



Bachelor of Science in Nursing Syllabus

Population Health and Disaster Nursing Intervention

NUR 4381

Syllabus

Fall Semester 2012

Faculty:

Janine Ray RN, MSN

Course Title: Population Health and Disaster Intervention Online

Course Number: NUR 4381

Course Credits: Three Semester Hours (3-0-0)

Prerequisites/Skills Required: Basic health care knowledge, online course work.

Faculty

Janine Ray, RN, MSN

Cell: 325 280 1011

Email: Janine.Ray@angelo.edu (Email through blackboard)

Virtual Office Hours: by appointment

Course Description:

This course focuses on assessment of and intervention with vulnerable populations. Evidence-based research, simulation, and local and international case scenarios will be used to introduce the student to community, national, and international-level assessment and intervention. Processes covered will include the ACTIVE and REVISIT processes, differing leadership strategies, careful communication, inter-cultural competence, epidemiology, and prevention and control of epidemics. Community level disaster intervention will be the content manipulated using these processes.

This course has been designed as part of ASU's *Plan to Enhance Student Learning through Community Engagement: CONNECT! Campus and Community (C3)* which focuses on relevant, twenty-first century student learning needs, one of which is social engagement. As a regional institution, ASU has a long-standing commitment to serving the needs of the community. Empirical evidence generated at colleges and universities across the county indicates that community engagement has a positive impact on student learning and facilitates socially responsible citizenship. Specifically, the broad student learning outcome addressed in *C3* is social responsibility, with civic engagement and intercultural competency as component outcomes. This course is one means of integrating social responsibility into the curriculum, culture, and identity of ASU.

Purpose of the Course:

This course is specifically designed to increase student awareness of his or her social responsibilities as a nurse, responsibility for increasing societal and population health, and responsibility for engaging in efforts to prevent, mitigate, and stimulate recovery from potential and actual large-scale disasters.

Final Exam:

The final exam will be an open-resource collaborative effort. An international scenario will be given. Students will need to

1. Collaborate in equally dividing the responsibilities between them and solving the problems of the scenario.

2. Communicate appropriately in implementing solutions to the scenario problems and linking those solutions with others.
3. Fully explore, create, and effectively verbalize their part of the solution.
4. Demonstrate the use of the various processes and skills presented in this class competently, correctly, and completely.

Student Learning Objectives: (SLOs) At the conclusion of this course the student will:

1. Demonstrate knowledge of common disaster situations and their implications for local, national, and international populations.
2. Apply knowledge of group and population level assessment and intervention strategies to communities of need in preventing, mitigating, and intervening in disaster situations.
3. Collaborate with community partners to assess, plan, and continuously improve community level systems.
4. Demonstrate high level thinking, ethical reasoning, innovation, cultural competence, and problem-solving in serving communities of need before, during, and after disaster situations.
 - a. Demonstrates sophisticated reflective insights or analysis about the aims and accomplishments of one’s actions.
5. Demonstrate appropriate communication, conflict negotiation, and diplomacy skills in interactions with communities of need.
 - a. Tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.
 - b. Demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
 - c. Articulate a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.
6. Demonstrate personal and social responsibility in the provision of service to local, national, and international communities of need.
 - a. Demonstrate adjustment in own attitudes and beliefs because of working within and learning from diverse of communities and cultures.
 - b. Describe what she/he has learned about self as it relates to a sense of civic identity and commitment to public action.

Course Schedule, SLOs, and assessment

Topics and Objectives	Activities and Assignments	SLO/Assessment
Week 1: Introduction to course syllabus, schedule, and scope of the class Objectives:	Readings: 1. Read the syllabus and course schedule	SLO 1-6 Assessment: Discussion board

