



NUR 342 Community and Public Health Nursing Practice

Syllabus

Spring, 2022

월드미션대학교 사명과 목표

Mission Statement

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

Bachelor of Science in Nursing Completion Program Learning Outcomes (BSN Completion PLO)

Upon completion of the degree, students will be able to:

1. Integrate nursing education to professional nursing practice;
2. Demonstrate evidence - based practice with critical thinking;
3. Demonstrate professional communication with spiritual competence;
4. Demonstrate Leadership skills for health promotion during the life cycle; and
5. Apply systems, finances and policies to professional nursing care.

Instructor

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Class Hour

Lecture :January 12, 2022 - April 20, 2022 Wednesdays 6:30 pm ~9:00 pm

Classroom

Lecture :Online

Office Hour

- 1) Online responsive contact: by using Moodle Message anytime
Professor is supposed to reply to the message or question within 24 Hrs.
- 2) Synchronous contact: By using a web conference tool or internet phone.
Zoom- (Los Angeles - US Pacific Time)

Course Description

This course will explore and apply the role of the community/public health nurse caring for individuals, families, communities, and populations through designing, implementing, and evaluating population-based interventions that promote the health of a community and its members. Emphasis is given to health promotion and disease/injury prevention within vulnerable and at-risk populations and minimizing health consequences of emergency and disaster situations.

PROGRAM LEARNING OUTCOMES (PLOs)

Upon completing this program, students will be able to:

1. **Integrate nursing education to professional nursing practice**
2. **Demonstrate evidence- based practice with critical thinking**
3. **Demonstrate professional communication with critical and spiritual competence**
4. **Demonstrate Leadership skills for health promotion during the life cycle**
5. **Apply systems, finances and policies to professional nursing care**

Course Learning Outcomes (CLOs)

At the completion of this course, students will be able to:

1. **Explore how social and health determinants, genetics, culture, ethnicity, spirituality, health beliefs, health literacy, and global perspectives influence the care of individuals, families, communities, and populations. (PLO 4)**
2. **Examine data from reliable sources of evidence in the context of population-based care. (PLO 5)**
3. **Investigate the influence of the environment on the current and future health of individuals, families, communities, and populations. (PLO 4)**
4. **Explore the nurse's role as an advocate for vulnerable and at-risk individuals, families, communities, and populations. (PLO 4)**
5. **Analyze the scope of practice, roles, and responsibilities of the professional nurse in caring for individuals, families, communities, and populations in various community and public health settings. (PLO 5)**
6. **Demonstrate professional interpersonal communication and collaboration with clients, colleagues, interdisciplinary staff members at the hosting agency, as well as other members of community agencies as part of improving patient health care outcomes."(PLO 3)**

LEARNING OUTCOMES ALIGNMENT TABLE

ESSENTIAL	Program Learning Outcomes (PLO)	Course Learning Outcomes (CLOs)
ESS #7: Clinical Prevention and Population Health	PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.	CLO 1: Explore how social and health determinants, genetics, culture, ethnicity, spirituality, health beliefs, health literacy, and global perspectives influence the care of individuals, families, communities, and populations. (PLO # 4)
ESS #3: Scholarship for Evidence- Based Practice	PLO 5: Apply systems, finances and policies to professional nursing care	CLO 2: Examine data from reliable sources of evidence in the context of population-based care. (PLO# 5)
ESS #7: Clinical Prevention and Population Health	PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.	CLO 3: Investigate the influence of the environment on the current and future health of individuals, families, communities, and populations. (PLO# 4)
ESS #5: Healthcare Policy, Finance, and Regulatory Environments	PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.	CLO 4: Explore the nurse's role as an advocate for vulnerable and at-risk individuals, families, communities, and populations. (PLO# 4)
ESS #3: Scholarship for Evidence- Based Practice	PLO 5: Apply systems, finances and policies to professional nursing care	CLO 5: Analyze the scope of practice, roles, and responsibilities of the professional nurse in caring for individuals, families, communities, and populations in various community and public health settings. (PLO #5)
ESS #6: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	PLO 3: Demonstrate professional communication with critical and spiritual competence	CLO 6: Demonstrate professional interpersonal communication and collaboration with clients, colleagues, interdisciplinary staff members at the hosting agency, as well as other members of community agencies as part of improving patient health care outcomes."(PLO# 3)

