

## Example of a Well-Designed Course in: NURSING

### 1. Specific Context

- **The subject matter:** Nursing
- **The title of the course:** "Community Health Promotion"
- **Typical class size:** 30 (Seniors, Nursing majors)
- **Level of the course:** Upper Division
- **Mode of delivery:**
  - Blend of Lecture, online, clinical
  - 2 hrs lecture per week [2 cr. Hrs], 96 hrs clinical [2 hrs credit]
- **Type of institution:**
  - Small liberal arts college with a total undergraduate nursing enrollment of 460

### 2. General Description of the Course

Students synthesize knowledge based on principles of community health practice and epidemiology with a primary prevention focus. Delivering population based care for both communities and families is explored. The structure of the American Healthcare System is examined. Delivering nursing care to aggregate/vulnerable populations within the community is also discussed. (16 weeks)

### 3. Big Purpose of the Course

To get nursing students excited about providing population-based health promotion.

### 4. Important Situational Factors/Special Pedagogical Challenge

#### Context

28- 30 senior undergraduate nursing students  
Hybrid course meeting for 2 hours every other week

#### Nature of the subject

Health focus on prevention rather than cure  
Not acute care focused  
Involves little use of "technical nursing skills"

#### Characteristics of learners

Full-time students  
Student enrollment mandatory to complete nursing program  
Students will probably not know a lot about community health  
Students will be used to lecture style

### Characteristics of teachers

One course director and 2 clinical faculty

Background in community health promotion

Fourth time teaching this course for course director. first time in course for clinical faculty

Clinical groups have 9 – 10 students each which are then broken into smaller groups of 4- 5 students.

The course director will teach this course many times in the future

High level of competence, course director is Certified Health Education Specialist, clinical faculty currently working in community health settings

### Special pedagogical challenges

Challenge: Students may be only extrinsically motivated to learn the material in order to get a good grade in the class. They may have already decided on a specialty area of nursing practice for their future and feel community health has no relevance for them

First time course is being offered as a hybrid

This is the first time most students will not have lecture and PowerPoint presentation every week

Response: I introduced the new course design as an effort on my part to better meet student needs and used Dee Fink's suggested format for introducing the course i.e. You can *read* the textbook on your own but you will need help learning how to *apply* information which is the focus of the course.

## 5. 3-Column Table

| Learning Goals:   | Assessment Activities:  | Learning Activities:   |
|---|---|--|
| <p><b><u>Foundational Knowledge:</u></b></p> <ol style="list-style-type: none"> <li>1. Identify the foundations of community health.               <ol style="list-style-type: none"> <li>a. Understand the eras in the historical development of community health.</li> <li>b. Explain the basic principles of epidemiology.</li> <li>c. Explain how community health can utilize health policy and law to improve the health of populations.</li> <li>d. Describe the basic organization of health systems in the U.S.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Discussion boards</li> <li>3. Community GI outbreak case study</li> <li>4. Elsevier community health specialty exam</li> </ol>  | <ol style="list-style-type: none"> <li>1. Small group discussion</li> <li>2. Epi problem worksheets</li> <li>3. Assigned chapters and articles</li> <li>4. Lecture</li> </ol>  |
| <p><b><u>Application:</u></b></p> <ol style="list-style-type: none"> <li>2. Apply the essentials of community health in your nursing practice.               <ol style="list-style-type: none"> <li>a. Assess health protective factors, predictive factors, beliefs, values, attributes and practices of individuals, families, communities and populations.</li> <li>b. Use evidence based health promotion practices to analyze the advantages and</li> </ol> </li> </ol>  | <ol style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Discussion boards</li> <li>3. Critique of health education brochures used at clinical agencies for their literacy appropriateness for clients served</li> <li>4. Community analysis paper</li> <li>5. clinical community</li> </ol> | <ol style="list-style-type: none"> <li>1. Group discussions</li> <li>2. Community windshield survey</li> <li>3. Community assessment exercise</li> <li>4. Video – “The Healing of America”</li> <li>5. Health promotion program evaluation exercise</li> </ol> |

