



PLNU *forward*

Point Loma Nazarene
School of Nursing
GNSG 546 Community Health
Nursing
Summer 2014
4 Units

Meeting days: Tuesdays 4:30-8:30 5/20, 5/27, 6/3, 6/10, 6/17, 6/24 Saturdays: 8:30-2:30 5/31, 6/7, 6/14	Instructor title and name:
Meeting times: Tuesdays: 4:30-8:30 Saturdays: 8:30-2:30	
Meeting location: Liberty Station	E-mail:
Additional info: Text by cell for urgent matters.	Office location and hours: Liberty Station Tuesday afternoons and by appointment

PLNU Mission ★

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet.

PRE REQUISITES:

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

Current GNSG 545

COREQUISITES: None

Note: A minimum grade of "B-" must be achieved in all co-requisite courses to progress in the program

COURSE DESCRIPTION:

GNSG 546 Transitions II Community Health

This course explores the epidemiologic, environmental, multi-cultural, socioeconomic, political and global issues related to population health and nursing in the community. Current trends in nursing management and servant leadership for communication, decision making and management of groups are also investigated.

COURSE LEARNING OUTCOMES

PROGRAM LEARNING OUTCOMES (PLOs):

Inquiring Faithfully - Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.

Course Learning Outcomes:

- a. Examine global, national, and local concepts of the public health model and theories of nursing.
- b. Appraise major issues related to the history of the development of public health nursing.
- c. Compare the impact of the health care system on the public's health and the practice of community/public health nursing.

Caring Faithfully - The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

Course Learning Outcomes:

- a. Justify the role that caring faithfully has in providing compassionate nursing practice.
- b. Analyze the role and influence of diversity for community and public health nurses as it relates to caring

Communicating Faithfully - The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

Course Learning Outcomes:

- a. Investigate cultural influences in communication patterns in families and communities.
- b. Formulate how teaching and learning theories provide a framework for teaching selected, vulnerable populations.
- c. Combine evidence of the scientific writing process and effective oral presentation principles.

Following Faithfully – Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

Course Learning Outcomes:

- a. Critique the role and influence of context, culture, gender, and development on interpersonal interactions and teaching.
- b. Appraise major issues shaping present day public health nursing practice.

Leading Faithfully - The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.

Course Learning Outcomes:

- a. Justify the role that leading faithfully has in promoting population health.
- b. Appreciate the role that leading faithfully has in community/public health nursing practice

Course Content: Per calendar	
Public Health Nursing: Core Values & Essential Services	History of Public Health Nursing
Family Health perspectives/Multiple Problem Families	Community Assessment, Analysis and Diagnosis
Health Promotion, Health Education, Risk Reduction	U.S. & Global Health Care system
Legal & Ethical concerns and Community Health	Epidemiology , Communicable Disease Screening
Intimate Partner Violence (child and adult)	Genetics of Human Sexuality

Immigrant and Refugee Health	Older adult, Abuse of Older adults
Environmental Health	Global Health
Pediatric Health/School Nurse Role	Teen pregnancy awareness
Homelessness and Vulnerable populations	Disaster preparedness
Health Policy and the responsibility of nurses as participants in policy awareness and professional activism is integrated into this course	

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over Summer Quad 1. Specific details about how the class meets the credit hour requirement can be provided upon request.

PORTFOLIO REQUIREMENT:

At the completion of each course, students are expected to complete/update a Live-Text® portfolio including self-evaluation of outcomes using the MSN Growth Portfolio template created in LiveText®. The Portfolio provides evidence supporting professional development and attainment of the PLNU SON MSN graduate outcomes.

TEACHING STRATEGIES:

Lecture, discussion, group work, electronic discussion, self reflection, guest speakers and lecture using current literature from nursing and related disciplines to explore the content areas described above. Selected reading given in class.

If the student has specific learning needs that are not being met with these stated strategies, it is their responsibility to approach the instructor for assistance in meeting their individual needs. The instructor will do their best to assist the student to achieve their learning goals.

