



## SCHOOL OF NURSING

### Course Syllabus

<b>COURSE NUMBER:</b>	NUR 4405
<b>COURSE TITLE:</b>	Population Health Nursing
<b>TERM:</b>	Spring 2022
<b>COURSE CREDITS:</b>	3 Credits
<b>DAYS/TIME:</b>	This is an asynchronous, online course.
<b>TERM/YEAR:</b>	Monday, March 7, 2022 to Saturday, April 30, 2022
<b>FACULTY:</b>	Dr. Emily Cabrera, EdD, MSN, RN <a href="mailto:cabrerae@elms.edu">cabrerae@elms.edu</a>
<b>OFFICE HOURS:</b>	by appointment

#### Course Description:

Current efforts to promote health and decrease acute care utilization represent a major shift in 21<sup>st</sup> century goals of the United States healthcare system. Nurses new to the profession as well as practicing nurses must acquire the necessary knowledge and skills to assume emerging roles created to reach these goals. By partnering with individuals, families, and communities in activities to improve health and avoid illness, nurses will form the leadership needed for a healthier society.

This course assists students to apply the nursing process to population health through community assessment and identification of priority health needs, followed by planning of a community-focused project. Beginning practice in epidemiological investigation, assessment of social and environmental influences on health, and identification of societal resources to support health helps students to incorporate various factors into their community project and increase their knowledge base in public health.

This course addresses recommended baccalaureate competencies for public health nursing, a supplement to the AACN *Essentials of Baccalaureate Education* and Elms College School of Nursing Curriculum Competencies.

<http://www.aacnnursing.org/Education-Resources/AACN-Essentials>

*Note:* This is a Global Awareness and Cultural Understanding CORE Course. It fulfills the college's community service requirement.

**Curriculum Placement:**

RN-BS program

**Prerequisites:**

Successful completion of all required nursing courses according to the curriculum plan

**Course Outcomes:**

The following identifies expected learning outcomes for this course, how they meet selected criteria of the AACN Essentials of Baccalaureate Education (<http://www.aacn.nche.edu/education-resources/baccessentials08.pdf>) and Elms College Division of Nursing curriculum outcomes (Nurse of the Future Core Competences) as well as the assessments used to measure success of learning outcomes for this course.

Upon successful completion of this course, the student will be able to:

Learning Outcome	AACN	Elms Curriculum	Assessment
1. Utilize knowledge from liberal education to identify social and ecological determinants of health when working with diverse individuals, families, and communities.	I	1, 3, 8	Community assessment paper; resource report reflection
2. Access public health and other sources of information using informatics and other information technologies.	IV	5, 9	Community assessment paper intervention presentation
3. Conduct a community assessment using available demographic, epidemiologic, and observational data.	III, IV, IX	5, 10	Community assessment paper intervention presentation
4. Collaborate as a team member with community partners, peers, and other healthcare professionals in planning, developing, or implementing health promotion interventions.	VII	6, 7	Community assessment paper; volunteer community experiences
5. Assess the health literacy of community members to maximize the effectiveness of health education.	IX	1, 10	Community assessment; volunteer community experience
6. Identify how current laws and policies relevant to public health affect the health of populations.	I, II, V	1	Participation in class reports; class presentation health issue assignment
7. Identify opportunities for population-focused advocacy for individuals, families, and groups.	VIII	1, 3	Participation in class reports; community assessment
7. Communicate effectively in writing, orally, and electronically as a member of interprofessional and community teams.	VI, IX	6, 7	Community assessment paper; resource report reflection intervention presentation
8. Practice within the legal and ethical parameters of community/public health nursing.	I	1, 2, 3	Community experiences
9. Describe common global health issues.	I	4, 6	Participation in class reports health issue assignment

**Curriculum Key:** 1- Patient-centered care; 2- Professionalism; 3- Leadership; 4- Systems-based practice; 5- Informatics and technology; 6- Communication; 7- Teamwork and collaboration; 8- Safety; 9- Quality improvement; 10- Evidence-based practice.

## Methods of Instruction and Teaching Strategies

### **General Description:**

This is an 8-week on-line course that entails learning activities outlined in the syllabus and course Topical Outline/Course Calendar.

### **Evaluation of Grading:**

A	93-100	C+	77-79.99
A-	90-92.99	C	73-76.99
B+	87-89.99	C-	70-72.99
B	83-86.99	D	60-69.99
B-	80-82.99	F	59 and below

*Didactic:* A grade of C is required to successfully complete this course.

*Clinical:* Satisfactory/Unsatisfactory (documented through self/faculty evaluation)

### **Instructional Methods:**

This is a mixed-instructional methods course in which students are expected to self-regulate the weekly readings assignments that are necessary to complete the weekly course assignments.

### **Teaching Strategies:**

- Assigned readings
- Discussion Postings
- Lecture
- Websites
- Case studies
- Student presentations

### **Work Expectations:**

Students are expected to attend and actively participate in class, read assigned materials, complete and deliver all assignments and presentations in a scholarly manner, interact with faculty and other students, etc. The time required to fulfill these expectations for the class theory portion of this course will vary among students - typically students will spend 10-12 hours per week in these activities. Hours required for the community assessment and volunteer hours will be beyond these hours.



**Required Course Materials:**

1. Stanhope, M. & Lancaster, L. (Eds.). (2014). *Foundations of nursing in the community: Community-oriented practice* (4<sup>th</sup> ed.). Elsevier/Mosby.
2. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.
3. Journal articles and websites as assigned.

