Course Number and Section: (NURS-4433-001IN-SP 2025)

Name of Course (Population Focused Community Health Nursing)

Course Semester (spring 2025)

Internet

Instructor Information: Amber Brodbeck, DNP, CNRA, abrodbeck@com.edu

Course facilitator: Sandra Rondeau, DNP, RN, CNOR, srondeau@com.edu, Office 409-933-8460

Office location: STEM 225-15

Student hours and location: Tuesday and Thursday 0900-1300 or by appointment

Required Textbook/Materials:

Stanhope, M., & Lancaster, J. (2025). Public Health Nursing, 11th edition. Elsevier Health Sciences (US).

Resources: Instructor-Led Course

Evolve Resources for Public Health Nursing, 11th Edition

By Marcia Stanhope and Jeanette Lancaster

ISBN: 9780323847681

Course ID: 166364_srondeau5_1002

Instructor: Sandra Rondeau

Shadow Health: Instructor-Led Course

Community Health - Spring 2025 - October 2024

By Shadow Health

ISBN: 9780323753784

Course ID: 165717_srondeau5_5006

Instructor: Sandra Rondeau

Course Description: NURS 4433. POPULATION FOCUSED COMMUNITY HEALTH (LECTURE 3, LAB 4). CREDIT 4. UDCM.

This combined theory and clinical course will explore 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. Entry-level competencies for public health nurses are developed through diverse clinical experiences in virtual and real-world settings.

Course requirements:

 1. Weekly Discussion Board (12): Assesses knowledge and application of content integrated within the course. Students will post a primary post supported by cited material according to the grading rubric each week by Thursday and reply to two peers according to the grading rubric by Sunday. All posts must be supported by cited references and contain new material and learning to the discussion.

2. Quizzes (5): Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned, each due at midnight on the assigned deadline. The q6uizzes are multiple choice, multiple answer, and alternative-style questions. The student will have one attempt to complete each quiz, which will be averaged for the quiz grade.
3. Case studies (5): Assesses knowledge and application of content integrated within the course.
4. Shadow Health Community Health DCE modules: Students will complete online avatar assignments in Shadow Health. **Shadow Health modules**
5. Community Project/Summary: The student will choose a community of interest (city or town and research that area to address a specific social determinant. The student will complete a detailed windshield survey of the selected community to create a plan of care including assessment, diagnosis, plan, implementation, and will provide an evaluation of the specified social determinant in the community. Additionally, a summary section is included in the grading criteria. *(See Appendix B for Community Plan of Care and Summary Rubric)*

Determination of Course Grade/Detailed Grading Formula:

Grading Scale
A = 90 -100.00
B = 80 -89.99
C = 70 -79.99
D = 60 -69.99
F = < 60

Grade Calculation

Assignments	%
Weekly discussion board (12)	25 %
Weekly Quizzes (5)	12.50 %
Case studies (5)	12.50 %
Shadow Health Community Health Nursing Modules**	15%
Windshield Survey	10 %
Community Plan of Care/Summary*	25 %
Grade Total	100%
A Grade Total of at least 70% is required to pass the course. The student must "Meet Expectations" on all competencies on the Community Plan of Care/Summary to pass the course.* All Shadow Health Competencies must be above 85 % to pass the course **	

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Explore principles of public health science and population-focused care at local, national, and global levels.	1. Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	Shadow health Community health modules
2. Describe how to coordinate and plan evidence-based nursing interventions for communities based on population-focused nursing process.	2. Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.	Community Health Care Plan and Summary Assignment
3. Discuss research findings from multiple disciplines to facilitate and evaluate evidence-based practice in the community.	3. Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	Discussion board assignment week 3
4. Recommend comprehensive nursing care that reflects human caring for diverse populations through multidisciplinary collaborations.	2. Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.	Discussion board week 4
5. Assess the levels of prevention to improve health outcomes of diverse populations.		Community Health Care Plan and Summary Assignment

Late Work, Make-Up, and Extra-Credit Policy: Assignments are due by designated due date, there is no make-up or extra credit opportunities.

Attendance Policy:

See the Attendance policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

Course Objectives/Student Learning Outcomes
Upon completion of this course, the student will:

Academic Dishonesty
Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.
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Student Concerns: If you have any questions about any aspect of this course, please contact the course instructor using the contact information previously provided, If, after discussing your concern with the course instructor, you continue to have questions, please contact the program coordinator, S Rondeau, DNP at srondeau@com.edu. If you continue to have concerns you may contact the dean Dr. Rebecca Montz at rmontz@com.edu

Course outline: Located at end of syllabus.

Textbook Purchasing Statement:
 A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Methods of Instruction
Case studies
Assignments
Audio-visual instructional aids
Written Reports/Clinical Reasoning exercises

Tardiness
See Attendance policy in the Nursing Student Handbook.

