrity is rigorously expected. Students are expected to be familiar with the University’s Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the University Policy Manual (http://www.csus.edu/umanual/index.htm).

Any student who is deemed by the faculty to be involved in academic dishonesty (cheating, plagiarism, signing someone else’s name to an attendance sheet, etc.) may receive a grade of an F on the assignment with further sanctions possible in light of the severity of the offense, including failure and/or dismissal from the course. Additional information can be found at the Library’s Plagiarism Website.

Reasonable Accommodation Policy

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website (http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with the faculty of record after class or during my office hours early in the semester. Please let any of the course faculty know if there are accommodations that we can make in the curriculum or instruction to facilitate your full participation. We will make every attempt to maintain confidentiality.

University Resources

Sac State Library

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the Sac State Library website (http://library.csus.edu/).

Student Computing Labs

Students can use any of the IRT managed student computer labs on campus. Visit the University Labs website (http://www.csus.edu/uccs/labs/generalinfo/about.stm) for information about locations, hours, and resources available.

Updated 1/12/11 AK
**SacCT**

SacCT is the course management system used on the Sac State campus for online courses or for courses that have some component online. To access a course on SacCT, you must login from the [SacCT Login Page](https://online.csus.edu).

To learn more about SacCT visit the [Student Resources webpage](http://www.csus.edu/webct/student/) where you can view online Tutorials, FAQ's and other help resources.

**Writing Center**

For free, one-on-one help with writing in any class, visit the University Writing Center in Calaveras 128. The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours and more information, visit the Web site at [www.csus.edu/writingcenter](http://www.csus.edu/writingcenter).

**Testing Center**

The Testing Center administers campus specific exams, CSU system-wide tests and national standardized tests to current and prospective students. Testing accommodations are provided for students with special needs and make-up test services are available upon faculty request. Tests are administered in controlled classrooms and private rooms. Testing Center staff provides proctor services for all exams. For more information, visit the Web site at [http://www.csus.edu/testing/](http://www.csus.edu/testing/).
California State University, Sacramento  
N124 Community Health Nursing Theory  
Assignment Appendix

Community Health Education Project  
200 points possible, group grade

**Purpose:**  
Utilize the epidemiologic process to identify a community health issue.  
Plan, implement, and evaluate a health education project to a target group addressing  
the identified community health issue. Use Chapter 8 in your Nies & McEwen text to  
assist you in developing your project. Additional resources can also be found in Sac CT.

**Objectives:**  
1. Utilize epidemiology principles to identify a community health issue/problem.  
2. Utilize knowledge of stressors and risk-factors to identify a population at health  
   risk.  
3. Evaluate health care resources available to meet the identified health  
   issue/problem  
4. Apply the nursing process to a community group  
5. Utilize selected health promotion and learning theories appropriate for the target  
   group of learners  
6. Apply current research in health education to plan effective strategies and content  
7. Utilize community resources in planning and implementing the teaching project  
8. Utilize group process theory in planning, implementing, and evaluating the project  
9. Analyze the project at completion for effectiveness and student outcomes

**Assignment:**  
1. Teaching groups will consist of 3-4 individuals from within your clinical group.  
2. The group will select a topic and target population for teaching. Prior to  
   implementation obtain consent of the clinical instructor for your selected topic.  
   The following are two examples:  
   a. Topic: Nutritious snacks for preschoolers. Target population: parents  
   b. Topic: Asthma triggers. Target population: middle school students  
3. The group will work together to:  
   a. assess the community health issue,  
   b. plan a health education lesson using appropriate teaching and learning  
      strategies for the target population,  
   c. implement the teaching with the target group, and  
   d. evaluate your students’ (target population) learning using a measure  
      appropriate for the learner and topic.

Updated 1/12/11 AK
4. Collectively, the group will submit one written, APA format paper, not to exceed 1000 words addressing the areas of assessment, planning, implementation, evaluation method, and summary/conclusion of the teaching project. A minimum of 3 current literature references are required and must be cited in the assessment section of the paper and on the reference page.

5. Students will present a 10 – 15 minute poster or PowerPoint presentation to their clinical group peers near the end of the semester. The presentation must include a review of the assessment, planning, implementation, and evaluation method used for their project.

Grading Rubric for the Community Health Education Project:

Assessment: 20 points
- Provide a statement of the problem, supported by epidemiological data such as prevalence, distribution, determinants.
- Identify community resources available for the community health issue/problem.
- Identify learner needs and importance of targeting this population.
- Provide at least three current literature references regarding the assessment information and/or data.