ASSIGNMENTS:

Assignments: All assignments must be turned in to receive credit for the course. Late assignments will be downgraded one letter grade per day or partial day late. It is the student's responsibility to be aware of impending assignments and due dates. Extensions may be granted only with prior notification.

Assignment	DUE:	POINTS
Windshield Survey		35
eClass discussion board		40
Health Policy Letter		100
Quick-writes in class (20 points each)		40
Vaccine Modules		40
Community Teaching Project Paper		100
Community Teaching Project Presentation		100
Elder abuse modules		0
Child abuse modules		0
Total points		*455

*B- (81-83%) is required to pass this course. Point range is 336-344 of the total 455 points

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

REQUIRED TEXTS:

- American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association. (ISBN # 1-55798-790-4)
- Walls, J. (2005). *The Glass Castle*. New York: Scribner. ISBN: 978-0-7432-4753
- Weitz, R. (2013). *The sociology of health, illness & health care: A critical approach (6th ed.)*. Boston, Mass. Wadsworth, Cengage Learning.

RECOMMENDED TEXTBOOKS:

- Carson, R. (2002). *Silent Spring*. A Mariner Book. Houghton Mifflin Company, Boston. (ISBN#0-618-24906-00) (pbk.).
- Heymann, D. L. (Ed.) (2008). *Control of Communicable Diseases Manual, (19th ed.)*. Washington D.C.: American Public Health Association. (updates can be found at <https://secure.apha.org/source/orders/index.cfm>) (ISBN # 978-08755-31892).
- Kaakinen, J., Gedaly-Duff, V., Coehlo, D., and Hanson, S. (2010). *Family Health Care Nursing, (5th edition)*. F. A. Davis Company, Philadelphia. ISBN# (978-0-8036-2166-4).
- Kidder, T. (2003). *Mountains Beyond Mountains*. Random House Trade Paperbacks, New York. (ISBN# 0-8129-7301-1).
- Stanhope, M. & Lancaster, J. (2012). *Public Health Nursing: Population-Centered Health Care in the Community (8th ed)*. Mosby Elsevier, Canada. (ISBN# 978-0-323-08001-9).
- Steingraber, S. (2010). *Living downstream: An ecologist's personal investigation of cancer and the environment (2nd edition)*. Da Capo Press, Philadelphia. ISBN# (978-0-306-81869-1).

ASSESSMENT AND GRADING

Evaluation will occur through written scholarly work, peer review, peer evaluation and feedback, specialty specific change project proposal and case study presentation.

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Eclass.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

SPIRITUAL CARE

PLNU Liberty Station Campus:

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus we have an onsite chaplain, Rev. Wil Ryland who is available during class break times across the week. If you have questions, desire to meet with Rev Ryland or prayer requests you can contact him directly at gradchaplainlibertystation@pointloma.edu. In addition there are resources for your Christian faith journey available at <http://www.pointloma.edu/experience/faith/graduate-student-spiritual-life>

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the (undergrad/graduate as appropriate) academic catalog.

FINAL EXAMINATION POLICY

No exam is scheduled

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. It is the responsibility of the student to follow the healthcare facility’s policy and procedure regarding the use of all electronic devices.

SCHOOL OF NURSING – GRADING POLICIES

Grading Scale to be used for all exams and final course grades:

93-100%	=	A	
90 - 92%	=	A-	
87 – 89%	=	B+	
84 – 86%	=	B	
81 – 83%	=	B-	- <u>Must have minimum of B- to progress in the program</u>
78 – 80%	=	C+	
75 – 77%	=	C	
73 – 74%	=	C-	
71 – 72%	=	D+	
68 – 70%	=	D	
Below 68%	=	F	

All assigned course work must be completed to receive a final course grade
 A grade of at least a “B- in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level.