Withdrawal
See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

Classroom Conduct Policy/Student Conduct
Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. http://www.com.edu/student-services/studenthandbook.php . Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (http://www.com.edu/student-services/student-handbook.php), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Notice to Students Regarding Licensing Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: www.tdlr.texas.gov

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Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

Academic Success & Support Services: College of the Mainland is committed to providing students with the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:
Kimberly Lachney, Student Accessibility Services Coordinator
Phone: 409-933-8919
Email: AccessibilityServices@com.edu
Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 2. The last date to withdraw from the 16-week session is November15. The last date to withdraw for the 2nd 8-week session is November 26.

FN Grading: The FN grade is issued in cases of failure due to a lack of attendance, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer for you to meet your academic goals.

Resources to Help with Stress:
If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here https://www.com.edu/community-resource-center/. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:
The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Avoiding Plagiarism: http://www.plagiarism.org/

Successful Tips for Students
Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook:
http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/
- Active Reading Strategies:
http://www.princeton.edu/mcgraw/library/for-students/remember-reading/
- The Reading Cycle: Plan-Do-Review
http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html
- How to Read Your Textbooks More Efficiently College Info Geek (video)
https://www.youtube.com/watch?v=tgVjmFSx7rg
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)
5 Active Reading Strategies for Textbook Assignments - College Info Geek

ANA Scope and Standards of Practice
Students are expected to adhere to established ANA Scope and Standards of Practice (2015

Student Handbooks
Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions
Faculty reserves the right to make changes to the syllabus as deemed necessary.

The Speaking, Reading, and Writing Center
The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

Surviving Active Shooter Event Reference and Training Videos
Run, Hide, Fight * **(Mandatory)**
https://www.youtube.com/watch?v=5VcSwejU2D0
Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi
https://www.youtube.com/watch?v=r2tIeRUbRHw
Surviving an Active Shooter Event - Civilian Response to Active Shooter
https://www.youtube.com/watch?v=j0It68YxLQQ
Make the Call * **(Mandatory)** https://www.youtube.com/watch?v=AWaPp-8k2p0

Discussion Questions:

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?
a. COM Police Emergency number (409-933-8599)
b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

Course Content

Unit 1: The Foundations of Specialization in Public Health Nursing

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:
• Summarize population health indicators in the United States and the impact of using a population health approach.
• Explain public health practice as the foundation for healthy populations and communities.
• Describe public health nursing as a specialized field of practice.
• Summarize current and future challenges in public health nursing.

Learning Content:
- Introduction
- Public health practice: The foundation for health populations
- Public health nursing as a file of practice area of specialization
- Challenges for the future

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 1.
Discussion Board: Challenges for the Future

Unit 2: History of Public Health and Public Community Health Nursing

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:
• Give examples of how public health nursing has changed over the years and how that knowledge can guide the profession.
• Summarize the health trends and evolution of public health nursing during the 1800s.
• Summarize the health trends and evolution of public health nursing in the early 1900s.
• Explain how economic and social policies shaped public health nursing practice.
• Summarize the health trends and evolution of public health nursing from the 1940s through the 1960s.

Learning Content:

- Valuing the history of public health nursing
- 1800' s: Public Health in America and aboard
- 1900's: Establishing the public health nursing specialty
- Paying the bill for public health nurses
- 1940's through 1060s
- 1970's into the 21st century
- Practice application

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 2.
Discussion Board: Clinical Decision-Making Activities

Unit 3: Public Health, Primary Care, and Primary Health Care Systems

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Recognize historical events and changes that influence the delivery of health care.
• Describe the events and trends that influence the status of the health care system.
• Summarize problems of the U.S. health care system related to cost, access, and quality.
• Compare the roles of the primary care system and the federal, state, and local levels of the public health system.
• Evaluate the changes needed in public health and primary care to have an integrated health care delivery system.:

Learning Content:
- Health care overview
- Forces stimulating change in the demand for health care
- Current health care system in the United States
- Organization of the health care system
- Forces influencing changes in the health care system

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 3.
Discussion Board: Clinical Decision-Making Activities

Unit 4: Perspectives in Global Health Care

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe the development guiding global health initiatives and goals as a response to past and current global health problems.
• Explain the role and focus of a population-based approach for global health.
• Analyze the role of public health nursing in global health.
• Describe various international health organizations that are involved with global health issues.
• Describe how global health is related to economic, industrial, environmental, and technological development and examine the health care systems of selected countries.
• Analyze the causes and impacts of disease on global health, including the development of prevention strategies.

Learning Content:

- Overview and historical perspective of global health
- The role of population health
- Nursing and global health
- Major global health organizations
- Global development and health care systems
- Major global health problems and the burden of disease
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Learning Activities:
Read Stanhope, M., & Lancaster, J. (2025). Chapter 4.
Discussion Board: Clinical Decision-Making Activities

Unit 5: Economics of Health Care Delivery

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe the development guiding global health initiatives and goals as a response to past and current global health problems.
• Explain the role and focus of a population-based approach for global health.
• Analyze the role of public health nursing in global health.
• Describe various international health organizations that are involved with global health issues.
• Describe how global health is related to economic, industrial, environmental, and technological development and examine the health care systems of selected countries.
• Analyze the causes and impacts of disease on global health, including the development of prevention strategies.