<ol style="list-style-type: none"> 1. Orient to the class and subject matter. 2. Define Social Responsibility 3. Identify basic skills for population level interventions. 4. Identify resources for population-level information 5. Identify the disaster cycle 6. Identify the ACTIVE-REVISIT acronym as an analytical tool. 7. Identify vulnerable populations 	<ol style="list-style-type: none"> 2. Veenema, 2nd ed. Chapters 1, 2, 6 3. Complete population health certificate course with IHI at http://app.ihl.org/lms/coursedetailview.aspx?CourseGUID=96226f4e-408b-4b0c-a223-7c0de3a18130&CatalogGUID=6cb1c614-884b-43ef-9abd-d90849f183d4. You will need to create an account and sign in to take this course, but it is free. Please upload your certificate into the assignment portal created for this purpose. 4. Web assignment: Visit a number of websites related to population health which will be used throughout the course (see assignment page for week 1). 5. Post introduction on the week 1 discussion board. 	<p>entries, group projects</p>
<p>Week 2: Community/population level assessment of resources, capacities, needs, and vulnerabilities</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify and explore the parameters of aggregate assessment. 2. Describe rapid environmental assessment as a methodology for data collection in a disaster-affected community. (Ch. 10) 3. Define vulnerable population. 4. Identify the scope of hazards affecting populations. 5. Identify thinking strategies useful in analyzing population issues. 6. Identify communication strategies to use in work with large groups. 7. Analyze a vulnerable population for its assessment needs 	<p>Reading: Veneema 2nd ed. Chapters 3,4</p> <p>Lecture: community/population level assessment.</p> <p>Project: Begin working on the POD project.</p> <p>Discussion: Select a city, town, or rural county to assess. This can be a home area or an area that interests you. You will continue to work with this area throughout the course. Respond to 3 writeups of your peers.</p>	<p>SLO 2,3 Assessment: Discussion board entries, group projects</p>
<p>Week 3: Epidemiology and surveillance</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the most frequently cited epidemiological statistics. 2. Understand the meaning of the most frequently used epidemiological data. 	<p>Reading: start Biological/local unit Veneema 2nd ed. Chapters 19, 20</p> <p>Truglio-Londrigan, M. & Lewenson, S. (2011). <i>Public health nursing</i>. New York: Jones and Bartlett Publishers. chapter</p>	<p>SLO 2-3 Assessment: Discussion board entries, group projects</p>

<ol style="list-style-type: none"> 3. Find epidemiological data and interpret this in response to specific questions. 4. Incorporate epidemiological data into written work. 5. Analyze a document containing epidemiological data 	<p>4. (R2 collection in the library data bases).</p> <p>Lecture: Various epidemiological rates and statistics. The Haiti earthquake will be used as an example.</p> <p>Project: Continue working on your POD project.</p> <p>Discussion: Students will answer questions about their base areas.</p>	
<p>Week 4: Biological warfare</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Design a large scale disaster response 2. Design a disaster drill 3. Design a POD Immunization clinic 4. Identify basic critical incident stress management activities 5. Identify common contagious diseases, their presentation, and routes of transmission. 6. Analyze an infectious disease outbreak and determine the nurse's role in prevention and intervention. 	<p>Reading: Veneema 2nd ed. Chapters 21-22</p> <p>Lecture: Biological Warfare</p> <p>Project: continue working on POD project.</p> <p>Discussion board: post on case scenario</p>	<p>SLO 1, 2, 3, 4, 5, 6</p> <p>Assessment: Discussion board entries Group project 1</p>
<p>Week 5 Biological warfare interventions:</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify intervention strategies appropriate for situations of biological warfare and/or infectious disease outbreaks. 2. Learn about supply lines and needed supplies 3. Learn to conduct and participate in disaster drills 4. Develop links with community leaders and groups who would be most affected by disasters or outbreaks. 5. Exercise isolation plans for communicable diseases 6. Set up preventive networks 7. Develop communication system to use during emergencies 8. Analyze a biological warfare situation and determine needed interventions and nursing roles. 	<p>Read Veneema: 2nd ed. Chapters 23-24</p> <p>Lecture: Biological Warfare</p> <p>Project: POD project due.</p> <ol style="list-style-type: none"> 1. Discussion: Complete POD project and post on the discussion board. 2. Respond critically to the posted project 	<p>SLO 1-6</p> <p>Assessment: Group Project 1</p>