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| <p>disadvantages of potential health promotion interventions.</p> <ul style="list-style-type: none"> <li>c. Use community assessment data and health program evaluation results to determine health priorities.</li> <li>d. Apply principles (access, quality and cost) for evaluating the quality of an existing health delivery system to that of a different health delivery system.</li> </ul>  |  |  |
| <p><b><u>Integration:</u></b></p> <ul style="list-style-type: none"> <li>3. Integrate ability to promote and protect the health of vulnerable populations into your practice. <ul style="list-style-type: none"> <li>a. Judge the impact of chronic/communicable disease on morbidity, mortality and approaches to prevention.</li> <li>b. Integrate clinical judgment and decision-making skills in appropriate, timely nursing care during disaster, mass casualty and other emergency situations.</li> <li>c. Identify the different roles community health plays in addressing the needs of vulnerable populations related to health disparities versus health inequities.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Discussion boards</li> <li>3. Development of health promotion program for vulnerable population served in clinical</li> <li>4. Critique of "Thank you for Smoking" or "Enemy of the People"</li> </ul> | <ul style="list-style-type: none"> <li>1. Small group discussion</li> <li>2. Lecture</li> <li>3. Triage exercise</li> <li>4. Class debate: All tobacco products should be banned in the US.</li> </ul> |

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| <p><b><u>Human Dimension:</u></b></p> <p>4. Monitor and assess development of your competence as a community health nurse.</p> <ol style="list-style-type: none"> <li>a. Advocate for social justice.</li> <li>b. Articulate their reasons for valuing health promotion/prevention over cure.</li> <li>c. Get excited about how community health can utilize social and behavioral interventions to improve the health of populations.</li> </ol> | <ol style="list-style-type: none"> <li>1. Discussion boards</li> <li>2. Learning portfolio</li> </ol>  | <ol style="list-style-type: none"> <li>1. Group discussion</li> <li>2. Reader theater's script – "Death by Chocolate"</li> </ol> |
| <p><b><u>Caring:</u></b></p> <p>5. Demonstrate your ability to care for the community as client.</p> <ol style="list-style-type: none"> <li>a. Advocate for social justice.</li> <li>b. Articulate their reasons for valuing health promotion/prevention over cure.</li> <li>c. Get excited about how community health can utilize social and behavioral interventions to improve the health of populations.</li> </ol>                           | <ol style="list-style-type: none"> <li>1. Development of health education lesson plan on health risk factor(s) for</li> <li>2. Poster sessions of health promotion programs developed</li> <li>3. Discussion boards</li> </ol> | <ol style="list-style-type: none"> <li>1. Group discussion</li> <li>2. Key informant interviews</li> </ol>                       |
| <p><b><u>Learning How to Learn:</u></b></p> <p>6. Continue self-learning about community health after course ends.</p> <ol style="list-style-type: none"> <li>a. Implement a personal plan to become politically active.</li> <li>b. Identify important information resources needed to apply</li> </ol>  | <ol style="list-style-type: none"> <li>1. Development of personal political advocacy plan</li> <li>2. Learning Portfolio</li> </ol>  | <ol style="list-style-type: none"> <li>1. Small group discussion</li> </ol>  |

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| community health principles and tools to a new health problem. |  |  |
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My biggest challenge was limiting the number of course objectives. This was a good exercise as it forced me to really focus on what I wanted the students to walk away from the course remembering. I had never thought about the human dimension, caring and learning how to learn "taxonomies" related to course design which is ironic as nursing is all about caring for humans. The course activities and assessments flowed easily from the objectives. It did require some thought since this had not been the previous focus of the course. As I was freed from the tyranny of a lecture format for the course, it was easy to think of many options. Once again, the challenge was to limit the number of activities and assessments. I knew students had to learn basic community health concepts in order to pass NCLEX for their licensure. I included biweekly quizzes to ensure the students were reading and absorbing basic content. I also used the community health specialty exam by Elsevier at the end of the course. The part I liked least about re-designing assessments was developing new grading rubrics.