Learning Content:

- The context of the US health care system
- Principles of economics-microeconomics and macroeconomics
- Factors influencing national health care spending
- Financing of health care
- Factors affecting resource allocation and rationing of health care from an economic perspective

Learning Activities:
Read Stanhope, M., & Lancaster, J. (2025). Chapter 5.
Discussion Board: Clinical Decision-Making Activities

Unit 6: Health Equity and Population Vulnerability

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe terminology associated with health equity and population health.
• Discuss the relationship among the concepts of determinants of health, health status and contributing factors to health disparities.
• Describe vulnerable population groups and the ways in which these populations experience health disparities.
• Summarize models, approaches, and policies that support the reduction of health disparities and improvement of population health outcomes.
• Discuss programs that nurses can use to improve health status and eliminate health disparities of vulnerable populations, including governmental, community, and private programs.

Learning Content:

- Defining health equity and population health
- Health determinants
- Vulnerability
- Reducing disparities and improving population health outcomes
- Assessing, planning, and implementing care for vulnerable populations
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Learning Activities:
Read Stanhope, M., & Lancaster, J. (2025). Chapter 6.
Discussion Board: Clinical Decision-Making Activities

Unit 7: Effects of the Environment on Population Health

<u>Unit Student Learning Outcomes</u>:
Upon completion of this unit, the student will be expected to:

• Explain the relationship between the environment and human health and disease.
• Understand the key disciplines that inform nurses' work in environmental health.
• Discuss the purpose and methods of environmental health assessments conducted by nurses.
• Compare hazardous environmental exposures through various mediums.
• Appraise ways to increase risk awareness and reduce risk of exposure to environmental hazards.
• Examine environmental protection standards and policies and the nurse's role in advocating for environmental health.

Learning Content:

- Introduction to environmental health
- Environmental health sciences
- Environmental health assessments
- Environmental exposure by media
- Environmental protection standards, policies, and advocacy
- Environmental

<u>Learning Activities</u>:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 7.
Discussion Board: Clinical Decision-Making Activities

Unit 8: Population-Centered Nursing in Rural and Urban Environments

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe definitions and characteristics of rural communities, including the rural-urban continuum.
• Discuss population characteristics, health status, and health care delivery issues for rural populations.
• Summarize the role and scope of public health nursing practice in rural and underserved areas.
• Summarize future needs for caring for rural communities.
• Describe two professional-client-community partnership models that can effectively provide a continuum of health care to residents living in an environment with sparse resources.

Learning Content:

- History and definitions
- Rural health perspectives
- Nursing care in rural environments
- Future perspectives
- Building professional-community-client partnerships in rural settings

Learning Activities:
Read Stanhope, M., & Lancaster, J. (2025). Chapter 8.
Discussion Board: Clinical Decision-Making Activities

Unit 9: Application of Ethics in the Community

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Examine the incorporation of ethics and bioethics into public health and nursing practice from a historical perspective.
• Analyze ethical decision-making processes.
• Examine the ethics inherent in the core functions of public health nursing.
• Analyze codes of ethics for nursing and for public health and the ethics of advocacy in these fields

Learning Content:

- Ethics and bioethics: Relationship to nursing and public health history
- Ethical decision-making: Principles and theories
- Ethics and the core functions of population-centered nursing practice
- Codes of ethics and advocacy

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 9.
Discussion Board: Clinical Decision-Making Activities

Unit 10: Impact of Health Policy on Care Delivery

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:
• Define policy and its relationship to population health.
• Explain the structure of the U.S. government and its role in policy.
• Describe how policy frameworks can aid the policy making process.
• Summarize the functions of governmental agencies in the policy making process and their impact on public health and nursing.
• Contrast federal health and non-health agencies that influence health.
• Describe how nurses and nursing organizations can participate in legislative and regulatory processes to influence health policy.

Learning Content:

- Introduction to policy
- The government's role in policy making
- Health policy frameworks
- Government health policy functions
- Government agencies that influence health
- Nursing and the policy process
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Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 10.
Discussion Board: Clinical Decision-Making Activities

Unit 11: Evidence-Based Practice

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe how the concept and practice of evidence-based practice (EBP) has developed over time.
• Discuss facilitators and barriers to evidence-based practice.
• Summarize the steps of the EBP process and types of evidence used in EBP.
• Summarize approaches and considerations in implementing EBP in nursing, public health, and with communities.
• Give examples of applications of evidence-based practice in public health nursing.

Learning Content:

- Development of the concept of evidence-based practice
- Facilitators and barriers to evidence-based practice
- Evidence-based practice process and evidence
  Implementation approaches and considerations
- Examples of application of evidence-based practice to public health nursing

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 11.
Discussion Board: Clinical Decision-Making Activities

Unit 12: Population-Based Public Health Nursing Practice: The Intervention Wheel

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Summarize the purpose, origins, and evolution of the Intervention Wheel.
• Describe the assumptions underlying the Intervention Wheel.
• Identify the components of the Intervention Wheel.
• Recognize the adoption and dissemination of the Intervention Wheel, including its relationship to Healthy People 2030 objectives.
• Apply the nursing process at three levels of practice.