Prerequisites

Students can take online courses with their mobile devices. To do this, they should install the Moodle app in their mobile devices. It's available in Google Play, Apple Market, and Windows App Stores. Students can use Moodle app after they register the site address with "moodle.wmu.edu" when the app prompts to input the site address, and then they can login with WMU Moodle ID and password that they already set up.

Course Format

1. Weekly asynchronous online lecture (30 min session x2/ per week), forum, and review quiz
2. Synchronous online interactive conversation or discussion (expecting twice per session).

Required Reading

1. DeMarco, R.F., & Healey-Walsh, J. (2020). *Community and public health nursing: Evidence for practice*. (3rd Ed.). Philadelphia, PA: Wolters Kluwer.
2. Lippincott CoursePoint+ for DeMarco, R., & Healey-Walsh, J. (2020). *Community and public health nursing: Evidence for practice*. (3rd Ed.). Philadelphia, PA: Wolters Kluwer.
3. http://ebook.wmu.edu/Kyobo_T3/Content/ebook/ebook_View.asp?barcode=4801130401622&product_cd=001&category_id=1601

Recommended Reading

1. Journal of Community Nursing
2. Journal of Community Health Nursing
3. Journal of Korean academy of community health nursing
4. American Psychological Association (2009). *Publication Manual of the American Psychological Association*. (6th Ed.). Washington, DC: American Psychological Association.
5. Board of Registered Nursing Criteria for Public Health Certificate, California. Available at <http://www.rn.ca.gov/pdfs/applicants/phn-app.pdf>
7. Gunzenhauser, J. D., Eggena, Z. P., Fielding, J. E., Smith, K. N., Jacobson, D. M., & Bazini-Barakat, N. (2010). The quality improvement experience in a high-performing local health department: Los Angeles County. *Journal of Public Health Management Practice*, 16(1), 39-48. doi: 10.1097/PHH.0b013e3181bedcf100124784-201001000-00010 [pii]
8. Hyde, J. K., & Shortell, S. M. (2012). The structure and organization of local and state public health agencies in the U.S.: a systematic review. *American Journal of Preventive Medicine*, 42(5 Suppl 1), S29-41. doi: 10.1016/j.amepre.2012.01.021S0749- 3797(12)00081-5 [pii] [https://www.ajpmonline.org/article/S0749-3797\(12\)00081-5/fulltext](https://www.ajpmonline.org/article/S0749-3797(12)00081-5/fulltext)
9. Smith, K., & Bazini-Barakat, N. (2003). A public health nursing practice model: Melding public health principles with the nursing process. *Public Health Nurs*, 20(1), 42-48. https://www.researchgate.net/publication/227950517_A_Public_Health_Nursing_Practice_Model_Melding_Public_Health_Principles_with_the_Nursing_Process

Other Helpful Resource

1. 211 LA: Nonprofit guide to the services and information -<https://www.211la.org>
2. 211 OC - <https://211oc.org/>
3. MRC LA - <http://www.mrclosangeles.org/>
4. Department of Public Health LAC - <http://publichealth.lacounty.gov/>
5. Introduction to Community Emergency Response Team (CERTs) IS-317.A
<https://training.fema.gov/is/courseoverview.aspx?code=IS-317.a>
6. Board of Registered Nursing Public Health Nurse Cert
<https://www.rn.ca.gov/pdfs/applicants/phn-app.pdf>
7. CDSS Mandated Child Abuse Report Training -
<https://www.mandatedreporterca.com/>

Course Requirements 과제 및 필수 사항

The weighted summary scores of the lecture component and the weighted summary score of the practicum component is 50% each to yield 100% maximum of the entire course