<p>Week 6: Hospital/community mass casualty management</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify appropriate procedures for hospital mass casualty management. 2. Identify leadership and followership behaviors for hospital mass casualty events 3. Define terminology relevant to mass casualty events. 4. Explain the mass casualty triage system. 5. Analyze a hospital's role in and internal or external disaster event. 	<p>Read: Veneema, 2nd ed. Chapters 7, 8, 9</p> <p>Lecture: Develop a case of a mass casualty exercise in a hospital</p> <p>Project: begin working on community level project</p> <p>Discussion: Students will work through a mass casualty scenario that involves triage, moving patients, and ED functions, tags and documenting, locating people</p>	<p>SLO 1-6</p> <p>Assessment: Discussion board entries, group project 2</p>
<p>Week 7 Acts of war or terrorism: chemical toxins</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify detoxification procedures for people exposed to chemical toxins. 2. Set up chemical decontamination facilities 3. Identify the likely toxic chemicals that will cause mass events. 4. Identify sources of chemical toxins. 5. Analyze population needs during/following mass chemical exposure. 	<p>Read: Veneema 2nd ed. Chapters 25, 26</p> <p>Lecture: chemical warfare</p> <p>Project: Continue working on community level project</p> <p>Discussion: Case of chemical warfare or spill</p>	<p>SLO 1-6</p> <p>Assessment: Discussion board entries, group project 2</p>
<p>Week 8: Nuclear/radiation disasters</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Define terms relevant to radiological incidents and emergencies. 2. Describe the structure of nuclear power plants and other radiation sources. 3. Describe the three types of radiation. 4. Recognize common types of radiological incidents and emergencies. 5. Describe the clinical signs of radiation exposure 6. Explain intervention measures in cases of radiation exposure. 7. Explain basic radiological control methods. 8. Analyze the needs of a population suffering from radiation exposure 	<p>Read: Veneema 2nd ed. Chapter 27,</p> <p>Lecture: Nuclear/radiation disasters 3 mile island</p> <p>Project: Continue working on national level project 1</p> <p>Discussion: Apply a nuclear/radiation disaster to your base area.</p>	<p>SLO 1-6</p> <p>Assessment: Discussion board entries, group project 2</p>
<p>Week 9: Water disasters: floods, drought,</p>	<p>Read: Veneema 2nd ed. Chapters</p>	<p>SLO 1-6</p>

<p>tsunamis, and contaminated water</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the major types of water related disasters 2. Describe the morbidity and mortality commonly associated with water disasters. 3. Propose prevention and mitigation activities for water disasters. 4. Understand the implications of advance warning systems. 5. Define terms regarding severe weather watches and storm warnings. 6. Analyze the water needs of a highly stressed population. 	<p>17, 18</p> <p>Lecture: Water issues, force of water, contaminated water, insufficient water, New Orleans</p> <p>Project:</p> <ol style="list-style-type: none"> 1. National level project 1 due 2. Respond critically to the project. 	<p>Assessment: Discussion board entries, group project 2</p>
<p>Week 10: Earthquakes and tornadoes and selected populations: pediatric and other vulnerable populations</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the epidemiology of disaster-related injuries and illnesses in children and other vulnerable populations. 2. Compare and contrast the physical and psychosocial differences between vulnerable populations and healthy adults in disaster situations. 3. Describe the assessment and treatment of children and vulnerable people following natural disasters. 4. Discuss the care of children living in shelters or refugee settings following a disaster. 5. Include pediatric related disaster resources to one's own disaster preparedness plans. 6. Analyze the needs of children during a specified geological or weather event. 	<p>Read; Veneema 2nd ed. Chapters 15, 16</p> <p>Lecture: specific problems in earthquakes and tornadoes. Needs of pediatric and vulnerable populations.</p> <p>Project: Begin work on National-level project 2</p> <p>Discussion: Case of a weather emergency with a vulnerable population</p>	<p>SLO 1-6 Assessment: Discussion board entries, group project 3</p>
<p>Week 11 Large group stress and PTSD Calming Coping, CISM, and stress reduction</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify appropriate channels for communication with the public 2. Explain strategies for communication during high intensity situations 3. Identify the psychosocial impact of disasters 	<p>Read Veneema 2nd ed. Chapters 5, 7, 14,</p> <p>Lecture: Address the objectives WTC and the psychological response</p> <p>Project: continue working on National-level project 2</p> <p>Discussion: CISM and PTSD</p>	<p>SLO 1-6 Assessment: Discussion board entries, group project 3</p>