Learning Content:

- Intervention wheel: Use and development
- Assumptions underlying the intervention wheel
- Components of the model
- Adoption of the intervention wheel
- Applying the nursing process in public health nursing practice
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Learning Activities:
Read Stanhope, M., & Lancaster, J. (2025). Chapter 12.
Discussion Board: Clinical Decision-Making Activities

Unit 13: Genomics in Public Health Nursing

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss the history of genomics and its integration into public health nursing.
• Discuss the role of public health and the challenges of genomics in screening for risk for cancer.
• Examine current issues in genomics and genetics in population health.
• Explain the core competencies related to genomics that nurses should integrate into their practice

Learning Content:

- Introduction to genomics
- Genomics and screening for risk of cancer
- Current issues in genomics and genetics
- Genomic competencies for nurses
- The future

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 13.
Discussion Board: Clinical Decision-Making Activities

Unit 14: Epidemiology

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe the field of epidemiology, including key definitions and historical perspectives on its development.
• Describe key concepts of epidemiologic models and social epidemiology.
• Discuss epidemiologic considerations of screening and surveillance, including the reliability and validity of screening data obtained.
• Describe basic epidemiologic methods, including data collection, rate adjustment, and the use of comparison groups.
• Examine how epidemiology is used in studying the health of populations and evaluating public health interventions.

Learning Content:

- Introduction to epidemiology
- Basic concepts in epidemiology
- Screening and surveillance
- Basic methods in epidemiology
- Applications of epidemiology
-

Learning Activities:
Read Stanhope, M., & Lancaster, J. (2025). Chapter 14.
Discussion Board: Clinical Decision-Making Activities

Unit 15: Infectious Disease Prevention and Control

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss the historical and current impact and threats of infectious diseases on society.
• Discuss the transmission of communicable diseases, including the factors of the epidemiologic triangle, modes of transmission, disease development, and disease spectrum.
• Describe the surveillance of communicable diseases.
• Discuss the factors contributing to newly emerging or reemerging infectious diseases.
• Explain how the three levels of prevention and multisystem approaches support overarching goals for preventing and controlling infectious disease.
• Examine the characteristics and prevention of various types of infectious diseases

Learning Content:

- Introduction to infectious disease
- Transmission of communicable diseases
- Surveillance of communicable diseases
- Emerging and ongoing population-level infectious diseases
- Prevention and control of infectious disease
- Types if infectious diseases

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 15.
Discussion Board: Clinical Decision-Making Activities

Unit 16: Communicable and Infectious Disease Risks

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe the natural history, transmission, epidemiologic trends, screening, management, and community impact of HIV infection and AIDS.
• Discuss the epidemiology, clinical manifestations, prevention, and treatment of sexually transmitted diseases.
• Discuss the epidemiology, transmission, clinical manifestations, prevention, and treatment of hepatitis infections.
• Discuss the epidemiology, diagnosis, and treatment of tuberculosis.
• Evaluate nursing activities to prevent and control selected communicable diseases

Learning Content:

- Human immunodeficiency virus infection
- Sexually transmitted diseases
- Hepatitis
- Tuberculosis
- Nurse's role in providing preventive care for communicable diseases
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Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 16.
Discussion Board: Clinical Decision-Making Activities

Unit 17: Partnerships for Population Health Care Interventions

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Differentiate the characteristics and elements of partnerships in nursing for population-centered health care.
• Examine how evidence-based nursing partnerships have been shown to impact and improve population health.
• Analyze tools that contribute to successful partnerships for population-centered health care

Learning Content:

- Community partnerships and population health
- Nursing community partnerships and health equity for population health
- Tools for building effective community partnerships
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 17.
Discussion Board: Clinical Decision-Making Activities

Unit 18: Promoting Healthy Populations

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Examine the history of the Healthy Communities initiative, related terminology, and assumptions about community practice.
• Examine the Healthy Communities initiative in the United States and globally.
• Examine the principles and models used when working with communities to improve the health of a population

Learning Content:

- History and definitions
- Healthy communities in the United States and globally
- Developing a healthy community
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 18.
Discussion Board: Clinical Decision-Making Activities

Unit 19: Assessment and Analysis of Client Populations

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Explain the importance of community assessment in nursing practice and define community.
• Examine the concept of Community as Client and the nurse's role in caring for the community.
• Compare data sources, data collection methods, and models of community assessment.
• Explain the nursing process to create a community assessment for a selected community

Learning Content:

- Introduction to community assessment
- Community as client
- Community assessment
- How to conduct a community assessment
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 19.
Discussion Board: Clinical Decision-Making Activities

Unit 20: Building a Culture of Health to Influence Health Equity Within Populations

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

• Describe a culture of health and health promotion in the context of health equity.
• Describe terms related to health equity and the historical context of these concepts.
• Describe evidence-based practice using health promotion models at multiple levels of the client system: individual, interpersonal, community, and population.
• Analyze participatory approaches and the interrelationships among communities, populations, and interprofessional health care providers in the application of health promotion strategies for communities and populations.
• Appraise the application of interprofessional population health interventions.