Lecture

Module Activities (40 %)			
CLO #1, 4	<ul style="list-style-type: none"> Complete Module Activities in Lippincott Course Point+ the midnight (12 AM) before the lecture day to understand and prepare the coming lecture. Each test score of modules will directly converted to the module activities' score Lippincott Course Point+ Module Activities : 강의 전날 자정 12 시까지 그 주 수업에 할당된 모듈액티비티를 끝낸다 Lippincott Course Point + 의 각 모듈의 점수는 Nursing 330 Community and Public Health Nursing Lecture 전체평가의 모듈액티비티 점수로 환산된다. 	<ul style="list-style-type: none"> Complete and submit the module activities in Lippincott Course + before each lecture day Review assigned modules and answered all questions each week 	PLO-1 Demonstrate Leadership skills for health promotion during the life cycle
Writing Assignments: Individual Paper (50 %)			

CLO #1, 2,3,4,5	<p>Individual Paper:</p> <ol style="list-style-type: none"> Select Target <ul style="list-style-type: none"> Students will identify a specific public health issue in the community. Recommend choosing the health issue that challenges the chosen population in your nursing practice. Assessment <ul style="list-style-type: none"> Review the Policy and Guideline regarding the issue in the levels of Global, Federal, State County, Commercial Sector (ex. health plan, IPA). Identify the Gap between the Policy and how it is played out in the community. Data Analysis <ul style="list-style-type: none"> Explore how social and health determinants, culture, ethnicity, spirituality, health beliefs, healthy literacy, environmental factor influence the care in your designated population based on reliable sources of evidence Diagnosis Planning <ul style="list-style-type: none"> Develop the Intervention of vulnerable and at-risk individuals, families, and communities. Implementation Evaluation 	<p>Students will identify a specific public health problem and project as a personal or a group that results in a group or personal presentation and personal written paper in community nursing lecture class.</p> <p>Submit individual papers by April 20, Wednesday 2022 at 11:59 p.m.</p> <p>Students are encouraged to plan for course deadlines in advance. Late papers are highly discouraged. Papers submitted after posted due dates and times will be penalized 10% per any part of a 24-hour period beyond the due date and time.</p>	<p>PLO-1 Demonstrate Leadership skills for health promotion during the life cycle</p> <p>PLO-2 Apply systems, finances and policies to professional nursing care</p>
Participation (10%)			
CLO#1	<p>This course consists of collaborative, student-centered learning experiences with various learning activities modules, video case, virtual case, real-word case in Lippincott CoursePoint+. Recommend to set aside specific times each week for assigned modules and discussion topics (approximately 1 ~2 hours of preparation for each lecture). This course consists of collaborative learning efforts to maximize learning. As with any collaborative effort, we each have the responsibility to prepare and participate in order to successfully accomplish the goal.</p> <p>Attendance and participation in the scheduled class activities during Final Presentation are mandatory</p> <p>If you show an inappropriate attitude or criticize your classmates during discussion, you will receive 0 points for Participation.</p>	<p>Final Presentation Week : Thursday, April 13, 2022 6:30 pm –9 pm</p>	<p>PLO-1 Demonstrate Leadership skills for health promotion during the life cycle</p>
		Total	100 %

Practicum

A total of 90 hours of supervised community/public health clinical experience is required for completion of this course. Students are expected to participate in 90 supervised community practice hours in community settings. This includes a total of 15 hours of Post conference sessions and final presentation on the last day of classroom meetings. Two clinical days are spent completing FEMA-CERT emergency preparedness training. (16 hr)