Class Schedule

GNRS 546 Calendar Summer 2014 Community Health				
Date	Content	Assignment Due	Thurs Online	Reading
5/20 #1	Course Overview Public health Concepts & History PHN Certificate	Power points will be posted on eClass	Explore resources from Box 1.1 (p14) Weitz Bring your exploration comments for discussion next Tuesday	Weitz chapter 1 eClass materials http://www.rn.ca.gov/pdfs/applicants/phn-app.pdf
5/27 #2	Community Assessment, Analysis and Diagnosis Epidemiology Health Belief Model Community presentation workgroup formation	Bring your Weitz Box 1.1 exploration to class for discussion. Bring a written your list of local, state and federal representatives Produce a Windshield survey plan in class	Complete the windshield survey and rough out the results Complete Elder Abuse Modules- See eClass assignment for the link to materials	Weitz Ch 2&3 eClass materials
5/31 #3 Sat	Health Care Policy, U.S and Global Health Care Financing, Affordable health care 2010	Windshield Survey results posted in assignments tab Reflection on Elder abuse in assignments tab is due	Health care policy discussion board- post and comment on two peers.	Weitz Ch4, 8, 9, 10 eClass materials
6/3 #4	Disaster management Psychiatric aspects of homelessness			http://www.nphw.org/tools-and-tips/themes/dont-panic eClass materials
6/7 Sat. #5	Law, Ethics and Advocacy in Health Care Conference	Health care policy discussion board complete	Group work on the Community presentation	Materials posted on eClass on Older Adults
6/10	Pediatric health	Quick Write: Older	http://nip-it.org/index.cfm Vaccine preventable	Weitz

#6	in community Child abuse Intimate partner violence: Guest	adult (in class) Community presentation outline due (in class)	diseases Child abuse modules See eClass	Ch 5,6,7 eClass materials
6/14 Sat. #7	Community presentation work groups Intersex considerations: Guest 10am	Health Policy Letter Due to recipient	http://nip-it.org/index.cfm Vaccine preventable diseases Child abuse modules See eClass	Weitz Ch 11,12,13 <i>Skim</i> eClass materials
6/17 /14 #8	Guest: Teen pregnancy Guest: HIV prevention and planning	Vaccine Modules Due Quick write: Intimate partner violence (in class)		eClass materials
6/24 #9 Last	Final Class Presentations	Presentation due in assignment folder		

Point Loma Nazarene University School of Nursing

WINDSHIELD SURVEY

<i>ELEMENT</i>	<i>DESCRIPTION</i>	<i>FINDINGS IN THE COMMUNITY</i>
<i>Housing & Zoning</i>	<i>What is the age of the houses, their architecture, of what materials are they constructed? Are they detached from or connected to others? Do they have space in front and behind? What is their general condition? Are there signs of disrepair-broken doors, windows, leaks, locks missing? Is there central heating, plumbing, and air conditioning?</i>	
<i>Open Space</i>	<i>How much open space is there? What is the quality of the space-green parks or rubble filled lots? What is the lot size of the houses? Lawns? Flower boxes? Do you see trees on the pavements, a green island in the center of the street? Is the open space public or private? Used by whom?</i>	
<i>Boundaries</i>	<i>What signs are there of where this neighborhood begins and ends? Are the boundaries natural-river, ocean; physical-highway, railroad; economic-difference, in real estate, commercial units along with residential?</i>	
<i>Commons</i>	<i>What are the neighborhood hangouts? For what group, at what hours? Does the 'Commons' have a sense of territoriality?</i>	
<i>ELEMENT</i>	<i>DESCRIPTION</i>	<i>FINDINGS IN THE COMMUNITY</i>
<i>Transportation</i>	<i>How do people get in and out of the neighborhood? Car, bus, bike, walk,</i>	