Learning Content:

- Robert Wood Johnson foundation culture of health
- Definitions and historical perspectives
- Health promotions models and frameworks
- The ecological approach to health promotion and health equity
- Interprofessional application to nursing and public health
-

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2025). Chapter 20.
Discussion Board: Clinical Decision-Making Activities

Unit 21: The Nurse-Led Health Center: A Model for Community Nursing Practice

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe the history and focus of nurse-led health centers and fundamental interventions provided by these centers.
• Differentiate between three types of nurse-led models of care: Comprehensive Primary Health Care Centers, Special Care Centers, and Wellness Centers.
• Describe the roles and responsibilities of collaborative team members and other key roles in the nurse-led health center.
• Determine the feasibility of establishing and sustaining a nurse-led center.
• Examine approaches for evaluating and sustaining a nurse-led health center program

Learning Content:

Learning Content:

- Overview
- Nurse-led models of care
- The team of a nurse-led center
- Starting a nurse-led clinic
- Evaluating and sustaining a nurse-led health center

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 21.
Discussion Board: Clinical Decision-Making Activities

Unit 22: Public Health Nursing Practice and the Disaster Management Cycle

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss the scope and effects of natural and human-made disasters.
• Discuss how disasters, both human-made and natural, affect people and their communities.
• Identify government agencies, laws, and guidelines related to disaster-preparedness, including need for nurses and Healthy People 2030 objectives.
• Discuss the role of nursing roles in each phase of the disaster management cycle.

Learning Content:

- Defining disasters
- Disaster facts
- National disaster planning and response: A health-focused overview
- The disaster management cycle and nursing role
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 22.
Discussion Board: Clinical Decision-Making Activities

Unit 23: Public Health Surveillance and Outbreak Investigation

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

• Describe disease surveillance, including purpose, collaboration, competencies, data sources, and international health regulations.
• Discuss requirements for reporting diseases.
• Discuss requirements for defining cases.
• Differentiate among the types of surveillance systems.
• Describe the steps for planning and conducting an outbreak case investigation.

Learning Content:

- Disease surveillance
- Notifiable diseases
- Types of surveillance systems
- The investigation
-

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2025). Chapter 23.
Discussion Board: Clinical Decision-Making Activities

Unit 24: Program Management

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss foundations of community health program planning and evaluation, including related terminology, historical perspectives, and goals and benefits.
• Compare and contrast community assessments and population need assessments as they relate to program planning.
• Analyze the application of the program planning process to population health nursing.
• Analyze the components of program evaluation methods, techniques, aspects, and sources.
• Compare advanced program planning methods and evaluation models.
• Discuss the funding of health programs, including the nurse's role in grant writing.

Learning Content:

- Program planning overview
- Assessment of need
- Planning process
- Program evaluation
- Advanced planning methods and evaluation models
- Program funding

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 24.
Discussion Board: Clinical Decision-Making Activities

Unit 25: Health Care Improvement in the Community

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss historical and current contexts for the development of quality management initiatives in health care.
• Assess nursing roles and contributions to quality health care improvement.
• Discuss concepts, goals, and approaches of quality management in health care.
• Examine the models, methods, standards, and guidelines used to guide public health quality improvement.
• Summarize key steps in the process of health care performance improvement.

Learning Content:

- Health care performance improvement in the United States
- Health care quality and nursing practice
- Definitions, goals and approaches
- Quality improvement in public health
- Key steps in the health care improvement process

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 25.
Discussion Board: Clinical Decision-Making Activities

Unit 26: Management of Populations

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Explain the concepts of population health and population health management.
• Specify the competencies and roles of nursing in the management of population health.
• Discuss interventions nurses use to manage the health of a population.

Learning Content:

- Population health
- Nursing and population health
- Exemplars of population health and population health management
-

Learning Activities:
Read:
Stanhope, M., & Lancaster, J. (2025). Chapter 26.
Discussion Board: Clinical Decision-Making Activities

Unit 27: Working With Family Populations With Health Risks for Healthy Outcomes

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss the concept of families and their influence on health.
• Differentiate among the four approaches to family nursing.
• Compare theoretical frameworks nurses use when working with the family in the community.
• Discuss concepts related to family health risks and risk reduction.
• Describe the impact of social and family policy on public health nursing practice.

Learning Content:

- Introduction to families
- Four approaches to family nursing
- Theories for working with families in the community
- Family health risks
- Advocacy through policy
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 27.
Discussion Board: Clinical Decision-Making Activities

Unit 28: Maternal, Child, and Adolescent Populations

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss the key terms, approaches, and epidemiologic health indicators of health outcomes for the maternal, child, and adolescent populations.
• Analyze social determinants of health and health inequities for maternal, child, and adolescent populations.
• Examine nursing and interprofessional strategies to promote and maintain the health of maternal, child, and adolescent populations.