**6. Weekly Schedule**

This course was a combination of in class and online interactions, along with clinical assignments. Here is the schedule of activities for the course.

| Meet     |   | <b>N459 COURSE OUTLINE</b>      |  |                             |
|----------|---|---------------------------------|--|-----------------------------|
| Room 308 | <b>Sept 1<br/>Week 1 Goal<br/>Intro and HX of Community Health</b>  | <b>All Assessments Required</b> | <b>Activity Activities are due on the class date.</b>                                    | <b>CLINCIAL Assignments</b> |
|          | Identify eras in the historical development of public health and ways that community health affects literature, arts, current events and everyone's daily life. | One minute paper                | Assigned readings: Chap 1 and 2 and 3<br><br>In class: Review syllabus and course format |                             |

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|          |   |   | Intro lecture on team based learning and course design for significant learning.  |   |
| Online   | <b>Sep 8<br/>Week 2 Goal<br/>Epidemiology (Epi)</b>   | <b>All Assessments Required</b>   | <b>Activity</b>   |   |
|          | Explain the basic principles of epidemiology including: rates, risk factors, disease determinants, causation, surveillance/investigation, prevalence, incidence, morbidity and mortality. | Background knowledge probe<br><b>Discussion board due.</b><br>Choose one of the discussion boards on epi to answer.<br>Respond to two postings. | <b>Required:</b><br>Assigned readings: Chap 7<br><b>Epi worksheet due</b><br><br><b>Select 1</b> of the following activities to do. Descriptors are on Blackboard in the week 2 activities folder. Grading rubrics are with the activity.<br>a. Case study on Apparent Food Poisoning or the Oswego Indian GI Outbreak.<br><br>b. Write own case study on epi investigation. Provide student guide with questions and answers.<br><br>c. Epi exercise on binge drinking in college students |   |
| Room 308 | <b>Sep 15<br/>Week 3 Goal<br/>Community Assessment</b>  | <b>All Assessments Required</b>   | <b>Activity</b>   |   |
|          | Assess health protective factors, predictive factors, beliefs, values, attributes and practices of individuals, families, communities and   | Quiz  | Assigned reading: Chap 15<br><br>In class: discuss epi worksheet and windshield survey results.   | <b>Familiarization assessment worksheet (1 per clinical</b> |

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|          | populations.  |  | <b>Bring completed epi worksheet to class. Grade: Pass/Fail</b>   | <b>group) due. Grading rubric posted.</b> |
| Online   | <b>Sep 22<br/>Week 4 Goal<br/>Health Communication and Health literacy</b>  | <b>All Assessments Required</b>  | <b>Activity</b>   |   |
|          | Use evidence based practices to guide health teaching, screening, outreach, disease and outbreak/investigation and follow-up throughout the lifespan.<br><br>Get excited about how community health can utilize social and behavioral interventions to improve the health of populations. | Background knowledge probe<br><b>Discussion board due.</b><br>Choose one of the discussion boards on health literacy to answer. Respond to two postings. | Assigned readings: Posted<br><br><b>Select 1</b> of the following activities to do. Descriptors are on Blackboard in the week 4 activities folder. Grading rubrics are with the activity.<br><br>a. Develop a low literacy health education brochure on health topic of your choice.<br><br>b. Critique 3 health education brochures used at your clinical placement and evaluate.<br><br>c. Critique health literature you encounter in the media. View 2 YouTube videos and evaluate. |   |
| Room 308 | <b>Sep 29<br/>Week 5 Goal<br/>Behavior Change</b>   | <b>All Assessments Required</b>  | <b>Activity</b>   |   |
|          | Use behavioral change techniques to promote health.   | Quiz   | Assigned readings: Posted articles  |   |

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|        | <p>Use evidence based practices to guide health teaching, screening, outreach, disease and outbreak/investigation and follow-up throughout the lifespan</p> <p>Get excited about how community health can utilize social and behavioral interventions to improve the health of populations.</p> |   | <p>In class:<br/>         "Death by Chocolate"<br/>         Reader's Theater script reading and discussion.</p>   |  |
| Online | <p><b>Oct 6</b><br/> <b>Week 6 Goal</b><br/> <b>Health Education/Teaching</b><br/> <b>Learning Theory</b></p>   | <p><b>All Assessments Required</b></p>  | <p><b>Activity</b></p>  |  |
|        | <p>Collaborate with other healthcare professionals and patients to provide holistic, appropriate health promotion and disease prevention interventions.</p>   | <p>Background knowledge probe (self reflect before and after lesson)</p> <p><b>Discussion Board due.</b><br/>         Choose one of the discussion boards on health education to answer. Respond to two postings.</p> | <p>Assigned readings: Chap 11</p> <p><b>Podcast on teaching behavior change strategies to an at risk population from clinical site due.</b><br/>         Podcasts made by each learning team.</p> <p>Descriptors are on Blackboard in the week 6 activities folder. Peer graded. Grading rubric posted with activity.</p> |  |