	<p><i>conducive to safe transportation and community life? Is there a major highway near the neighborhood? Whom does it serve? How frequent is public transportation available?</i></p>	
<p><i>Service Centers</i></p>	<p><i>Do you see social agencies, clinics, recreation centers, signs of activity at the schools? Are there offices of doctors, dentists, psalmists, spiritualists, etc.? Parks? Are they in use?</i></p>	
<p><i>Emergency Services</i></p>	<p><i>Where is the closest Police Station? Fire Station (24 hour), gas station, and Emergency Room (as 24 hour clinic). Where do residents shop? Shopping centers, neighborhood stores? How do they travel to shop?</i></p>	

ELEMENT	DESCRIPTION	FINDINGS IN THE COMMUNITY
<i>Street People</i>	<p><i>If you are traveling during the day, what do you see on the street? An occasional housewife, a mother with a baby? Do you see anyone you would not expect? Teenagers, unemployed males? Can you spot a welfare worker, a door-to-door salesman, etc.? Is the dress of those you see representative or unexpected? Along with people, what animals do you see? Stray dogs, cats, pedigreed pets, 'watchdogs'?</i></p>	
<i>Signs of Decay</i>	<p><i>Is this neighborhood on the way up or down? Is it 'alive'? How would you decide? Trash, abandoned houses, mixed zoning usage?</i></p>	
<i>Race</i>	<p><i>Are residents white, black, Hispanic, integrated?</i></p>	
<i>Ethnicity</i>	<p><i>Are there indices of ethnic food, stores churches, private schools, and information in a language other than English?</i></p>	
<i>Religion</i>	<p><i>Of what religion are the residents? Do you see evidence of heterogeneity or homogeneity? What denomination are the churches? Do you see evidence of their use other than Sunday mornings?</i></p>	

<i>ELEMENT</i>	<i>DESCRIPTION</i>	<i>FINDINGS IN THE COMMUNITY</i>
<i>Health & Morbidity</i>	<i>Do you see evidence of acute or chronic diseases or conditions? Of accidents, communicable diseases, alcoholism, drug addiction, mental illness, etc.? How far is it to the nearest hospital, clinic?</i>	
<i>Politics</i>	<i>Do you see any political campaign posters? Is there a present headquarters? Do you see any evidence of a predominant party affiliation?</i>	
<i>Media</i>	<i>Do you see outdoor TV antennas? What magazines, newspapers do residents read? What media seem most important to residents? Radio, TV?</i>	

Adapted from Terry Mizrahi Madison, School of Social Work, Virginia Commonwealth University, Anderson, ET, & McFarlane, JM (1989). Community as client: application of the nursing process. Philadelphia: JB Lippincott

GRADING RUBRIC: WINDSHIELD SURVEY

(Total Points Possible = 35)

Points	Emerging	Developed	Highly Developed	Score

<i>All Windshield Survey Elements observed and findings noted</i>	<i>7 Element findings Not addressed (5 pts)</i>	<i>10 Element findings Not addressed (10pts)</i>	<i>All Elements observed and findings noted (15 pts)</i>	
<i>Element description detail provided</i>	<i>Provided superficial or minimal description of elements (4 pts)</i>	<i>Provided moderately detailed description of elements (7 pts)</i>	<i>Provided concise detailed description of elements (10 pts)</i>	
<i>Observation examples given</i>	<i>Less than 5 observation examples given (4 pts)</i>	<i>6 or more observation examples given (7 pts)</i>	<i>10 or more observation examples given (10 pts)</i>	
<i>Total Points Earned 35</i>				

Comments:

ASSIGNMENT:

Health Care Bill Research E-Discussion (40 points)

HEALTH CARE BILL RESEARCH E-DISCUSSION

Research and discuss with classmates (Eclass Discussion Board on line) how the new *Affordable Care Act* President Obama signed into law March 2010 addresses one of the following major health care system problems. Choose one of the following topics to research, post your comments, cite references, and discuss Eclass postings of at least 2 other classmates:

1. Escalating costs (including those from increased technology)
2. Fragmentation of services
3. Limited access to care
4. Quality of care