Learning Content:

- Overview: Maternal, child, and adolescent populations
- SDOH: Application to maternal, child and adolescent populations
- Health outcomes of focus: Strategies for wellness

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 28.
Discussion Board: Clinical Decision-Making Activities

Unit 29: Major Health Issues and Chronic Disease Management of Adults Across the Life Span

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Examine historical perspectives, health policy, and health status indicators related to health issues for adults.
• Describe the prevalence, characteristics, and impact of major adult health concerns.
• Recognize the prevalence, characteristics, and impact of various women's health issues and men's health issues.
• Discuss health disparities affecting special populations of adults, including the role of the population-focused nurse in addressing them.
• Describe community-based and population health care models for adults with chronic illnesses, including nursing roles.

Learning Content:

- Introduction to adult health issues
- Adult health concerns
- Health concerns by sex
- Health disparities among special groups of adults
- Community and public health models
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 29.
Discussion Board: Clinical Decision-Making Activities

Unit 30: The Homeless and Populations in Poverty

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Examine the concept of poverty, historical context, and factors that influence poverty.
• Discuss the current demographics and contributors of poverty among various vulnerable populations.
• Describe the relationship between poverty, toxic stress, and lifelong adverse health effects.
• Analyze the concept of homelessness.
• Discuss the impact of homelessness on the health and well-being of vulnerable populations across the life span.
• Discuss the challenges and the unique role of nurses in providing care and advocacy for the poor and homeless.

Learning Content:

- Overview of poverty
- The changing demographics and contributors to poverty
- Poverty and health: The impact of toxic stress
- Defining and understanding the concept of homelessness
- Impact of homelessness
- Unique roles of the nurse
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 30.
Discussion Board: Clinical Decision-Making Activities

Unit 31: Immigrant and Migrant Health Issues

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe conditions leading to immigrants, migrants, and refugees to go to the United States and the challenges public health nurses face in caring for these populations.
• Discuss the definitions and statistics related to immigrant and migrant populations.
• Discuss the pertinent issues related to immigrant and migrant populations and implications for public health nurses.
• Describe occupational and common health problems of migrant farmworkers, immigrants, refugees, and their families and the barriers to securing health care.
• Discuss the use of community health workers and the role of nurses in caring for immigrant, refugee, and migrant populations.

Learning Content:

- Introduction
- Definitions and statistics
- Pertinent issues
- Health
- Caring for immigrant, refugee, and migrant populations

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 31.
Discussion Board: Clinical Decision-Making Activities

Unit 32: Mental Health Issues

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Examine critical factors that worsen the mental health crisis in the United States.
• Summarize the scope of mental illness in the United States, including movements that have influenced the advancement of treatment of mental illnesses.
• Explain community health care systems, services, and models and the evolution of community mental health care.
• Describe the role of the community mental health nurse with individuals and with groups at risk for psychiatric mental health problems.
• Examine current and future perspectives in mental health care in the United States.
• Examine national objectives for improving mental health for populations across the life span.

Learning Content:

- A mental health crisis: Critical factors compounding the crisis
- Scope of mental illnesses in the United States
- Systems and evolution of community mental health care
- Role of the nurse in community mental health
- Current and future perspectives in mental health care
- National objectives for mental health services
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 32.
Discussion Board: Clinical Decision-Making Activities

Unit 33: Alcohol, Tobacco, and Other Drug Problems

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss historical and current perspectives on alcohol, tobacco, and other drug problems, including attitudes toward users, shifts in public health approaches, and associated terminology.
• Compare psychoactive drugs that are most used and/or cause the greatest harm.
• Identify etiologic factors of drug use and abuse by individuals and models of addiction.
• Examine appropriate nursing interventions and community resources associated with treatment of alcohol, tobacco, and drug addiction.
• Examine outcomes of prevention interventions for alcohol, tobacco, and drug addiction.

Learning Content:

- Alcohol, tobacco, and other drug problems in perspective
- Psychoactive drugs
- Predisposing/contributing factors
- Primary, secondary, and tertiary prevention and the role of the nurse
- Outcomes

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 33.
Discussion Board: Clinical Decision-Making Activities

Unit 34: Violence and Human Abuse

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Examine social and community factors that influence violence and human abuse in the United States.
• Examine common sources of violence against individuals or oneself.
• Describe the scope, development, and types of intimate partner and family violence.
• Discuss the primary, secondary, and tertiary prevention nursing interventions in caring for families dealing with issues of violence.

Learning Content:

- Social and community factors influencing violence
- Violence against individuals or oneself
- Family violence and abuse
- Nursing interventions
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 34.
Discussion Board: Clinical Decision-Making Activities

Unit 35: Advanced Nursing Practice in the Community

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss focus, competencies, education preparation, and credentialing of advanced nursing practice in the community, including related terminology and historical perspectives.
• Compare and contrast the various role functions of population-focused ANPs in public health.
• Compare and contrast the various practice arenas of population-focused ANP.
• Explore current issues and concerns related to public health nursing practice.