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| Room 308 | <b>Oct 13<br/>Week 7 Goal<br/>Health promotion</b>   | <b>All Assessments Required</b>   | <b>Activity</b>  |  |
|          | <p>Articulate their reasons for valuing health promotion/prevention over cure.</p> <p>Formulate useful questions to use to determine the success of implementing essential community health services in a new situation.</p> | <p>Quiz</p> <p>Clinical health promotion program</p>  | <p>Assigned readings: Chap 12</p> <p>In class: Discussion of health education strategies and topics for clinical projects.</p>   | <b>Community assessment worksheets due to clinical faculty. One set per clinical group. Analysis of priority health problem complete. Grading rubric posted.</b> |
| Online   | <b>Oct 20<br/>Week 8 Goal<br/>Chronic Disease</b>  | <b>All Assessments Required</b>   | <b>Activity</b>  |  |
|          | <p>Identify important resources needed to apply community health principles and tools to a new health problem.</p> <p>Judge the impact of Chronic disease on morbidity, mortality and approaches to prevention.</p>          | <p>Background knowledge probe (self reflect before and after lesson)</p> <p><b>Discussion Board due:</b> debate: All tobacco products should be</p> | <p>Assigned readings: Chap 26</p> <p><b>Select 1</b> of the following activities to do. Descriptors are on Blackboard in the week 8 activities folder. Grading rubrics are with the activity.</p> <p>a. Film: Thank You for Smoking</p> <p>b. Create own cartoon on chronic disease prevention of choice. Peer graded.</p> |  |

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|          |  | banned in the U.S. Choose a side pro or con and post discussion, then respond to two postings.        | c. Develop plan to describe scope and nature of a chronic disease problem   |   |
| Room 308 | <b>Oct 27</b><br><b>Week 9 Goal</b><br><b>Infectious Disease</b>   | <b>All Assessments Required</b>   | <b>Activity</b>   |   |
|          | Identify important resources needed to apply community health principles and tools to a new health problem.<br><br>Judge the impact of infectious disease on morbidity, mortality and approaches to prevention.                    | Quiz  | Assigned readings: Chap 8<br><br>In class: Small group discussion   |   |
| Online   | <b>Nov 3</b><br><b>Week 10 Goal</b><br><b>Environmental health</b>   | <b>All Assessments Required</b>   | <b>Activity</b>   |   |
|          | Determine at least three ways a person can become a good steward of the earth.<br><br>Identify at least three interactions between the environment and today's world leading to development of Emerging Infectious Diseases (EID). | Background knowledge probe (self reflect before and after lesson)<br><br><b>Discussion Board due.</b> | Assigned readings: Chap 9<br><br><b>Select 1</b> of the following activities to do. Descriptors are on Blackboard in the week 10 activities folder. Grading rubrics are with the activity.<br><br>a. Read play – "Enemy of the People" by Ibsen | <b>Health education module of clinical Health promotion project due to clinical faculty. Grading rubric</b> |

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|          |  | Choose one of the discussion boards on health education to answer. Respond to two postings.                            | <ul style="list-style-type: none"> <li>b. Read poem on lead paint poisoning</li> <li>c. Create PSA on area of stewardship for earth. Peer graded.</li> <li>d. Develop a health plan to fix a pollution issue of your choice.</li> </ul> | <b>posted.</b> |
| Room 308 | <b>Nov 10<br/>Week 11 Goal<br/>Healthcare in the US</b>  | <b>All Assessments Required</b>  | <b>Activity</b>   |                |
|          | Describe the basic organization of health systems in the U.S.<br><br>Describe the contributions of health professionals to community health.   | Quiz   | Assigned readings: Chap 6<br><br>In class: Discussion of what American healthcare should look like.   |                |
| Online   | <b>Nov 17<br/>Week 12 Goal<br/>Health Policy and Law<br/>Vulnerable Populations</b>  | <b>All Assessments Required</b>  | <b>Activity</b>   |                |
|          | Explain how community health can utilize health policy and law to improve the health of populations.<br><br>Create a personal plan to become politically active.<br><br>Advocate for social justice. | Background knowledge probe (self reflect before and after lesson)<br><br><b>Discussion Board Due.</b><br>Choose one of | Assigned readings: Chap 13 and 25<br><br><b>Personal plan for political advocacy due.</b><br>Descriptor on Blackboard in the week 12 activities folder. Peer graded. Grading rubric with the activity.                                  |                |