1. Clinical Activities in Community/Public Health (100 points; 40%)		
CLO# 3,4,5	<ul style="list-style-type: none"> Students will complete FEMA-CERT training and Child Abuse for two clinical days of credit and Child Abuse 8hours for PHN Certification Students will review the guidelines for safety in health centers and in the field prior to commencing clinical activities Students will submit their proposed clinical practicum sites for faculty's review and approval before starting Each clinical instructor will use the clinical evaluation tool to evaluate each student on the skills and competencies demonstrated (initial score 80, add and subtract based on behaviors identified) 	PLO-1
1. Clinical Community Practice Activity Logs (10 points each log; 15%)		
CLO# 5,6	<ul style="list-style-type: none"> Students will document clinical activities completed in their weekly logs Students may not be able to make-up any clinical hours missed Submit logs to clinical instructor weekly 	PLO-1
1. Post-conference Leadership Exercise (100 points; 15%)		
CLO# 1, 2,5,6	<ul style="list-style-type: none"> Students will reflect upon important public health questions and their understanding about public policy, social norms and change, the nurse's role Two students will be assigned to a topic to collaborate and present weekly to the group, each student leading a 30 minute presentation of information related to community survey/assessment, other pertinent issues encountered during their clinical day activities Division of labor must be outlined to the clinical faculty member before the beginning of the presentation Each clinical instructor will provide their students with the every other weekly schedule of this conference meeting for presentation/discussion, whether to be conducted face to face or online 	PLO-1,2
1. Final Presentation Project (100 points; 30%)		
CLO# 1, 5,6	<ul style="list-style-type: none"> Clinical group participants will jointly identify a public health problem, formulate an assessment, determine a diagnosis, identify patient outcomes with an overall goal to be addressed by process objectives Students will integrate their community activities in a presentation to classmates and faculty members 	PLO-1,2

Project RUBRIC**Individual Paper Grading Rubric – _____ Points**

Criteria	Excellent Work	Meets Expectation	Needs Improvement	Not Acceptable	Total point
Content Knowledge	<p>_____ Points</p> <p>Follows all requirements for the assignment.</p> <p>-Conveys well-rounded knowledge of the topic.</p> <p>-Excels in fully presenting what is known about the topic.</p> <p>Paper Content</p> <p>1. Identify a specific public health issue in the community.</p> <p>1. Reviewed the Policy and Guideline regarding the issue in the level of Global, Federal, State County, Commercial Sector (ex. health plan, IPA)</p> <p>1. Identify the Gap between the Policy and the status in your practicum community population</p> <p>1. Explore how social and health determinants, culture, ethnicity, spirituality, health beliefs, healthy literacy, environmental factor influence the care in your designated population base on reliable sources of evidence.</p> <p>Develop the Intervention this vulnerable and at-risk individuals, families, communities.</p>	<p>_____ Points</p> <p>Follows all requirements for the assignment.</p> <p>-Major points of topic are mostly covered in the required assignment areas.</p>	<p>_____ Points</p> <p>-Knowledge of topic is partially covered.</p> <p>-Key information is missing from 2 or more assignment areas.</p>	<p>0 Points</p> <p>Knowledge of topic is general and does not cover all the required assignment areas</p>	
Presentation Design and Flow of Content	<p>_____ Points</p> <p>-Well-organized.</p> <p>-Information flows in logical and interesting sequence.</p> <p>-Easy to read, follow, and understand.</p> <p>-Presentation design and delivery is creative using multiple features.</p> <p>-Captures audience attention.</p>	<p>_____ Points</p> <p>-Organized.</p> <p>-Information flows in logical and interesting sequence.</p> <p>-Easy to read, follow, and understand through most of presentation.</p> <p>-Design follows a standard presentation.</p>	<p>_____ Points</p> <p>-Organization, sequence, and flow of presentation are difficult to follow at times.</p> <p>-Information is difficult to read or understand on some of the slides/speaker notes.</p> <p>-Design follows a standard presentation.</p>	<p>0 Points</p> <p>-Presentation is not well organized.</p> <p>-Information is difficult to read, understand, and follow throughout most of the presentation.</p>	
Clarity, Critical Thinking	<p>_____ Points</p> <p>-Concisely explains the topic.</p> <p>-Consistently analyses information, offers insight, and draws conclusions.</p> <p>-Excels in presentation of ideas.</p> <p>-Scholarly work.</p>	<p>_____ Points</p> <p>-Explains the topic.</p> <p>-Presents information about the topic.</p> <p>-Some analysis, insight, and conclusions offered.</p> <p>-Scholarly work.</p>	<p>_____ Points</p> <p>-Major aspects of the topic are presented, but presentation lacks insight and analysis.</p>	<p>0 Points</p> <p>-Information is basic.</p> <p>-Major aspects of the topic are missing or inadequate.</p> <p>-Lacks insight, analysis, and conclusions.</p> <p>-Audience gains little understanding of the topic.</p>	