**Recommended Course Materials:**

1. American Public Health Association (APHA)
  - a. [www.apha.org](http://www.apha.org)
2. American Red Cross
  - a. [www.redcross.org](http://www.redcross.org)
3. Centers for Disease Control and Prevention
  - a. [www.cdc.gov](http://www.cdc.gov)
4. CDC, National Center for Health Statistics
  - a. <http://www.cdc.gov/nchs/>
5. Child and Family Web Site
  - a. <http://www.cfw.tufts.edu/>
6. Child Health Care Quality Toolbox
  - a. <http://www.ahrq.gov/research/findings/factsheets/children/toolbox/>
7. Chronic Disease Prevention
  - a. <http://www.cdc.gov/chronicdisease/>
8. Closing the Health Gap
  - a. <http://minorityhealth.hhs.gov/>
9. Community Preventive Services
  - a. <http://thecommunityguide.org/>
10. Core Competencies for Public Health
  - a. [http://www.phf.org/resourcestools/Pages/Core\\_Public\\_Health\\_Competencies.aspx](http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx)
11. Greater Springfield Senior Services
  - a. [www.gsssi.org](http://www.gsssi.org)
12. Healthfinder
  - a. [www.healthfinder.gov/](http://www.healthfinder.gov/)
13. Healthy People 2020
  - a. <http://www.healthypeople.gov/2020/>
14. Hispanic Health Link
  - a. <http://www.hispanichealth.org/>
15. Mass. Department of Public Health
  - a. <http://www.mass.gov/eohhs/gov/departments/dph/>
16. Emergency Preparedness/Bioterrorism
  - a. <http://www.mass.gov/eohhs/gov/departments/dph/programs/emergency-prep/>
17. Publications and Statistics
  - a. <http://www.mass.gov/eohhs/gov/departments/dph/publications-index.html>
18. Morbidity and Mortality Weekly Reports
  - a. [www.cdc.gov/mmwr](http://www.cdc.gov/mmwr)
19. National Health Information Center

- a. <http://health.gov/nhic/>
20. National Institute on Drug Abuse
  - a. <http://www.drugabuse.gov/>
21. National Institute of Environmental Health
  - a. <http://www.niehs.nih.gov/>
22. National Institutes of Health
  - a. [www.nih.gov/](http://www.nih.gov/)
23. NIH Senior Health
  - a. <http://nihseniorhealth.gov/>
24. National Network for Immunization Information
  - a. <http://immunizationinfo.org/>
25. Public Health Infrastructure
  - a. <http://www.naccho.org/topics/infrastructure/>
26. Red Cross of Pioneer Valley
  - a. <http://www.redcross.org/ma/springfield>
27. Toxic Town
  - a. <http://toxtown.nlm.nih.gov/>
28. US Census Bureau
  - a. <http://www.census.gov/>
29. World Health Organization (WHO)
  - a. [www.who.int](http://www.who.int)

### **Written Assignments/Late Policy:**

Written assignments are due according to the posted dates and as described in instructions, either submitted via the assignment link in Moodle or posted in the designated Discussion Board/Forum. Students are expected to submit all written assignments on or before the due dates listed in the syllabus unless an extension has been granted prior to the due date by the course faculty. Late assignments will result in a grade reduction of 10% per day, including weekends/holidays.

### **Statement Regarding Student Accommodations & Support Services:**

Elms College welcomes students with disabilities into all of the educational programs on campus and satellite sites. We are committed to providing equality of opportunity and meaningful access for qualified students with various types of disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student with a disability at Elms College is someone who, with reasonable or no accommodations is capable of meeting Elms College academic standards. In order to receive consideration for reasonable accommodations, a student with a disability must contact the office of Student Accommodations & Support Services (SASS), participate in an intake interview, and provide documentation. It is the policy of Elms College to ensure that reasonable accommodations for qualified individuals with documented disabilities are available.

If you are a person with a documented disability and desire accommodations to complete course requirements, you must arrange a meeting with SASS staff at the Student Accommodations & Support Services, located on the third floor of the Alumnae Library.

If you think you may have a disability but do not have appropriate documentation, please consult with staff in the SASS office about possible resources. The office is located in the Alumnae Library, Room 303, 413- 265 2333 or [sass@elms.edu](mailto:sass@elms.edu).

If you are a student registered with the Student Accommodations & Support Services (SASS) (formally Office of Disability Services) and feel you have been denied an accommodation and believe the denial of accommodations or services has negatively impacted your grade, you may submit a formal appeal to the Director of Student Accommodations & Support Services (SASS) in a timely manner relative to the event(s) in question including specific details of the event(s), relevant accommodation information, and how the event(s) negatively impacted your grade due to a denial or misapplication of accommodation(s). The Director will work with all parties involved to arrive at an appropriate solution.

For more information, please visit: [www.elms.edu/disabilityservices](http://www.elms.edu/disabilityservices) or call: 413- 265 2333. You may also e-mail: [sass@elms.edu](mailto:sass@elms.edu)

#### **Statement Regarding Academic Honesty:**

Students must refrain from all forms of academic dishonesty, including cheating on quizzes and examinations, abetting others in cheating, appropriating other student's work, and plagiarizing assignments. Faculty who find students in clear violation of the policy on academic dishonesty shall determine the appropriate response, which may include failure on the assignment or failure in the course. Faculty shall report incidents of academic dishonesty, including copies of any documentation, and the action taken in response to them, in writing, to the vice president for academic affairs. Faculty shall inform the student that the notification has been sent to the vice president for academic affairs. The vice president for academic affairs can elect to pursue further action up to and including dismissal from the college. The vice president will inform the student in writing that notification has been received, that it is confidential, and that the student has the right to question the charge. Students who believe they are unjustly accused or punished for academic honesty violations may pursue the matter through the grievance procedure (see student handbook).

Further clarification can be found in the following definitions:

*Plagiarism:* The use of outside source(s) without proper acknowledgement.

*Quotations:* Any quotations, however small, must be placed in quotation marks or clearly indented and must be accompanied by a precise indication of the source.

*Paraphrasing:* "Any material which is paraphrased must be specifically acknowledged in a footnote or in the text. A thorough rewording or rearrangement of an author's text does not relieve one of this responsibility." (Source: *Napolitano v. Princeton Univ.*, 453 A.2<sup>nd</sup> 279. N.J. Super. Ch. Div. 1982).

A paraphrase must also put the material in the writer's own words and syntax. It is still considered plagiarism to keep the same sentence structure as the original with words replaced by synonyms or maintain the same phrases or clauses with slight shifts in structure (moving an introductory clause to the end of a sentence for example) even if a citation is included. (For examples, see <http://www.lib.usm.edu/legacy/plag/paraphrasing.php>).

**Statement Regarding Withdrawal:**

Students may withdraw from a course without penalty by filing an "add/drop" form in the registrar's office during the first week of the semester. Students who withdraw from a course after the initial drop/add period will receive either a "WS" (passing) or "WU" (failing). Withdrawals for the RN-BS degree completion program are allowed only until two (2) weeks prior to the last class of the course. Failure to file appropriate withdrawal forms in the registrar's office will result in a grade of "F" for the course.