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|          | Understand the role of community health in addressing the needs of vulnerable populations related to health disparities versus health inequities.   | the discussion boards on health policy or vulnerable populations to answer. Respond to two postings. |   |  |
|          | <b>Nov 24<br/>Thanksgiving Holiday<br/>Week 13</b>  |  |   |  |
| Room 308 | <b>Dec 1<br/>Week 14 Goal<br/>Cost, Quality and Access to health care (evaluation)</b>  | <b>All Assessments Required</b>  | <b>Activity</b>   |  |
|          | Participate in clinical prevention and population- focused interventions with attention to effectiveness, efficiency, cost- effectiveness and equity.<br><br>Use community assessment data and health program evaluation results to determine appropriate delivery of care, deployment of resources and provide input into development of policies to promote health and prevent disease. | Quiz   | Assigned readings: Posted articles<br><br>In class: Small group exercise. |  |
| Room 308 | <b>Dec 8<br/>Week 15 Goal (Live)<br/>Disaster Prep</b>  | <b>All Assessments Required</b>  | <b>Activity</b>   |  |

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|          | Integrate clinical judgment and decision-making skills in appropriate, timely nursing care during disaster, mass casualty and other emergency situations. | Quiz                            | Assigned readings: Chap 17<br><br>In class: Triage exercise |  |
| Room 308 | <b>Dec 15<br/>Week 16 Goal (Live)</b>   | <b>All Assessments Required</b> | <b>Activity</b>   |  |
|          | Develop a learning portfolio to assess self learning of community health promotion.   | <b>Learning Portfolio due.</b>  | <b>Elseiver specialty exam</b><br>Graded Pass/Fail          | <b>Clinical group poster presentations of health promotion programs due.</b><br>Descriptor on Blackboard in the week 16 activities folder.<br>Peer graded. |

### **STANDARDS REFLECTED IN COURSE**

This course incorporates the AACN Essential for Baccalaureate Nursing Education (2008), the American Holistic Nurses Association (AHNA), Quality and Safety Education for Nurses standards, Curriculum Guide for Undergraduate Public Health Education, Ver. 3 (AACU), ANA Public Health Nursing Scope and Standards of Practice, ANA Nursing Scope & Standards of Practice (3<sup>rd</sup> ED), and ANA Principles for Practice: A Resource Package for Registered Nurses.

### **METHODS OF TEACHING:**

The following teaching methods will be utilized in this community health course.

- A. Team based learning
- B. Audiovisual resources

- C. Discussion boards
- D. Clinical experiences
- E. Collaborative quiz reviews
- F. Small group projects
- G. Peer evaluation

**EVALUATION METHODS:**

A. Grade Determination

- 1. Individual
  - a. Quizzes (7) = 70 points (average of individual and group grades)
  - b. Application assignments (6) = 60 points
  - c. Discussion boards (6) = 60 points
  - d. Learning Portfolio = 30 points
  - Sub total 220 = A points
- 2. Group
  - a. Quizzes (7)
  - b. Community Assessment 35 points
  - c. Community Analysis 35 points
  - d. Health Education Module 35 points
  - e. Health Promotion program 35 points
  - Sub total 140 = B points
  - f. Peer evaluation B x peer eval = B prime

**TOTAL POINTS = 360 points**

When using team-based learning, it is essential to include peer evaluations as part of the course grading system. There are two related components to peer evaluations: collecting the data from the students and then incorporating that data into the course grade. A percentage method will be used. The Initial Group score will be adjusted, using the Peer Evaluation score as a percentage multiplier. In most cases, this will raise or lower the Initial Group Grade for a given individual.

$$(\text{Group Score}) \times (\text{Individual Peer Evaluation Score}) = \text{Adj. Group score}$$

Adjusted Group Score:   **B prime**  

B. Discussion Board Rubric:

The following points are what is looked for in your original postings to the Discussion Board and your replies to others postings (Total of 10 points for each Discussion Board assignment).