Writing Composition (Spelling, Grammar, Sentence Structure)	____ Points An occasional error may occur, but writing, grammar, spelling, transitions, readability, and sentence structure are essentially error-free.	____ Points -Some minor errors (1-3 errors) may occur with spelling, grammar, transitions, and sentence structure but are not consistent throughout the presentation. -Errors do not interfere with the readability or comprehension of information.	____ Point -Frequent errors (4-5 errors) occur with spelling, grammar, transitions, sentence structure, and readability throughout the presentation.	0 Points -Numerous errors (>6 errors) occur with spelling, grammar, transitions, and sentence structure, throughout the presentation, which make it very difficult to read and understand the information presented	
References	____ Points -Information gathered from a variety of nursing journals and professional nursing and/or medical websites. - Includes a minimum of 10 current references within the last 5 years. -Includes at least 7 nursing journals. -No more than 2 textbooks used	____ Points -Information gathered from a variety of nursing journals and professional websites. -Includes a minimum of 10 current references within the last 5 years. Includes at least 5 professional journal articles. -Uses more than 2 textbooks	____ Points -Information gathered from a variety of relevant sources. -Provides at least 10 references. -References are greater than 5 years old. -Fewer than 5 professional journal articles. Multiple textbooks used	0 Points -Not all references are appropriate, not from scholarly sources. -Fewer than 10 references used.	
APA Format	____ Points -An occasional error may occur, but the presentation is essentially error-free, following APA format in the body of the presentation and references	____ Points -Some minor errors (1-3 errors) may occur with APA format, but errors are not consistent throughout the presentation.	____ Points -Frequent errors (4-5 errors) occur with APA format throughout the presentation.	____ Points -Numerous errors (>6 errors) occur with APA format consistently throughout the presentation, indicating that little effort was placed on understanding the format guidelines.	

Clinical Preceptor/Instructor Evaluation Form (Rubric #1)

Initial score 80, add and subtract based on behaviors identified

	Unacceptable	Acceptable	Above Average to Outstanding
Punctuality & Attendance	-6	0	2
Active Participation in Clinical Activities	-2	0	2
Leadership Capability	-2	0	2
Professional Conduct	-2	0	2
Therapeutic Nursing Intervention	-2	0	2
Cultural Competence	-2	0	2
Communication (written and oral)	-2	0	2
Critical Thinking	-2	0	2
Ethical Conduct	-2	0	2
Interdisciplinary and collaborative approach toward enhancing qualitative client outcomes	-2	0	1
Resourcefulness in regard to Inquiry and data for population based Practice	-2	0	1

Any comment: _____

Post-Conference Leadership Eval (15 points =100%)

Criteria	Excellent Work 5	Meets Expectations 4	Needs Improvement 3	Not Acceptable 2	Total points
Preparation (5)	Always prepared for conferences with completed clinical logs and necessary materials.	Almost always prepared for conferences with completed clinical logs and necessary materials. May have had a few (1 or 2) incompleted logs at the conference.	Sometimes prepared with most of the clinical logs and with the required materials. May have had several (3-4) incompleted logs at the conference.	Almost never prepared for conferences. Clinical logs are incompleted more than 4 times and/or they do not have other required materials.	
Evidence-Based Practice with Critical Thinking (5)	Always provided a logical explanation based on the evidence with critical thinking to apply in the practice.	Almost always provided a logical explanation based on the evidence with critical thinking to apply in the practice.	Sometimes provided a logical explanation based on the evidence with critical thinking to apply in the practice.	Almost never provided a logical explanation based on the evidence with critical thinking to apply in the practice.	