<ol style="list-style-type: none"> 4. Identify the psychosocial training needs of all disaster responders. 5. Discuss the impact of disaster trauma on first responders and helpers. 6. Describe community reactions to a large-scale disaster. 7. Describe the manifestations of normal grief and mourning. 8. Analyze the stress reduction needs of an identified population and develop an intervention plan. 		
<p>Week 12 International work Citizen’s diplomacy, cultural competence, international humanitarian law, medical mission work, travel health, refugee camps, resilience</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify appropriate diplomatic behaviors for interacting across national boundaries. 2. Practice cultural competence. 3. Learn concepts of international humanitarian law. 4. Identify important aspects of medical mission work. 5. Identify self-protective travel health and other self-care measures. 6. Identify situations needing intervention in refugee camps. 7. Analyze needs of an international population and develop an intervention plan. 	<p>Read: Veneema, 2nd ed. Chapter 30</p> <p>Ehrenreich, E. (2002). <i>Caring for others, caring for yourself</i>. Center for Psychology and Society, State University of New York, College At Old Westbury</p> <p>Lecture: International work</p> <p>Project:</p> <ol style="list-style-type: none"> 1. National level project 2 due 2. Respond critically to the group project 	<p>SLO 1-6 Assessment: Discussion board entries, group project 3</p>
<p>Week 13 Food shortage and malnutrition, refeeding syndrome, population control, and waste management</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the initiation of water safety measures. 2. Discuss the initiation of wastewater management 3. Discuss options for providing sanitation and solid waste removal 4. Identify the primary pathogens responsible for foodborne and waterborne disease. 5. Describe the importance of vector control in the postimpact phase of a disaster. 6. Discuss causes and effects of famine 	<p>Read: Veneema 2nd ed. Chapters 10, 11</p> <p>Lecture: food issues, population issues.</p> <p>Project: begin work on final project: preparing to work in a refugee camp.</p> <p>Discussion: Select 1 of the following problems to discuss.</p> <ol style="list-style-type: none"> 1. Identify appropriate diplomatic behaviors for interacting across national boundaries. 2. Discuss international humanitarian law. 3. Identify important aspects of international medical 	<p>SLO 1-6 Assessment: Discussion board entries, group project 4</p>

<p>and starvation.</p> <p>7. Analyze a situation of starvation or waste management and develop an intervention plan.</p>	<p>mission work.</p> <p>4. Identify self protective travel health measures.</p> <p>5. Discuss where you are on the scale of cultural competence and how you need to improve your cultural competence before attempting overseas work.</p> <p>6. Identify the relationship between famine and population control.</p> <p>7. Discuss the post-impact phase of a disaster and what some of the aftereffects are on the population. In your town, what would you predict to be some of the more critical after-effects?</p> <p>8. Discuss how you would deal with sanitation and waste removal in the aftermath of a major disaster in your base area.</p>	
<p>Week 14 Fire disasters, Burn and explosion mass casualties, warfare</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify main components of a burn disaster plan 2. Describe the etiology, basic pathophysiology, and initial management of burn and explosive injury 3. Discuss the impact of a burn mass casualty incident on a health care system 4. List the American Burn Association criteria for referring a patient to a burn center. 5. Discuss the classification of explosives and the associated mechanisms of injury. 6. Discuss the initial management of the event and the associated injuries. 7. Analyze the needs of a population during and after a fire disaster. 	<p>Read: Veneema 2nd ed. Chapters 12, 13</p> <p>Lecture: fire disasters, burn casualties, explosion casualties Rwanda-Congo case</p> <p>Project: prepare for final: working in a refugee camp</p> <p>Discussion: The Colorado wildfires Read about the Colorado wildfires in the summer of 2012.</p> <ol style="list-style-type: none"> 1. What environmental conditions came together to contribute to these fires? 2. Would your town be subject to such fires? Why or why not? 3. How would your ED/ local hospital manage a large number of burn casualties? 4. How can you fire-proof your base area? 	<p>SLO 1-6 Assessment: Discussion board entries, group project 4</p>
<p>Week 15 study week</p>	<p>Continue working on international project</p>	
<p>Week 16: final collaborative case study. Simulated International intervention</p>	<p>Prepare for the final. You will be given a mass casualty event</p>	<p>SLO 1-6 Assessment:</p>

	scenario. Your group will need to collaborate on intervening in this disaster. Your group project writeup is due by Wednesday, December 12 th at 2359.	group project 4
--	---	-----------------

Course Policies: All students are required to follow the policies and procedures presented in the Angelo State University *Student Handbook*, located at http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf.

Teaching Methods/ Strategies:

- Videos
- Online discussion
- Assigned readings
- Assigned papers
- Online activities and interactions
- Internet resources
- Quizzes and tests

Grading System:

Course grades will be dependent upon meeting the learning objectives and completing course requirements.