Learning Content:

- Introduction
- Advanced practice roles
- Arenas for practice
- Issues and concerns
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 35.
Discussion Board: Clinical Decision-Making Activities

Unit 37: The Nurse in the Schools

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe the historical and current role of school nurses in improving the health of populations.
• Explain the strengths school nurses have in partnering with communities to bring about healthy changes.
• Describe examples of school nurse population interventions using the Health Impact Pyramid.
• Analyze the actions needed to maximize school nurse impact on the health of school and community populations.

Learning Content:

- School nursing is population health
- Culture of health and schools
- Health impact pyramid and school nursing interventions
- Maximizing the investment in school nurses for population health
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 37.
Discussion Board: Clinical Decision-Making Activities

Unit 38: The Nurse in Occupational Health

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss the scope of practice, history, and roles in occupational health nursing.
• Discuss current trends affecting the health of the US workforce.
• Apply the components of the Epidemiologic Triangle to explain interrelationships between work and health.
• Examine the use of occupational health and safety programs, including the role of nurses and related legislation.

Learning Content:

- Overview
- Workers as a population aggregate
- Application of the epidemiologic model
- Promoting worker health and safety
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 38.
Discussion Board: Clinical Decision-Making Activities

Unit 39: Forensic Nursing in the Community

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Describe forensic nursing roles and actions that illustrate the need for specialty, including injury prevention, national objectives, and levels of prevention.
• Examine forensic nursing as a specialty area in the community.
• Describe educational paths and key competencies of forensic nursing.
• Discuss current perspectives of forensic nursing.

Learning Content:

   • Perspectives on forensics and forensic nursing
   • Development and preparation for forensic nursing
   • Community perspectives

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 39.
Discussion Board: Clinical Decision-Making Activities

Unit 40: The Nurse in Faith Populations

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Discuss how faith community nurses support community wellness and the history of this specialty area.
• Describe faith community nursing, included the population served, services provided, educational requirements, and role of the nurse.
• Examine models and interventions of faith community nursing.
• Examine professional, documentation, legal, and financial issues of faith community nursing practice.
• Compare and contrast various models of care that support faith community nursing.

Learning Content:
   • Overview
   • Defining the practice of faith community nursing
   • Faith community nursing models and interventions
   • Issues in faith community nursing practice
   •
Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 40.

Discussion Board: Clinical Decision-Making Activities

Unit 41: Public Health Nursing at Local, State, and National Levels

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

• Examine public health, public health system, public health nursing, and local, state, and national roles.
• Identify trends in public health and in public health nursing in historical and current contexts.
• Examine the scope and standards, roles, and education requirements for public health nursing practice.
• Give examples of practice models in public health nursing.
• Explain the functions of public health nursing on addressing the needs and resources of an area.

Learning Content:

- Roles of local, state, and federal public health agencies
- History and trends in public health
- Scope, standards, and roles of public health nursing
- Models of public health nursing practice
- Functions of public health nurses
-

Learning Activities:
Read: Stanhope, M., & Lancaster, J. (2025). Chapter 41.
Discussion Board: Clinical Decision-Making Activities

Course Calendar
All weeks begin on Monday and end on Sunday

Week	Reading	Assignment due
Week 1 1/13-1/19	**Ch 1, & 4**	**Discussion board**. Primary post due by Thursday 2359. **Discussion replies** to two of your peers due by Sunday by 2359
Week 2 1/20-1/26	**Ch 2 & 3**	**Discussion board**. Primary post due by Thursday by 2359. **Discussion replies** to two of your peers due by Sunday by 2359. Quiz 1 due by Sunday **by 2359**
Week 3 1/27-2/2	**Ch 6 & 14**	**Discussion board**. Primary post due by Thursday by 2359. **Discussion replies** to two of your peers due by Sunday by 2359 **Case study (1)** due by Sunday **by 2359** Welcome to Shadow health assignment communication and documentation by Sunday 2355
Week 4 2/3-2/9	**Ch 10, 11 & 12**	**Discussion board**. Primary post due by Thursday by 2359. **Discussion replies** to two of your peers due by Sunday by 2359 Quiz 2 due by Sunday **by 2359** Shadow health community assessment by Sunday 2355
Week 5 2/10-2/16	**Ch 15 & 16**	**Discussion board**. Primary post due by Thursday by 2359. **Discussion replies** to two of your peers/faculty due by Sunday by 2359 **Case study (2)** due by Sunday **by 2359**
Week 6 02/17-23		Windshield Survey due by Sunday **2359**

Week 7 2/24-3/2	**Ch 20, 21 & 22**	**Discussion board**. Primary post due by Thursday by 2359. **Discussion replies** to two of your peers/faculty due by Sunday by 2359. **Case study (3)** due by Sunday **2359** Shadow health home health visit by Sunday 2355
Week 8 3/3-3/9	**Ch 17, 18, 19, 25**	**Discussion board**. Primary post due by Thursday 2359. **Discussion replies** to two of your peers due by Sunday by 2359 **Quiz ch 18** due by Sunday **2359** Shadow health HIV diagnosis with contract tracing by Sunday 2355
Week 9 3/10-3/16	**Ch 26, 27, 28**	**Discussion board**. Primary post due by Thursday 2359. **Discussion replies** to two of your peers due by Sunday by 2359 Shadow Health comprehensive assessment with barriers to care by Sunday 2355
Spring Break		
Week 10 3/24-3/30	**Ch 29 & 30**	**Discussion board**. Primary post due by Thursday 2359. **Discussion replies** to two of your peers due by Sunday by 2359 **Case study (4)** due by Sunday **2359.**
Week 11 3/31-4/6	**Ch 31 & 38**	**Discussion board**. Primary post due by Thursday 2359. **Discussion replies** to two of your peers due by Sunday by 2359.