Leadership (5)	Always actively participated in the discussion and demonstrated collaboration and openness.	Almost always participated in discussion demonstrated collaboration and openness.	Somewhat participated in the discussion and demonstrated collaboration and openness.	Almost never participated in the discussion and demonstrated collaboration and openness.	
	Always thoroughly evaluated their actions and the implications of their decisions.	Almost always evaluated their actions and the implications of their decisions.	Sometimes evaluated their actions and the implications of their decisions.	Almost never evaluated their actions and the implications of their decisions.	

Final Group Presentation Project (Rubric #2)

Initial score 80, add and subtract based on criteria ratings

	Unacceptable (-3points/each category)	Acceptable (0)	Above Average to Outstanding (+2 points/each category)
Purpose	Demonstrates basic or limited information and understanding of the topic	Demonstrates detailed information and understanding.	Demonstrates exemplary information and understanding.
Team Work	Shares ideas but does not advance the work of the group.	Offers new suggestions to advance the work of the group.	Offers alternative solutions or courses of action that build on the ideas of others.
Presentation	Demonstrates little or no preparation; Makes no use of headings, fonts, bullet points or white space to enhance visual appeal and readability	Uses preparation materials effectively. Makes occasional use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.	Makes frequent and effective use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.
Grammar, Spelling, Writing Mechanics	There are so many errors that meaning is obscured.	There are occasional errors.	The writing is free of errors.
APA Usage	There are frequent errors in APA format.	APA format is used with minor errors.	APA format is used accurately and consistently in the paper and on the "References" page.
Total			Maximum 100

Grading 성적 평가

Grading					
Grade	GPA	Numeric Description	Grade	GPA	Numeric Description
A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67
D-	0.7	60-62	F	0.0	0-59

“I”, “F” 학점 규정

a. “I” 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 “I” 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고, 한 학기 이후에는 “I” 가 “F”로 자동 변경됩니다.

b. “F” 학점: 변경할 수 없으며 재수강을 할 경우, “B+” 이상을 넘을 수 없습니다.

Course Schedule 강의 일정

Wk	Calendar	Lesson	Assignment	Discussion	Group Meeting
Wk 1	1/12	Orientation Part I The Context of Community and Public Health Nursing <i>Chapter 1</i> —Public Health Nursing: Present, Past, and Future			Orientation -Child Abuse -FEMA
Wk 2	1/19	<i>Chapter 2</i> —Public Health Systems <i>Chapter 18</i> - Underserved Population. Correctional Health: Underserved Populations in Jails and Prison (GuestSpeaker: Myoung Mee Kim FNP LAC)	<ul style="list-style-type: none"> Module 1.01: The Role of Public Health Nursing Module 1.03: The Role of Government in the Health of Its Citizens Module 1.05: Understanding U. S. Health Care Financing Module 1.06 Publicly-funded Health Care Programs 	Real-World Experiences Module 4 : U.S. and Global Response to Natural Disasters and Infectious Disease Module 5: Experiencing Social Services in the United States Virtual Experiences Module 8: Correctional Facility Nursing: Promise Heights jail	