Grading Criteria

Affordable HEALTH CARE BILL RESEARCH E-DISCUSSION

Topic	Points Possible	Points Earned	Comments
Problem of interest clarified	10		
Affordable Health Care Bill position addressed	10		
Discussed classmate/s input &/or perspective	10		
Identified research sources (references cited)	10		
Total Points	40pts		

Additional Comments

ASSIGNMENT:
Health Policy Letter (100 points)

HEALTH POLICY LETTER

Write a short (1-2page) letter to the district, state, national office of a legislator or work site administrator to discuss a particular policy or health care issue. The letter should be informative, present both sides of the policy or health care issue, identify an unaddressed aspect of the policy or health care issue, explain the policy or health care issue’s relevance for health, health care and nursing and provide suggestions or propose solutions to address policy or health care issue development and or implementation. Address your letter to the intended recipient. The letter should be well -written, clear, concise, typed and signed (Identify yourself as a PLNU student). Submit (to me) an electronic copy of the letter on the appropriate date for approval. Send your approved letter to the addressee by the calendar date. (100 pts)

Grading Criteria : Receive faculty approval prior to sending letter.

Topic	Points Possible	Points Earned	Comments
Identify health care issue.	10		
Present both sides (if appropriate) of the policy or health care issue.	15		
Identify an unaddressed aspect of the policy or health care issue	15		
Explain the policy or health care issue’s relevance for health, health care and nursing	20		
Discuss why you would be in favor of such a program or why you would not be in favor of such a program and the rationale for your chosen position	20		
Provide suggestions or propose solutions to	10		

address policy or health care issue development and or implementation.			
APA References cited	10		
Total Points	100		

Additional Comments:

ASSIGNMENT:

Applying the Nursing Process to Population Groups: (200 points)
Community Planning, Intervention and Evaluation

COMMUNITY PROJECT PRESENTATION – A CREATIVE ENDEAVOR: After your group has decided on a population, probable health risk/concern and teaching strategy, imagine you collaborated with an agency/entity to teach to their population group (that matches your target population). Discuss what this process might be like, your networking process, clearing of teaching plan, adequacy of teaching environment both for teachers and group, and how you would work around obstacles (people/technology/etc). describe how the teaching/learning session went (imagine possible questions, responses behaviors, etc.). Be creative, use your imagination to develop your scenario.

Instructions:

Community Teaching Project Group activity:

Divide into groups of three persons each to develop a health education and/or health promotion intervention plan using teaching/learning theory and strategies designed to meet the health education need or problem identified in your population of choice. The teaching plan is to include measurable student learning outcomes for the identified learner group.

METHOD:A. Plan a teaching/learning experience for a target population that includes:

- Measurable learner outcomes for the teaching session
- **Outline of content to be covered.** (include language and teaching examples that would be most appropriate for the target group described)
- Description of proposed teaching environment
- Proposed teaching strategies and aids (i.e. discussion, lecture, audience participation activity, audiovisuals, literature, posters, multimedia, etc.)
- Proposed method(s) of evaluation of learning achieved by learners

B. Use reliable, current professional references to support the identified population and their health risk.

C. Discuss how you would implement the teaching/learning intervention plan with your target learner group if you were able to carry it out.

D. Discuss how you might evaluate whether the participants learned what you taught them (met your measurable outcomes or not).

E. Postulate possible future learning needs for your target population.

F. Discuss your groups 'group process' as you collaborated to complete the Community Project assignment.

G. Reflect on the Community Project experience.

H. Develop a hypothetical scenario of the chosen community agency collaboration, learners, teaching/learning environment, intervention, health risk, and evaluation. Be creative and imaginative.