**Statement Regarding Civil Discourse and Respect for Diverse Viewpoints:**

Elms College is committed to teaching and learning environments in which diverse viewpoints are expressed freely. All members of the Elms College community will treat one another with tolerance, civility, and respect at all times.

**Disclaimer:**

The instructor reserves the right to change topics covered or the order in which they are covered at his/her discretion. The instructor will provide advanced notice.



## NUR 4405 Course Topical Outline

<b>Week 1:</b>  <b>Monday,</b> <b>March 7<sup>th</sup></b> <b>to</b> <b>Sunday,</b> <b>March 13<sup>th</sup></b>	<b>Topics</b>	<ol style="list-style-type: none"> <li>1. Orientation to NUR 4405</li> <li>2. Foundations of Population Health Nursing in the 21<sup>st</sup> Century</li> <li>3. Healthy People 2030</li> </ol>
	<b>Readings</b>	<ol style="list-style-type: none"> <li>1. <i>Textbook Readings:</i> <ol style="list-style-type: none"> <li>a. Chapters 1, 2, 3</li> </ol> </li> <li>2. <i>Article:</i> <ol style="list-style-type: none"> <li>a. Kindig, D. &amp; Stoddart, G. (2003). What is population health? <i>American Journal of Public Health</i>, 93(3), 380-383. Retrieved from <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447747/pdf/0930380.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447747/pdf/0930380.pdf</a></li> </ol> </li> <li>3. <i>Websites:</i> <ol style="list-style-type: none"> <li>a. Center for Disease Control. (2021). <i>What is population health?</i> Retrieved from <a href="https://www.cdc.gov/pophealthtraining/whatis.html">https://www.cdc.gov/pophealthtraining/whatis.html</a></li> <li>b. U. S. Department of Health and Human Services. (2021). <i>Healthy people 2030: Building a healthier future for all.</i> Retrieved from: <a href="https://health.gov/healthypeople">https://health.gov/healthypeople</a></li> </ol> </li> <li>4. <i>Video:</i> <ol style="list-style-type: none"> <li>a. <i>The Many Faces of Public Health Nursing.</i> Retrieved from <a href="https://www.youtube.com/watch?v=cA2zIvaMmVw">https://www.youtube.com/watch?v=cA2zIvaMmVw</a></li> </ol> </li> </ol>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Discussion Posting #1 due Sun., 3/13/22 at 2359.</li> </ol>

<b>Week 2:</b>  <b>Monday,</b> <b>March 14<sup>th</sup></b> <b>to</b> <b>Sunday,</b> <b>March 20<sup>th</sup></b>	<b>Topics</b>	<ol style="list-style-type: none"> <li>1. Population Health Community Resources</li> <li>2. Public Health Interventions Wheel</li> </ol>
	<b>Readings</b>	<ol style="list-style-type: none"> <li>1. <i>Textbook Readings:</i> <ol style="list-style-type: none"> <li>a. Chapters 4, 5, 6, 7, 8; Appendix B, C</li> </ol> </li> <li>2. <i>Websites:</i> <ol style="list-style-type: none"> <li>a. The Massachusetts Association of Health Boards. (2021). <i>Boards of health</i>. Retrieved from <a href="https://www.mahb.org/boards-of-health/">https://www.mahb.org/boards-of-health/</a></li> <li>b. Minnesota Department of Health. (2019). <i>Public health interventions: Applications for public health nursing practice</i> (2<sup>nd</sup> ed.). Retrieved from <a href="https://www.health.state.mn.us/communities/practice/research/phncouncil/docs/PHInterventions.pdf">https://www.health.state.mn.us/communities/practice/research/phncouncil/docs/PHInterventions.pdf</a></li> </ol> </li> </ol>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Discussion Posting #2 due Sun., 3/20/22 at 2359.</li> </ol>

<b>Week 3:</b>  <b>Monday,</b> <b>March 21<sup>st</sup></b> <b>to</b> <b>Sunday,</b> <b>March 27<sup>th</sup></b>	<b>Topics</b>	<ol style="list-style-type: none"> <li>1. Public Health Nursing's Roles, Responsibilities, and Obligations</li> <li>2. Systems Thinking</li> </ol>
	<b>Readings</b>	<ol style="list-style-type: none"> <li>1. <i>Textbook Readings:</i> <ol style="list-style-type: none"> <li>a. Chapters 10</li> </ol> </li> <li>2. <i>Articles:</i> <ol style="list-style-type: none"> <li>a. The American Association of Public Health Nurses (2020). <i>The public health nurse's role in achieving health equity: Eliminating inequalities in health</i>. Retrieved from <a href="https://www.health.state.mn.us/communities/practice/resources/equitylibrary/docs/2015_APHN-The-Public-Health-Nurse-s-Role-in-Achieving-Health-Equity.pdf">https://www.health.state.mn.us/communities/practice/resources/equitylibrary/docs/2015_APHN-The-Public-Health-Nurse-s-Role-in-Achieving-Health-Equity.pdf</a></li> <li>b. Plack, M. M., Goldman, E. F., Richards Scot, A., &amp; Brundage, S. B. (2019). <i>Systems thinking in the healthcare professions: A Guide for Educators and Clinicians</i>. The George Washington University. Retrieved from <a href="https://hsrc.himmelfarb.gwu.edu/cgi/viewcontent.cgi?article=1000&amp;context=educational_resources_teaching">https://hsrc.himmelfarb.gwu.edu/cgi/viewcontent.cgi?article=1000&amp;context=educational_resources_teaching</a></li> </ol> </li> </ol>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Discussion Posting #3 due Sun., 3/27/22 at 2359.</li> </ol>

<b>Week 4:</b>  <b>Monday,</b> <b>March 28<sup>th</sup></b> <b>to</b> <b>Sunday,</b> <b>April 3<sup>rd</sup></b>	<b>Topics</b>	1. Health Literacy Principles in Population Health 2. Infectious Disease Surveillance
	<b>Readings</b>	1. <i>Textbook Readings:</i> a. Chapter 11, 26, 27 2. <i>Articles:</i> a. Kanj, M. & Mitic, W. (2009). <i>Health literacy and health promotion: World Health Organization</i> . Retrieved from <a href="https://www.who.int/healthpromotion/conferences/7gchp/Track1_Inner.pdf">https://www.who.int/healthpromotion/conferences/7gchp/Track1_Inner.pdf</a> b. Murray, J. & Cohen, A. L. (2017). Infectious disease surveillance. <i>International Encyclopedia of Public Health</i> , 4, 222-229. Retrieved from <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7149515/pdf/main.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7149515/pdf/main.pdf</a>
	<b>Assignments</b>	1. Community Assessment Assignment: Submission #1 due Sun., 4/3/22 at 2359.