**Original Posting (7 points):**

1. Mentions at least **2 specific points** from the article or reading. (1 point)
2. Relation of **new information to old information** learned in the course to date. (1 point)
3. Relation of information in article or reading to **personal experience**. (1 point)
4. Discussion at a **critical level**, not just recitation of facts from the article. (3 points)
5. Length of posting approximately **1/2 word processing page (approximately 100 words)**. (1 point)

NOTE: Discussion at a critical level means discussing things such as your **opinion** of the point mentioned, **why you hold that opinion**, what you **see wrong** with the point mentioned, how you see the point **consistent/inconsistent with what you have learned** so far, **implications** for the future, **consistencies/inconsistencies within the article or reading** itself, and so forth. In other words, critiquing an article means **analyzing the good and/or bad aspects** of the article and **justifying** your analysis. *Do not just tell me what the article or reading states...I already know this.*

**Reply to Others' Postings (3 points):**

1. Discuss **one point you like/agree with**, and **one point you dislike/disagree with**, and why. (2 points)
2. Length should be about **1/2 page in length (approximately 100 words)**.

**REQUIRED LEARNING RESOURCES**

Allender, Judith & Spradley, Barbara. (2011). Community health nursing: Promoting and protecting the public's health. (7<sup>th</sup> ed.), Philadelphia, PA: Lippincott, Williams & Wilkins.

American Psychological Association (2009). Publication manual of the American Psychological Association. (6<sup>th</sup> ed.), Washington, DC.: author.

## **RECOMMENDED LEARNING RESOURCES**

Carrol, Patricia. (2004). Community health nursing: A practical guide. Clifton Park, NY: Delmar publications.

Centers for Disease Control. (2008). Community guide to prevention. Atlanta, GA. Available at: <http://www.thecommunityguide.org/>

Council of Community Health Nurses. (1988). Standards of community health nursing practice. Kansas City: American Nurse's Association.

Friedman, M. (2004) *Family nursing, research, theory and practice*. (5<sup>th</sup> ed.), Norwalk, Conn: Appleton & Lange.

Gilbert, Glen G. / Sawyer, Robin G. (2000). Health Education: Creating strategies for school and community Health. (2<sup>nd</sup> ed), Sudbury: MA.: Jones & Bartlett.

Minnesota Department of Health (2001). Public Health Interventions: Applications for Public Health Nursing Practice Manual. Available at: <http://www.health.state.mn.us/divs/chs/pht/interventionsfull2004>

Office of Disease Prevention and Health Promotion, US Department of Health and Human Services (2000).

Healthy People 2010 (2<sup>nd</sup> ed.). Washington, DC: US Government Printing Office. <http://www.healthypeople.gov/document>

Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services (2007). Washington, DC. Available at: <http://www.healthypeople.gov/Data/midcourse/>

Population-based Public Health Nursing Resources (2006). Available at: <http://www.health.state.mn.us/divs/chs/phn/resources>

### **Selected Relevant Journals:**

American Association of Occupational Health Nursing Journal

American Journal of Public Health

Family and Community Health

Home Health Care Nursing

Journal of Community Health Nursing

Journal of School Nursing

Journal of Public Health Policy

Public Health Nursing

Public Health Reports

### **Useful Internet Addresses:**

Bureau of the Census: [www.census.gov](http://www.census.gov)

Center for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov)

Community Health Status Indicators: [www.communityhealth.hrsa.gov](http://www.communityhealth.hrsa.gov)

Coalition for Healthier Communities: [www.healthycommunities.org](http://www.healthycommunities.org)

Ohio State Department of Health: [www.odh.state.oh.us](http://www.odh.state.oh.us)

Resources for reflection: [www.gseis.ucla.edu/slc/reflection.pdf](http://www.gseis.ucla.edu/slc/reflection.pdf)