I. Turn your teaching plan outline and references in to faculty.

Grading Criteria: GRADING RUBRIC: COMMUNITY EDUCATION PAPER (100 points)

GRADING RUBRIC: COMMUNITY EDUCATION PRESENTATION (100 points)

(Total Points Possible = 200)

Points	Emerging	Developed	Highly Developed	Score
Introduction discussed aspects of the learning need in a specific population at risk as determined from the community assessment	Introduction discussed at least 1 aspect of the learning need in a specific population at risk as determined from the community assessment (1 pts)	Introduction discussed at least 2 aspects of the learning need in a specific population at risk as determined from the community assessment (3pts)	Introduction discussed at least 3 aspects of the learning need in a specific population at risk as determined from the community assessment (5 pts)	
Present: strategy for collaboration with the community-based group/agency(s) to plan a teaching/learning experience for/with members of their population.	At least 2 collaboration aspects for choice, fit, and/or communication with Community-based group/agency(s) presented (5 pts)	At least 3 collaboration aspects for choice, fit, and/or communication with Community-based group/agency(s) presented (10pts)	4 collaboration aspects for choice, fit, and/or communication with Community-based group/agency(s) presented (15 pts)	
Discuss lesson plan for the teaching session. Include learning outcomes, teaching strategies, teaching materials and samples of handouts, evaluation modality, and description of teaching environment.	At least 4 teaching session aspects discussed (5pts)	At least 6 teaching session aspects discussed (10 pts)	Eight or more teaching session aspects discussed (15 pts)	
Describe implementation of teaching/learning plan with selected	At least 4 aspects of teaching/learning plan implementation described	At least 7 aspects of teaching/learning plan implementation described	Ten or more aspects of teaching/learning plan implementation described	

community based group and participant response.	(5 pts)	(10 pts)	(15 pts)	
Discuss evaluation tool/methods, responses, and learning outcomes.	At least 2 evaluation tool/methods, responses, and/or learning outcomes discussed (3 pts)	At least 4 evaluation tool/methods, responses, and/or learning outcomes discussed (7 pts)	At least 6 evaluation tool/methods, responses, and/or learning outcomes discussed (10 pts)	
Describe future learning needs for the identified population at risk.	At least 1 learning need for the identified population at risk described (3 pts)	At least 2 learning needs for the identified population at risk described (7 pts)	3 or more learning needs for the identified population at risk described (10 pts)	
Discuss groups Group Process collaboration for the entire Community Project.	At least 2 Group Process collaboration areas for the entire Community Project discussed (3 pts)	At least 4 Group Process collaboration areas for the entire Community Project discussed (7 pts)	Five or more Group Process collaboration areas for the entire Community Project discussed (10 pts)	
Reflect on the community teaching/learning intervention experience in a summary/conclusion paragraph	At least 2 community teaching/learning intervention experience reflections in a summary/conclusion paragraph (1 pts)	At least 4 community teaching/learning intervention experience reflections in a summary/conclusion paragraph (3 pts)	Six or more community teaching/learning intervention experience reflections in a summary/conclusion paragraph (5 pts)	
Provide reference list of research sources in APA format per 6 th edition.	Reference list not provided or not in APA format (0pts)	Reference list provided; APA format errors (3 pts)	Reference list provided; used correct APA format (5 pts)	
Attach, as an appendix, teaching plan, Include learning outcomes, teaching strategies, teaching materials and samples of handouts, evaluation modality, and description of	At least 2 teaching plan items were attached in the appendix (1 pts)	At least 4 teaching plan items were attached in the appendix (3 pts)	Six or more teaching plan items were attached in the appendix (5 pts)	

teaching environment.				
Complete the confidential peer evaluation of each group member. Turn in on the assigned Community Intervention Paper due date (5 pts, may vary)	A few of the confidential peer evaluation of each group member completed, not turned in on the assigned Community Intervention Paper due date, and/or evaluations unfavorable (1 pts)	Half of the confidential peer evaluation of each group member completed and turned in on the assigned Community Intervention Paper due date, and/or evaluations unfavorable (3 pts)	Confidential peer evaluation of each group member completed and turned in on the assigned Community Intervention Paper due date and evaluations favorable (5 pts)	
<i>Paper points</i>				100
<i>Presentation points</i>				100