The following grading scale is in use for this course:

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 0-59 points

Method of Assessing Learning Outcomes/Final Grade Components:

Assessment Activity (Test, Paper, etc)	Grade %
Weekly Discussions	50%
Group Project Participation	25%
Final Project	25%
Total	100%

A grade of Incomplete (I)

The grade *I* is given when the student is unable to complete the course because of illness or personal misfortune. An *I* that is not removed before the end of the next long semester automatically becomes an *F*. <http://www.angelo.edu/content/files/14197-op-1011-grading-procedures>.

Grade Grievance Policy

The Grade Grievance Policy may be found in the Operating Policies and Procedures Manual (OP 10.03) at <http://www.angelo.edu/content/files/14196-op-1003-grade-grievance>.

Assignment Details/Grading Criteria:

The weekly discussions will be a major part of the grade for this course. In these discussions the student will be submitting information, responding to questions, reviewing journal articles, and responding to the posts of others regarding health interventions at the aggregate level. The discussions are short papers that are expected to demonstrate correct grammar and spelling, correct APA reference citation format, and thoughtful consideration of the problems presented. Through discussion responses the student has the opportunity to develop empathy and demonstrate respectful communication with peers.

The group projects will be completed in collaboration with peers. The projects will be completed as a Wiki, then transferred to the discussion board for commentary by other students. Students are expected to contribute their share of work for the project.

Attendance:

Discussion attendance is required for satisfactory completion of all course objectives; therefore, at a minimum, students must post all scheduled course discussions. All discussion posts will be read and graded according to the discussion rubric included below. If a situation arises that prevents the student from posting on time, he or she should contact the instructor.

Policy on missed discussion posts, & presentations:

There are no makeup projects, or presentations. If the student misses a project or discussion post, s/he will receive a zero for the missed item. The student must collaborate on assignments and post on the discussion board by the scheduled presentation day and time. The student must participate in all assigned activities. The student will be dropped from the course if absent for more than 1 week.

Course Participation:

According to the undergraduate handbook, a week's worth of non-participation in any one course will result in faculty re-evaluation of the student's ability to meet course objectives and may result in blocking the student from further participation in the course. Failure to meet posting and paper participation or quality requirements will hinder successful completion of the course. Participation will be graded for each discussion topic.

Academic Integrity:

Students must maintain complete honesty and integrity in classroom, online and clinical learning experiences. Any student found guilty of any form of dishonesty in academic work is subject to

disciplinary action. This includes cutting and pasting copyrighted information onto the discussion board (plagiarizing), exams, and/or papers, cheating on tests, and lying to the faculty member.

See the following site on the ASU web page for the ASU Academic Honor Code:

<http://www.angelo.edu/forms/pdf/honorcode5.pdf>, and see the Angelo State University *Undergraduate Nursing Handbook*, located on the Nursing website <http://www.angelo.edu/dept/nursing/handbook/index.html> for policies on plagiarism and academic dishonesty.

Incivility toward Fellow Students, Staff, or Faculty:

Mistreatment, incivility, ostracizing, hazing, harassment, and abuse, either bodily or emotional, spoken, written, or signed of fellow students, staff, or faculty by any student will not be tolerated in any context. This includes threatening email, discussion board interactions, telephone calls, text messages, personal contact, or indirect contact via another person. If faculty witnesses or is made aware of such behavior the offending student will be required to leave the class pending appropriate resolution of the situation. See the student handbook for relevant policies on hazing and misconduct: http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf

Disability Statement:

Students with disabilities must contact the Student Life and Student Services Office to request any necessary academic accommodations. This student request should be made early in the semester to allow time for appropriate arrangements.

Syllabus Changes:

The instructor reserves the option to make changes as necessary to this syllabus. If changes become necessary during this course, the instructor will notify students of such changes, by email communication, class announcement, and/or via a course announcement on Blackboard.