## **7. Evidence of Impact**

### **Impact on STUDENT ENGAGEMENT**

The students enjoyed the in class team-based activities. Particularly, they enjoyed the collaborative quiz discussions. Students unanimously found their service learning experiences useful and rewarding. For example, one clinical group received a \$500 grant from the City Health Department to conduct a pilot study on whether residents living in a "food desert" in 3 economically disadvantaged zip codes would purchase fruits and vegetables if they were available. The students used corner stores and churches to sell their fruits and veggies, advertised event dates by handing out flyers door-to-door, contracted to buy produce from a local farmer and approached corner store owners and pastors about selling fruits and veggies in their stores/churches. Students also conducted a community assessment, established health priorities and evaluated their program. The students sold 80% of the apples, onions, tomatoes, squash and sweet potatoes they purchased. Their successful program was used to support the need for a larger grant.

Also, I tried giving the students a choice of application assignments they wanted to complete. Every team did not complete every assessment. The students found this helped their creativity and interest because they were working on something they wanted to do.

### **Impact on STUDENT LEARNING**

I conducted a survey 3/4ths of the way through the course (Fall 2010) to determine if students felt they were meeting course objectives that had already been covered. Twenty-four students completed a 5 point Likert type scale with 1 = "I have no clue what you're talking about. Did we cover this?" to 5 = "Yea, I get this. I can do it." Of the fifteen course objectives already completed in the course, 60 – 80% of students rated their course objective achievement either a 4 or a 5.

Students completed a learning portfolio at the end of the course to assess what they had learned about community health, their ability to provide population-based nursing care, how they could incorporate community health principles into their nursing practice regardless of clinical specialty and how they would continue to learn about community health after the semester was completed. A few students comments are written below to demonstrate student learning in their own words.

1. I perceive the community health nurse as an integral part of nursing that can add significant value in addressing the health needs of the public at large. I think nurses in the hospital setting (a setting where mostly secondary and tertiary prevention is practice), should continue to incorporate more community health nursing practices, establish relationships with local community health

nurses and keep more informed and actively participate in issues facing the community (focus more on primary prevention).

2. I learned about the concept of social justice this semester and it developed many new values that I can apply to my future in the nursing profession. In the future, I will try to ensure that everyone in my care gets the same culturally competent care.
3. I know I will become an even more involved advocate and better provider from this experience. I know that my voice and vote do make a difference and that I can spread awareness about health disparities and political issues that can improve health care for all. I have developed an interest in promoting and increasing primary preventive health measures and would like to find ways to further impact social injustice in the health care system of our country.
4. By collaborating with my fellow classmates, I have gained a greater understanding of the value of teamwork and appreciating others' ideas. Prior to this course, I was a highly individualistic in my approach towards leaning, but that is no longer the case.
5. I was able to make a difference which gives me confidence to go out and make more differences in my future clinical practice.
6. I perceive community health nursing in a much more positive way. I have a greater respect for community health nurses, and have a newfound social awareness because of my work in the community.
7. I also had the privilege to watch my classmates in their professional progression. We were all more confident and at ease as clinical progressed. Most of our clients didn't realize we were nursing students. Being able to serve clients from all walks of life in a compassionate unbiased fashion is something one does not learn in the classroom and I was pleasantly impressed with my team members. ...I have met some extraordinary people this semester that are passionate about their clients. I have seen professionalism in some of the most difficult circumstances and have been inspired.
8. I feel as though I have been empowered to make a huge impact in the care and safety of others because of the information I have learned in this course. Because I have been informed, I can now inform others. ...Now that I have been enlightened it would be absurd to turn a blind eye on community health. I wanted to be a nurse so that I could reach a broader population of people, I wanted to do more, I wanted to be more involved and I wanted my voice heard. I think I am going to be busier than what I ever hoped.

### **Impact on ME (as the Teacher)**

I was terrified to try and offer a course without lecturing and power points. I thought the students would openly rebel. Much to my amazement, they did not rebel but did assigned readings on their own and produced quality work. Reading student learning portfolios at the end of the course helped me understand where I had been successful and where I needed to add/change course material. I was happy with what the students had learned and what they learned about community health helped me feel appreciated by the students.

### **8. My Contact Information**

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