<b>Week 5:</b>  <b>Monday, April 4<sup>th</sup></b> <b>to</b> <b>Sunday, April 10<sup>th</sup></b>	<b>Topics</b>	<ol style="list-style-type: none"> <li>1. Environmental Health in Nursing</li> <li>2. Nurse Advocacy Regarding Public Health Policy and Regulation: Affordable Care Act</li> </ol>
	<b>Readings</b>	<ol style="list-style-type: none"> <li>1. <i>Textbook Readings:</i> <ol style="list-style-type: none"> <li>a. Chapters 28</li> </ol> </li> <li>2. <i>Articles:</i> <ol style="list-style-type: none"> <li>a. <i>Affordable Care Act.</i> (2010). Retrieved from <a href="https://www.govinfo.gov/content/pkg/PLAW-111publ148/pdf/PLAW-111publ148.pdf">https://www.govinfo.gov/content/pkg/PLAW-111publ148/pdf/PLAW-111publ148.pdf</a></li> <li>b. Alliance of Nurses for Healthy Environments (2016). <i>Environmental health in nursing.</i></li> <li>c. <i>Reconciliation Act.</i> (2010). Retrieved from <a href="https://www.govinfo.gov/content/pkg/PLAW-111publ148/pdf/PLAW-111publ148.pdf">https://www.govinfo.gov/content/pkg/PLAW-111publ148/pdf/PLAW-111publ148.pdf</a></li> <li>d. Williams, S. D., Phillips, J. M., &amp; Koyama, K. (2018). Nurse advocacy: Adopting a health in all policies approach. <i>The Online Journal of Issues in Nursing</i>, 23. Retrieved from <a href="https://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-23-2018/No3-Sept-2018/Policy-Advocacy.html#Williams">https://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-23-2018/No3-Sept-2018/Policy-Advocacy.html#Williams</a></li> </ol> </li> </ol>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Discussion Posting #4 due Sun., 4/10/22 at 2359.</li> </ol>

<b>Week 6:</b>  <b>Monday,</b> <b>April 11<sup>th</sup></b> <b>to</b> <b>Sunday,</b> <b>April 17<sup>th</sup></b>	<b>Topics</b>	<ol style="list-style-type: none"> <li>1. Global Health Nursing</li> <li>2. Disaster Management in Nursing</li> </ol>
	<b>Readings</b>	<ol style="list-style-type: none"> <li>1. <i>Textbook Readings:</i> <ol style="list-style-type: none"> <li>a. Chapters 14, 15</li> </ol> </li> <li>2. <i>Articles:</i> <ol style="list-style-type: none"> <li>a. Al Harthi, M., Al Thobaity, A., Al Ahmari, W., &amp; Almalki, M. (2020). Challenges for nurses in disaster management: A scoping review. <i>Risk Management and Healthcare Policy</i>, 13, 2627–2634. Retrieved from <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7678497/pdf/rmhp-13-2627.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7678497/pdf/rmhp-13-2627.pdf</a></li> <li>b. Edmonson, C., McCarthy, C., Trent-Adams, S., McCain, C., &amp; Marshall, J. (2017). Emerging global health issues: A nurse’s role. <i>The Online Journal of Issues in Nursing</i>, 1. Retrieved from <a href="https://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-22-2017/No1-Jan-2017/Emerging-Global-Health-Issues.html#Edmonson">https://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-22-2017/No1-Jan-2017/Emerging-Global-Health-Issues.html#Edmonson</a></li> </ol> </li> <li>3. <i>Website:</i> <ol style="list-style-type: none"> <li>a. Federal Emergency Management Agency. (2021). <i>Coronavirus emergency management best practices</i>. <a href="https://www.fema.gov/disaster/coronavirus/best-practices">https://www.fema.gov/disaster/coronavirus/best-practices</a></li> </ol> </li> </ol>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Work on Community Assessment Assignment: Submission #2</li> </ol>

<b>Week 7:</b>  <b>Monday,</b> <b>April 18<sup>th</sup></b> <b>to</b> <b>Sunday,</b> <b>April 24<sup>th</sup></b>	<b>Topics</b>	1. Community Health Nursing
	<b>Readings</b>	1. <i>Textbook Readings:</i> a. Chapters 12, 21, 22 2. <i>Article:</i> a. World Health Organization. (2017). <i>Enhancing the role of community health nursing for universal health coverage</i> . Retrieved from <a href="https://apps.who.int/iris/bitstream/handle/10665/255047/9789241511896-eng.pdf;jsessionid=EAA0D4686A6E39721A7564915705A1E4?sequence=1">https://apps.who.int/iris/bitstream/handle/10665/255047/9789241511896-eng.pdf;jsessionid=EAA0D4686A6E39721A7564915705A1E4?sequence=1</a>
	<b>Assignments</b>	1. Community Assessment Assignment: Submission #2 Including Log) due Sun., 4/24/22 at 2359.