		Shadow health community care plan environmental exposure by Sunday 2355
Week 12 4/7-4/13	**Ch 32,33 & 34**	**Discussion board. Primary post due by Thursday 2359. Discussion replies** to peers due by Sunday 2359. **Quiz 4** due by Sunday **2359**
Week 13 4/14-4/20	**Ch 35, 37**	Community Health Care Plan of Care/Summary Assignment*
Week 14 4/21-4/27	**Ch 40 & 41**	**Discussion board**. Primary post due by Thursday 2359. **Discussion replies** to two of your peers due by Sunday by 2359
Week 15 4/28-5/5	**Ch 39**	**Case study (5)** due by Sunday **2359.**
Week 16 5/5-5-9	**Course Evaluations**	**Quiz 5 due by Wednesday 2359** **Course evaluations due**

Community Health Care Plan and Summary Assignment
The community health project includes the community care plan and a project summary. The student will conduct a windshield survey of a selected community and research local government websites to confirm data about the selected community and choose a specific social determinant that pertains to that community. The student will utilize the Future of Nursing: Campaign for Action Equity Toolkit (Campaign for Action, 2020) to create a plan of care including assessment, diagnosis, plan, implementation, and will provide an evaluation the specified social determinant in the community. The summary will include a minimum of three evidence-based references regarding care given for the social determinant by multiple disciplines. Also, the student will summarize three levels of prevention regarding the social determinant.

Community Health Project and Summary

Criteria	Meets Expectations 12-13	Needs Improvement 8-9	Does Not Meet Expectations 0-4
Summary: The student summarizes the data collected from the windshield survey about their selected community and identifies a social determinant.	Summary of the windshield survey supports the identified social determinant. Cited data supports social determinant	Summary supports social determinant identified but lacks cited data to support social determinant.	Summary does not support selected social determinant.
Social determinant: The social determinant is defined and is supported by a minimum of three evidence-based references regarding care given for the social determinant by multiple disciplines.	Social determinant is defined and supported by three evidenced based references.	Social determinant is defined and supported by three evidenced based references.	Social determinant is defined and supported by three evidenced based references.
Health impact of social determinant: (Cited references) The summary identifies	Social determinant is defined and supported by three evidenced based references.	Social determinant is defined and supported by three evidenced based references.	Questions remain about the health impact and or levels of prevention

health impact of social determinant and addresses three levels of prevention (Primary secondary and tertiary) regarding the social determinant.			
Plan of Care Utilizing the Campaign for Action Equity Toolkit			
Assessment: Community assessment: (Cited references) Identifies community challenges and resources (These may include organizations, people, places, associations, coalitions, and institutions) (Provider of Patient-Centered Care)	Community challenges and resources are identified and supported by cited data.	Community challenges and resources are identified but lack cited data to support	Questions remain about the health impact and or levels of prevention
Planning: Identifying community Partners: Identify potential partners in the community who you would request to form a coalition. Provide a rationale why they would be a key stakeholder.	Community partners are identified rationale supports why they would be a key stakeholder for identified social determinant.	Community partners are identified but rationale does not support why they would be a key stakeholder.	Questions remain about how community partners.
Identification of three smart goals based on social determinant: Create three SMART goals utilizing evidence-based data that will support the coalition's efforts to reduce the risk of the social determinant. (Provider of Patient-Centered Care).	Three smart goals are identified but lacks support of evidenced based data.	Three smart goals are identified but lacks support of evidenced based data.	Smart goals are not related to the social determinant/and or lack data to support
Action/implementation:	Identifies 2 interventions for	Identifies 2 interventions for	Identifies 2 interventions for

Patient Safety Advocate) The student identifies two interventions/actions for each of the three goals implements: What actions would your coalition implement to achieve your SMART goals and why? (Provider of Patient-Centered Care)	each goal rationale is given along actions by coalition (partners)	each smart goal but lacks rationale/or actions by coalition (partners)	each smart goal but lacks rationales and actions by coalition (partners)
Projected evaluation of goals: What policy suggestions could you make as a result of your effort? **Evaluate Impact:** What health outcomes and behaviors are projected to change as a result of the work? (Provider of Patient-Centered Care)	Policy is suggested but lacks health outcomes or behaviors expected to change are projected.	Policy is suggested but lacks health outcomes or behaviors expected to change are projected.	Policy is suggested, but lacks health outcomes and behaviors expected to change are