Wk 3	1/26	<p><i>Chapter 3 – Health Policy, Politics, and Reform</i></p> <p><i>Chapter 4— Global Health: A Community Perspective</i></p>	<ul style="list-style-type: none"> Module 5.08 Using Health Policy for Health Promotion Module 1.07 Nurses as Advocates: Current Laws guiding Public Health Nursing Practice Module 7.05: Public Health Nursing at the Global Level 	<p>Video Cases: Advocacy in Community Health Nursing</p> <p>Video Cases Global Health</p>	Submission of practicum application
Wk 4	2/2	<p>Part II Evidence-Based Practice and Population Health; Communicable and Infectious Disease</p> <p><i>Chapter 5—Frameworks for Health Promotion, Disease Prevention, and Risk Reduction</i></p> <p><i>Chapter 6—Epidemiology: The Science of Prevention</i></p>	<ul style="list-style-type: none"> Module 1.08 : Three Levels of Prevention Module 4.02: Low Health Literacy and Its Impact Module 4.03: Tools for Addressing Low Health Literacy 	<p>Real- World Experience Module 7 : Primary Prevention in Action</p> <p>Video Cases : Health Literacy</p>	#1 Group Meeting : practicum application
Wk 5	2/9	<p><i>Chapter 7— Describing Health Conditions: Understanding and Using Rates</i></p> <p><i>Chapter 17 - Substance Use (Guest Speaker: Yim Jung Eun NP KCC)</i></p>	<ul style="list-style-type: none"> Module 6.05: Biostatistics as a Community Health Tool Module 3.07: Exploring Causal Relationships in Epidemiology Module 3.08: Data Sources & Methods in the Epidemiologic Investigative Process 	<p>Video Cases: Behavioral health and Substance Use</p>	

Wk 6	2/16	<p><i>Chapter 8— Gathering Evidence for Public Health Practice</i></p> <p>Part III Implementing Nursing Practice in Community Settings</p> <p><i>Chapter 9 — Planning for Community Change</i></p>	<ul style="list-style-type: none"> Module 3.02: Assessing Communities Module 5.01: Developing a Community Diagnosis Module 5.02: Public Health Intervention Wheel Module 5.05: Public Health Intervention Wheel & the Levels of Prevention 	Virtual Experiences Module 1: Windshield Survey-Community Assessment	
Wk 7	2/23	<p><i>Chapter 10— Cultural Competence: Awareness, Sensitivity, and Respect</i></p> <p>Chapter 11- Community Assessment</p>	<ul style="list-style-type: none"> Module 7.02 Program Evaluation Module 7.03 : Four program evaluation models Module 7.04 The Steps of a Evaluation Process 	Real-World Experiences Module 1 Windshield Survey- A Community Assessment Strategy	
Wk 8	3/2	<p><i>Chapter 12 -Care Management , Case Management and Home Health Care</i></p> <p><i>Chapter 13 - Family Assessment</i></p> <p><i>Chapter 21 - Community Mental Health</i></p>		<p>Video Case Family as Client</p> <p>Virtual Experience Module 5: Family as Client: Public Health Clinic</p>	Submission for Certification of Online Training (FEMA , Child Abuse)
Wk 9	3/9	#1 Practicum: fieldwork			#2 Group Meeting : Assessment
Wk 10	3/16	#2 Practicum: fieldwork			
Wk 11	3/23	#3 Practicum: fieldwork			#3 Group Meeting : Planning
Wk 12	3/30	#4 Practicum: fieldwork			

Wk 13	4/6	#5 Practicum: fieldwork			#4 Group Meeting: Evaluation
Wk 14	4/13	#6 Practicum: fieldwork			
Wk 15	4/20	#7 Practicum:fieldwork			#5 Group Meeting: Presentation prep
Wk 16	4/27	#8 Practicum: fieldwork	FinalPresentation		

Academic Integrity Commitment

At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalogue. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.

Usability, disability and design

I am committed to creating a course that is inclusive in its design. If you encounter barrier, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the [disability resource office](#) (Paul Lim 213-388-1000) to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students.

Online Course Policy

Computer Requirement: Students need to have an up-to-date browser, operating system and some additional software on the computer to take this class. Check the Moodle for Student Service for the technical support. If students need technical assistance at any time during the course, you can visit the Student Services in Moodle or email IT technician, bomarch@wmu.edu.

Moodle Message: In every course MOODLE MESSAGE will be used. Student can check the message in the Moodle system. Please check student's own messages regularly.

Q&A: In online courses it is normal to have many questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q&A forum in the Moodle.

Participation Policy: Participation is essential in an online class. In every course students are required to participate as if they were in a face-to-face course. Students will have to complete the discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

Assignments Completion Policy: All assignments for the course will be submitted electronically through the Moodle unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time.