<b>Week 8:</b>  <b>Monday,</b> <b>April 25<sup>th</sup></b> <b>to</b> <b>Saturday,</b> <b>April 30<sup>th</sup></b>	<b>Topics</b>	<ol style="list-style-type: none"> <li>1. Public Health Crisis: COVID-19</li> <li>2. End-of-the-Semester Wrap-Up</li> </ol>
	<b>Readings</b>	<ol style="list-style-type: none"> <li>1. <i>Textbook Readings:</i> <ol style="list-style-type: none"> <li>a. Chapter 31               <ol style="list-style-type: none"> <li>i. (This chapter is assigned due to the fact that many RN responsibilities throughout the height of each pandemic wave rested in the school-system performing contact tracing, etc.)</li> </ol> </li> </ol> </li> <li>2. <i>Articles:</i> <ol style="list-style-type: none"> <li>a. Edmonds, J. K., Kneipp, S. M., &amp; Campbell, L. (2020). A call to action for public health nurses during the COVID-19 pandemic. <i>Public Health Nursing</i>, 37, 323–324. Retrieved from <a href="https://onlinelibrary.wiley.com/doi/epdf/10.1111/phn.12733">https://onlinelibrary.wiley.com/doi/epdf/10.1111/phn.12733</a></li> <li>b. Kaiser Family Foundation. (2021). <i>The implications of COVID-19 for mental health and substance use</i>. Retrieved from <a href="https://www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use/">https://www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use/</a></li> </ol> </li> <li>3. <i>Website:</i> <ol style="list-style-type: none"> <li>a. Centers for Disease Control and Prevention. (2021). <i>CDC museum COVID-19 timeline</i>. Retrieved from <a href="https://www.cdc.gov/museum/timeline/covid19.html">https://www.cdc.gov/museum/timeline/covid19.html</a></li> </ol> </li> </ol>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Discussion Posting #5 due Sat., 4/30/22 at 2359.</li> <li>2. Course Reflection due Sat., 4/30/22 at 2359.</li> <li>3. Course Evaluations</li> </ol>



**ELMS COLLEGE**  
NUR 4405  
Population Health Nursing  
Discussion Postings

Directions:

1. One (1) original posting and two (2) responses are to be completed for each discussion posting.
2. Original Post: 400-word count minimum.
3. Reply Postings: 200-word count minimum.
4. Discussions should reflect upon your analyses of the assigned course readings and not just solely opinion.
5. Each posting/response must include *at least* one (1) reference according to APA 7<sup>th</sup> edition formatting guidelines.
6. Refer to the course syllabus for late policy on written assignments (Page 4).

## Discussion Posting Rubric

<i>Criteria</i>	<i>Exemplary (40%)</i>	<i>Beginning (20%)</i>	<i>No Evidence (0%)</i>
<b><i>Initial Posting</i></b>	<ul style="list-style-type: none"> <li>*The Posting reflected that the student read and understood the assigned material(s), referring specifically to assigned reading or related research.</li> <li>*The posting has a clear purpose: to inform, persuade, or raise an interesting question.</li> <li>*Provokes conversation or offers an opposing view.</li> <li>*When appropriate, the posting refers to outside sources in supporting its arguments.</li> <li>*The post meets the word requirement of 400 words</li> <li>*The post contains no proofing or spelling errors.</li> <li>*Citations, if applicable, follow APA, 7<sup>th</sup> edition guidelines.</li> <li>*The Post is made early in the assignment period, giving fellow group members plenty of time to reply.</li> </ul>	<ul style="list-style-type: none"> <li>*The Posting reflected that the student read and understood the assigned material(s) and may not have referred specifically to assigned reading or related research.</li> <li>*The posting has a purpose, but is not as clearly understood for adequate comprehension of the posting.</li> <li>*Provokes minimal conversation or offers a weak opposing view.</li> <li>*When appropriate, the posting refers to outside sources in supporting its arguments.</li> <li>*The post may or may not meet the word requirement of 400 words.</li> <li>*There are proofing and/or spelling errors.</li> <li>*Citations, if applicable, do not follow APA, 7<sup>th</sup> edition guidelines.</li> <li>*The Post is not made early in the assignment period.</li> </ul>	<ul style="list-style-type: none"> <li>*No evidence that student meets any of the <i>initial posting</i> criteria.</li> </ul>
	<i>Exemplary (30% each reply)</i>	<i>Beginning (15% each reply)</i>	<i>No Evidence (0%)</i>
<b><i>Replies</i></b>	<ul style="list-style-type: none"> <li>*Two (2) replies have been created by the student. Each reply to a separate student posting.</li> <li>*Replies are substantive and reflect that the student read and thought about the assigned reading(s) and additional sources posted by the person they are replying to.</li> <li>*Replies move the conversation forward or make a reply to a question asked in response to their own posting.</li> <li>*Replies meet the word requirement of 200 words.</li> <li>*No proofing or spelling errors.</li> <li>*Citations, if applicable, follow APA, 7<sup>th</sup> edition guidelines.</li> <li>*Replies are made over several days rather than at the end of the assigned week.</li> </ul>	<ul style="list-style-type: none"> <li>*Two (2) replies have been created by the student. Each reply to a separate student posting.</li> <li>*Replies demonstrate minimal reflection that the student read and thought about the assigned reading(s) and additional sources posted by the person they are replying to.</li> <li>*Replies minimally move the conversation forward or do not make a reply to a question asked in response to their own posting.</li> <li>*The post may or may not meet the word requirement of 200 words.</li> <li>*There are proofing and/or spelling errors.</li> <li>*Citations, if applicable, do not follow APA, 7<sup>th</sup> edition guidelines.</li> <li>* Replies are made at the end of the assigned week.</li> </ul>	<ul style="list-style-type: none"> <li>*No evidence that student meets any of the discussion posting <i>replies</i> criteria.</li> </ul>
<b><i>Total Grade:</i></b>			

**ELMS COLLEGE**  
NUR 4405  
Population Health Nursing  
Community Assessment Paper

Directions:

1. This assignment serves to enable nursing students to practice the assessment skills needed to identify the greatest threats to health of a community and plan an intervention to meet one of those needs.
2. Students completing this assignment will perform a comprehensive community assessment on the student's current geographic place of residence through informant interview, windshield survey, and record/literature reviews.
3. Sections to be included:
  - a. Submission #1: (Primary Data about the Community)
    - i. Windshield Survey Data
      1. Community Core
        - a. History
          - i. What can you glean by looking? Is this an established neighborhood, or new? Is there a specific history associated?
        - b. Demographics
          - i. What sorts of people do you see? Age? Families?
        - c. Ethnicity
          - i. Do you note indicators of different ethnic groups? Specific ethnic shops/restaurants?
        - d. Values and Beliefs
          - i. Are there churches, mosques, temples? Do you advertisements for youth groups, children's groups, family supports?
      2. Subsystems
        - a. Physical Environment
          - i. How does the community look? Is there green space? Air quality? Environmental concerns?
        - b. Health and Social Services
          - i. Evidence of acute or chronic health condition? Where are social services facilities, hospitals, shelters, clinics, and other supports?
        - c. Economy
          - i. Is it a thriving community or does it feel rundown? Are there places of employment, stores, industries, or development?
        - d. Transportation and Safety
          - i. How do people get around? Are there buses, private vehicles, transit for physically disabled, taxis, bicycles? Do you see sidewalks, road, trails and what is their condition? What type of protective services are there? Are there some informal protective services such as Neighborhood Watch?
        - e. Politics and government