Planning: 80 points
- Describe the learner population and reason for choosing this target population.
- Identify the developmental level of the learner and teaching/learning theories appropriate for this population of learners.
- Write at least two SMART (Specific, measurable, attainable, realistic, and time-referenced) learning/behavioral objectives for your target population which you will use for evaluation of the project.
- Provide a lesson plan in the paper that includes:
  - Content
  - Activities
  - Teaching methods/strategies
  - Evaluation method(s)

Implementation: 20 points
- Describe the teaching session/experience

Evaluation: 30 points
- Describe the evaluation method(s) and the reason for using this particular method.
  - Example: a quiz, pre & post test, Q & A
- Identify problems encountered, if any, with using this evaluation method(s).
- Did your students meet the behavioral/learning objectives? Why or why not?

NOTE: The answers to these questions provide the essence of your evaluation.

Summary and Conclusion: 30 points
- Discuss the effectiveness of your teaching project. Include the target population’s ability or lack of ability to meet the learning or behavioral objectives identified in the Planning section.
Provide any recommendations to improve or change if you were to teach this topic again.

**Format: 20 points**

- Paper—logical; organized; content relevant, accurate, and current; scholarly writing.
- Current references (dated 2003-2010) and appropriate references for the issue/problem.
- APA format correct for writing, grammar, punctuation, title page, and references. Points may be deducted for omissions and errors in APA formatting, type/print, accuracy, organization, length of paper, and inappropriately labeled tables and figures.

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EXTRA CREDIT

Book Review Assignment
15 points possible

The Spirit Catches You and You Fall Down

On October 24, 1982, three-month-old Lia Lee was carried into the emergency room of the county hospital in Merced, California. Lia’s parents, Hmong refugees from the hill country of Laos, spoke no English; the hospital staff spoke no Hmong. On a later visit, Lia’s doctors would determine that she was suffering from a severe case of epilepsy, a misfiring of the brain’s neurons. Her parents, however, believed that her seizures were caused by the flight of her soul from her body and called her condition by its Hmong name: qoug dab peg ("the spirit catches you and you fall down").

Mountains Beyond Mountains

The title comes from a Haitian proverb and is a metaphor for life’s challenges. Once you have scaled one mountain, you reach a place where you can see that there are always more mountains farther away: you will never stop climbing, never be finished. In the case of Paul Farmer, whose visionary spirit is the subject of this book; his mountain is the struggle to provide medical help to all desperately poor people. Paul Farmer comes alive when he is tending to the illnesses of people the rest of the world has forgotten.

Using EXAMPLES from ONE of the books assigned and your own experience and/or perception develop a MAXIMUM three page double-spaced paper (not including references and a title page), with clear headings for each section, to complete the following:

1. The mission of public health is to promote physical and mental health and prevent disease, injury, and disability. How is this mission carried out (or not) by the individuals in the text?
   - Provide a very clear summary that clearly states your answer to the question. Your answer should be backed up by several clear examples from the book.
2. Select at least two of the Essential Public Health Services and discuss how they apply to the book.
   - Clearly label each section of your paper to make it absolutely clear which two essential services you selected. Provide several clear examples from the book that demonstrate the services and to back up your point.

Essential Public Health Services (select at least two)

- Monitor health status to identify community health problems
- Diagnose and investigate health problems and health hazards in the community
- Inform, educate, and empower people about health issues
- Mobilize community partnerships to identify and solve health problems
- Develop policies and plans that support individual and community health efforts
- Enforce laws and regulations that protect health and ensure safety
- Link people to needed personal health services and assure the provision of health care when otherwise unavailable
- Assure a competent public health and personal health care workforce
- Evaluate effectiveness, accessibility, and quality of personal and population-based health services
- Research for new insights and innovative solutions to health problems

LABEL, each section – provide headings to direct your reader!!!!!

Appropriate grammar, spelling, and punctuation are expected. The paper should adhere to APA format for citations, references, use of title page, line spacing (double spaced), margins (1" all around) and pagination (numbered in the upper right corner, including a reference page, if used; the title page is a silent page 1). Up to 10 points may be deducted for omissions and errors in APA formatting, type/print, accuracy, organization, length of paper, and inappropriately labeled tables and figures. For current APA formatting guidelines, see:


Submit paper via SacCT in the assignment folder.