- i. Are there signs of political activity? What is the governmental jurisdiction of the community? Is this a town? A city? Is there a town council?
    - f. Communication
      - i. Are there common areas where people gather? Is there evidence of radios, TVs, computers, etc. Are there newspapers/bulletin boards, community events announcements?
    - g. Education
      - i. Are there schools in the area? How do they look? Are there libraries and computer access within community centers? Is there access to all levels of education within the community?
    - h. Recreation
      - i. Where do the children play? What are the forms of recreation? Who is participating? Is there access to facilities readily available? Cost?
  - b. Submission #2: (Secondary Data about the Community)
    - i. Strength(s) of the Community
      - 1. Strength(s) based on primary and secondary data found on the identified community.
    - ii. Weakness(s) of the Community
      - 1. Weakness(s) based on primary and secondary data found on the identified community.
    - iii. Opportunities for improvement of the Community
      - 1. Possible opportunities for optimal public health measure(s) based on primary and secondary data found on the identified community.
    - iv. Threats upon the Community
      - 1. Possible public health threat(s), including possible public health risks, based on primary and secondary data found on the identified community.
      - 2. Identified threats are from relevant and reliable literature sources.
    - v. Community Health NANDA Diagnoses
      - 1. NANDA statement(s) identifying the public health risk(s) for which possible intervention(s) are warranted based on primary and secondary data found concerning the identified community.
- 4. *Community Health Assessment Log* is included in this assignment. Please log your hours spend working on this assignment. Need to log a minimum of *20 hours* to receive credit for this clinical course.
- 5. APA 7<sup>th</sup> ed. guidelines required.
- 6. No minimum word or page count. Quality over quantity!

**Community Assessment Assignment Rubric  
Submission #2: (Secondary (gathered) Data about the Community)**

<i>Criteria</i>	<i>Exemplary (5%)</i>	<i>Applying (4%)</i>	<i>Developing (3%)</i>	<i>Beginning (2%)</i>	<i>No Evidence (0%)</i>
<b><i>Introduction</i></b>	*The section gives a clear and brief overview of the background of the chosen community and what will be discussed throughout the paper.	*The section gives an adequate overview of the background of the chosen community and what will be discussed throughout the paper.	*The section gives a fair overview of the background of the chosen community and what will be discussed throughout the paper.	*The section gives a poor overview of the background of the chosen community and what will be discussed throughout the paper.	*No evidence that student meets any of the <i>Introduction</i> criteria.
	<b><i>Exemplary (10%)</i></b>	<b><i>Applying (8%)</i></b>	<b><i>Developing (6%)</i></b>	<b><i>Beginning (4%)</i></b>	<b><i>No Evidence (0%)</i></b>
<b><i>Windshield Survey Data</i></b>	*The section gives a clear and comprehensive Windshield Survey of the chosen community. *All Community Core and Subtopics are included in this section.	*The section gives an adequately described Windshield Survey of the chosen community. *All Community Core and Subtopics are included in this section.	*The section gives a fairly described Windshield Survey of the chosen community. *Most of, but not all of the Community Core and Subtopics are included in this section.	*The section gives a poorly described Windshield Survey of the chosen community. *Some of, but not all of the Community Core and Subtopics are included in this section.	*No evidence that student meets any of the <i>Windshield Survey Data</i> criteria.
	<b><i>Exemplary (15%)</i></b>	<b><i>Applying (11%)</i></b>	<b><i>Developing (7%)</i></b>	<b><i>Beginning (4%)</i></b>	<b><i>No Evidence (0%)</i></b>
<b><i>Strength(s) of the Community</i></b>	*The section gives a clear and comprehensive discussion of what the strength(s) of the community are about the chosen community. *Strength(s) are based on primary and secondary data found on the identified community. *Identified strength(s) are appropriate to the Windshield Survey data.	*The section gives an adequate discussion of what the strength(s) of the community are about the chosen community. *Strength(s) may or may not be based on primary and secondary data found on the identified community. *Identified strength(s) may or may not be appropriate to the Windshield Survey data.	*The section gives a fair discussion of what the strength(s) of the community are about the chosen community. *Strength(s) may or may not be based on primary and secondary data found on the identified community. *Identified strength(s) may or may not be appropriate to the Windshield Survey data.	*The section gives a poor discussion of what the strength(s) of the community are about the chosen community. *Strength(s) may or may not be based on primary and secondary data found on the identified community. *Identified strength(s) may or may not be appropriate to the Windshield Survey data.	*No evidence that student meets any of the <i>Strength(s) of the Community</i> criteria.

	<b>Exemplary (15%)</b>	<b>Applying (11%)</b>	<b>Developing (7%)</b>	<b>Beginning (4%)</b>	<b>No Evidence (0%)</b>
<b><i>Weakness(s) of the Community</i></b>	<p>*The section gives a clear and comprehensive discussion of what the weakness(s) of the community are about the chosen community. *Weakness(s) are based on primary and secondary data found on the identified community. *Identified weakness(s) are appropriate to the Windshield Survey data.</p>	<p>*The section gives an adequate discussion of what the weakness(s) of the community are about the chosen community. *Weakness(s) may or may not be based on primary and secondary data found on the identified community. *Identified weakness(s) may or may not be appropriate to the Windshield Survey data.</p>	<p>*The section gives a fair discussion of what the weakness(s) of the community are about the chosen community. *Weakness(s) may or may not be based on primary and secondary data found on the identified community. *Identified weakness(s) may or may not be appropriate to the Windshield Survey data.</p>	<p>*The section gives a poor discussion of what the weakness(s) of the community are about the chosen community. *Weakness(s) may or may not be based on primary and secondary data found on the identified community. *Identified weakness(s) may or may not be appropriate to the Windshield Survey data.</p>	<p>*No evidence that student meets any of the <i>Weakness(s) of the Community</i> criteria.</p>
	<b>Exemplary (15%)</b>	<b>Applying (11%)</b>	<b>Developing (7%)</b>	<b>Beginning (4%)</b>	<b>No Evidence (0%)</b>
<b><i>Opportunities for Improvement of the Community</i></b>	<p>*The section gives a clear and comprehensive discussion concerning the possible opportunities for optimal public health measure(s) based on primary and secondary data found on the chosen community. *Identified opportunities(s) are appropriate to the Windshield Survey and secondary data.</p>	<p>*The section gives an adequate discussion concerning the possible opportunities for optimal public health measure(s) based on primary and secondary data found on the chosen community. *Identified opportunities(s) are appropriate to the Windshield Survey and secondary data.</p>	<p>*The section gives a fair discussion concerning the possible opportunities for optimal public health measure(s) based on primary and secondary data found on the chosen community. *Identified opportunities(s) may or may not be appropriate to the Windshield Survey and secondary data.</p>	<p>*The section gives a poor discussion concerning the possible opportunities for optimal public health measure(s) based on primary and secondary data found on the chosen community. *Identified opportunities(s) may or may not be appropriate to the Windshield Survey and secondary data.</p>	<p>*No evidence that student meets any of the <i>Opportunities for Improvement of the Community</i> criteria.</p>

	<b>Exemplary (15%)</b>	<b>Applying (11%)</b>	<b>Developing (7%)</b>	<b>Beginning (4%)</b>	<b>No Evidence (0%)</b>
<b>Threats Upon the Community</b>	<p>*The section gives a clear and comprehensive discussion concerning the possible public health threat(s), including possible public health risks, based on primary and secondary data found on the chosen community.</p> <p>*Identified threats are from relevant and reliable literature sources.</p> <p>*Identified opportunities(s) are appropriate to the Windshield Survey and secondary data.</p>	<p>*The section gives an adequate discussion concerning the possible public health threat(s), including possible public health risks, based on primary and secondary data found on the chosen community.</p> <p>*Identified threats are from relevant and reliable literature sources.</p> <p>*Identified opportunities(s) are appropriate to the Windshield Survey and secondary data.</p>	<p>*The section gives a fair discussion concerning the possible public health threat(s), including possible public health risks, based on primary and secondary data found on the chosen community.</p> <p>*Identified threats may or may not be from relevant and reliable literature sources.</p> <p>*Identified opportunities(s) may or may not be appropriate to the Windshield Survey and secondary data.</p>	<p>*The section gives a poor discussion concerning the possible public health threat(s), including possible public health risks, based on primary and secondary data found on the chosen community.</p> <p>*Identified threats may or may not be from relevant and reliable literature sources.</p> <p>*Identified opportunities(s) may or may not be appropriate to the Windshield Survey and secondary data.</p>	<p>*No evidence that student meets any of the <i>Threats Upon the Community</i> criteria.</p>
	<b>Exemplary (10%)</b>	<b>Applying (8%)</b>	<b>Developing (6%)</b>	<b>Beginning (4%)</b>	<b>No Evidence (0%)</b>
<b>Community Health NANDA Diagnoses</b>	<p>*The section gives a clearly supported NANDA Nursing Diagnosis developed from a thorough assessment of all primary and secondary data gathered throughout this assignment.</p> <p>*NANDA statement(s) identifying the public health risk(s) for which possible intervention(s) are warranted based on primary and secondary data found concerning the identified community.</p>	<p>*The section gives an adequately supported NANDA Nursing Diagnosis developed from a thorough assessment of all primary and secondary data gathered throughout this assignment.</p> <p>*NANDA statement(s) identifying the public health risk(s) for which possible intervention(s) are warranted based on primary and secondary data found concerning the identified community.</p>	<p>*The section gives a fairly supported NANDA Nursing Diagnosis developed from a thorough assessment of all primary and secondary data gathered throughout this assignment.</p> <p>*NANDA statement(s) identifying the public health risk(s) for which possible intervention(s) are warranted based on primary and secondary data found concerning the identified community.</p>	<p>*The section gives a poorly supported NANDA Nursing Diagnosis developed from a thorough assessment of all primary and secondary data gathered throughout this assignment.</p> <p>*NANDA statement(s) identifying the public health risk(s) for which possible intervention(s) are warranted based on primary and secondary data found concerning the identified community.</p>	<p>*No evidence that student meets any of the <i>Community Health NANDA Diagnoses</i> criteria.</p>

	<b>Exemplary (5%)</b>	<b>Applying (4%)</b>	<b>Developing (3%)</b>	<b>Beginning (2%)</b>	<b>No Evidence (0%)</b>
<b>Conclusion</b>	*The section gives a clear and comprehensive concluding paragraph(s) that allows the student to bring together all the important primary and secondary data gathered for this assignment.	*The section gives an adequate concluding paragraph(s) that allows the student to bring together all the important primary and secondary data gathered for this assignment.	*The section gives a fair concluding paragraph(s) that allows the student to bring together all the important primary and secondary data gathered for this assignment.	*The section gives a poor concluding paragraph(s) that allows the student to bring together all the important primary and secondary data gathered for this assignment.	*No evidence that student meets any of the <i>Conclusion</i> criteria.
	<b>Exemplary (5%)</b>	<b>No Evidence (0%)</b>			
<b>Community Assessment Log</b>	*The student accomplished and documented accurately the 20 hours required for completion of this assignment (which is a requirement for the practicum-portion of the NUR 4405 course). *The Log is included in the body of the paper, as noted on the assignment template.	*The student did not accomplish and/or document accurately the 20 hours required for completion of this assignment (which is a requirement for the practicum-portion of the NUR 4405 course). *The Log may or may not be included in the body of the paper, as noted on the assignment template.			
	<b>Exemplary (10%)</b>	<b>Applying (8%)</b>	<b>Developing (6%)</b>	<b>Beginning (4%)</b>	<b>No Evidence (0%)</b>
<b>APA</b>	*Correct use of APA, 7 <sup>th</sup> edition, guidelines throughout the paper. *Resources are referenced according to APA 7 <sup>th</sup> edition.	*Up to three (3) APA errors found throughout the entire paper, including the reference page.	*Up to five (5) APA errors found throughout the entire paper, including the reference page.	*Six (6) or more APA errors found throughout the entire paper, including the reference page.	*No evidence that student meets any of the <i>APA</i> criteria.
<b>Total Grade:</b>					



**ELMS COLLEGE**  
 NUR 4405  
 Population Health Nursing  
 Community Assessment Log

Name: \_\_\_\_\_

	<b>Date</b>	<b>Activities</b>	<b># Hrs.</b>
<b>Internet Searches</b>			
<b>Informant Interviews</b>			
<b>Environmental Survey</b>			
<b>Paper Preparation/ Library Research</b>			
<b>Other</b>			
<b>Total Hours</b>			

Additional comments:

I verify the accuracy of the reported field experience hours listed above.

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

**ELMS COLLEGE**  
NUR 4405  
Population Health Nursing  
Course Reflection

Directions:

1. Utilizing information learned and resources found throughout this course, discuss the following information:
  1. Quality of Care and Improved Patient Outcomes:
    - a. How can the nurse begin to incorporate population health information into practice to achieve this improvement of patient outcomes and quality of care?
  2. Current Nursing Practice:
    - a. Consider your own practice area—what are the implications for population health?
    - b. What population health knowledge is expected for discharge planning and patient education?
    - c. How will population health impact the nurse's assessment (physical, history, and symptom) of the patient?
    - d. How will population health knowledge impact psychosocial aspects of patient assessment and counseling (social policy)?
2. Must utilize at least six (6) resources (websites/articles/documentaries/textbook/etc. provided throughout the course) in your paper.
3. APA 7<sup>th</sup> ed. guidelines required.
4. No minimum word or page count. Quality over quantity.

## Course Reflection Assignment Rubric

<b>Criteria</b>	<b>Exemplary (10%)</b>	<b>Applying (8%)</b>	<b>Developing (6%)</b>	<b>Beginning (4%)</b>	<b>No Evidence (0%)</b>
<b>Introduction</b>	*The section gives a well-organized background narrative discussing your reflection.	*The section gives an adequately organized background narrative discussing your reflection.	*The section gives a fairly organized background narrative discussing your reflection.	*The section gives a poorly organized background narrative discussing your reflection.	*No evidence that student meets any of the <i>Introduction</i> criteria.
	<b>Exemplary (20%)</b>	<b>Applying (15%)</b>	<b>Developing (10%)</b>	<b>Beginning (5%)</b>	<b>No Evidence (0%)</b>
<b>Quality of Care &amp; Improved Patient Outcomes</b>	*This section does an excellent job discussing how the nurse can incorporate population health information into practice to achieve improved patient outcomes and quality of care.	*This section does an adequate job discussing how the nurse can incorporate population health information into practice to achieve improved patient outcomes and quality of care.	*This section does a fair job discussing how the nurse can incorporate population health information into practice to achieve improved patient outcomes and quality of care.	*This section does a poor job discussing how the nurse can incorporate population health information into practice to achieve improved patient outcomes and quality of care.	*No evidence that student meets any of the <i>Quality of Care &amp; Improved Patient Outcomes</i> criteria.
	<b>Exemplary (30%)</b>	<b>Applying (22%)</b>	<b>Developing (14%)</b>	<b>Beginning (7%)</b>	<b>No Evidence (0%)</b>
<b>Current Nursing Practice</b>	*This section does an excellent job discussing how population health influences the student's current nursing practice. *Four (4) or more comprehensive examples are provided throughout this section.	*This section does an adequate job discussing how population health influences the student's current nursing practice. *Up to three (3) adequately defined examples are provided throughout this section.	*This section does a fair job discussing how population health influences the student's current nursing practice. *Up to two (2) fairly defined examples are provided throughout this section.	*This section does a poor job discussing how population health influences the student's current nursing practice. *One (1) poorly defined example is provided throughout this section.	*No evidence that student meets any of the <i>Current Nursing Practice</i> criteria.
	<b>Exemplary (20%)</b>	<b>Applying (15%)</b>	<b>Developing (10%)</b>	<b>Beginning (5%)</b>	<b>No Evidence (0%)</b>
<b>Course Resources</b>	*The resources are clearly and comprehensively discussed throughout the body of the paper. *Incorporation of at least six (6) population health resources obtained from resources throughout the course.	*The resources are adequately discussed throughout the body of the paper. *Incorporation of up to five (5) population health resources obtained from resources throughout the course.	*The resources are fairly discussed throughout the body of the paper. *Incorporation of up to four (4) population health resources obtained from resources throughout the course.	*The resources are poorly discussed throughout the body of the paper. *Incorporation of up to three (3) population health resources obtained from resources throughout the course.	*No evidence that student meets any of the <i>Course Resources</i> criteria.

	<b>Exemplary (10%)</b>	<b>Applying (8%)</b>	<b>Developing (6%)</b>	<b>Beginning (4%)</b>	<b>No Evidence (0%)</b>
<b>Conclusion</b>	*This section does an excellent job summarizing your reflection and comprehensive analysis of the key points presented throughout the paper.	*This section does an adequate job summarizing your reflection and comprehensive analysis of the key points presented throughout the paper.	*This section does a fair job summarizing your reflection and comprehensive analysis of the key points presented throughout the paper.	*This section does a poor job summarizing your reflection and comprehensive analysis of the key points presented throughout the paper.	*No evidence that student meets any of the <i>Conclusion</i> criteria.
	<b>Exemplary (5%)</b>	<b>Applying (4%)</b>	<b>Developing (3%)</b>	<b>Beginning (2%)</b>	<b>No Evidence (0%)</b>
<b>APA</b>	*Correct use of APA 7 <sup>th</sup> edition format throughout the paper. *Course resources are referenced according to APA 7 <sup>th</sup> edition.	*Up to three APA errors found throughout the entire paper, including the reference page.	*Up to five APA errors found throughout the entire paper, including the reference page.	*Six or more APA errors found throughout the entire paper, including the reference page.	*No evidence that student meets any of the <i>APA</i> criteria.
	<b>Exemplary (5%)</b>	<b>Applying (4%)</b>	<b>Developing (3%)</b>	<b>Beginning (2%)</b>	<b>No Evidence (0%)</b>
<b>Mechanics</b>	*Paper flows logically and is easily read by the reviewer.	*Topics are not presented well with some difficulty maintaining topic fluidity.	*Topics are presented as scattered with some difficulty following when read by the reviewer.	*Topics are presented illogically and difficult to follow when read by the reviewer.	*No evidence that student meets any of the <i>Mechanics</i> criteria.
<b>Total Grade:</b>					