Student Evaluation of Course:

Students are provided the opportunity, and are strongly encouraged to participate in an online course evaluation at the end of the semester. Areas of evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by nursing professionals.
5. Acquiring skills in working with others as a member of a team
6. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
7. Developing skill in expressing oneself orally or in writing

8. Learning how to find and use resources for answering questions or solving problems
9. Developing a clearer understanding of, and commitment to, personal values
10. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
11. Acquiring an interest in learning more by asking questions and seeking answers

Accessing Your Blackboard Course for NUR4381: Population Health and Disaster Nursing

From the Rampart login page click on the Blackboard icon in the top, center banner. Go to *My Courses* and scroll down to the link that says 12Fall: Pharmacology. Click on this link and your home page will open. If you have trouble entering the course, click on the **Support** tab at the top, center of the page and follow the instructions for accessing **E-Learning**. The phone number for **E-Learning** is (325) 942-2911, or call the toll-free number: 1 (866) 942-2911.

Required Textbooks:

Veneema, T. (2007). *Disaster Nursing and Emergency Preparedness* (2nd ed.). New York: Springer Publishing Co. (ISBN: 9780826121448)
 American Psychological Association. (2010). *Publication manual of the Psychological Association* (6th ed.). Washington, DC: Author. (ISBN-13: 978-1-4338-0561-5)

Journal Article Review Format

The journal article review is a 5-8 sentence brief review of an article within the text of a discussion post. The review should support the text of the post and be formatted as follows:

- Sentence 1: Title of article, author's name, journal name, date of publication.
- Sentence 2: The main thesis of the article.
- Sentences 3-7: Points of support for the main thesis.
- Sentence 8: Summary of thesis and points.

Nurs 4381: Grading rubric for weekly discussion board posts and responses: Individually graded

Criterion	points	Feedback
The student addressed the questions asked with complete, accurate content that reflected thoughtful consideration of subject matter and critical thinking processes. The student's entries contributed to the knowledge of the class.	20	
The student wrote in clear, grammatically correct English, with correct spelling, sentence, and paragraph structure.	20	
The primary post contained the requested number of relevant journal article references which were reviewed accurately and completely. In-text citations and reference list were in APA format.	20	

Material was integrated from references into the project text using students' own words. The projects passed the plagiarism screen.		
Student posts were mannerly, supportive, and respectful of colleagues. Response posts addressed colleagues by name.	20	
Student participated as instructed: posts were on time, and student posted response posts to each of the other group projects on the discussion board for this assignment or as instructed.	20	
Total Points for this Discussion	/100	Notes:

Nurs 4381: Grading rubric for Group Projects: Each student in the group will receive the same grade on a project.

Criterion	points	Feedback
The project addressed the questions asked with complete, accurate content that reflected thoughtful consideration of subject matter and critical thinking processes. The project contributed to the knowledge of the class.	20	
The project was written in clear, grammatically correct English, with correct spelling, sentence, and paragraph structure.	20	
The project contained the requested number of relevant journal article references which were reviewed accurately and completely. In-text citations and reference list were in APA format. Material was integrated from references into the project text using students' own words. The projects passed the plagiarism screen.	20	
Students worked collegially to complete the assignment. Posts were mannerly, supportive, and respectful of colleagues. Each student in the group contributed equally to the finished product. Response posts addressed colleagues by name.	20	
Students participated as instructed: project was on time, and student posted response posts to each of the other group projects on the discussion board for this assignment or as instructed. Student collaborated equally with others to produce a satisfactory finished product.	20	
Total Points for this Discussion	/100	Notes:

Quality Enhancement Program Rubric

Components of the following rubric will also be integrated into grading of all papers and projects.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Integration of Academic Knowledge to Civic Engagement	Connects and extends knowledge from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Valuing Civic Engagement	Demonstrates adjustment in own attitudes and beliefs because of working within and learning from diverse of communities and cultures. Describes what she/he has learned about self as it relates to a sense of civic identity and commitment to public action.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Describes what she/he has learned about self as it relates to a growing sense of civic identity and commitment.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Engagement is generated from course expectations or requirements rather than from a sense of civic identity.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. Provides little evidence connecting engagement experiences to civic identity.

Civic Communication and Reflection	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action. Demonstrates sophisticated reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates adequate ability to express, listen, AND adapt ideas and messages based on others' perspectives. Demonstrates reflective insights or analysis about the aims/accomplishments of one's actions.	Demonstrates adequate ability to express, listen, adapt ideas OR messages based on others' perspectives. He/she begins to reflect or describe how these actions may benefit individual(s) or communities.	Demonstrates minimal ability to express, listen, OR adapt ideas and messages based on others' perspectives. Demonstrates little internalized understanding of their aims or effects and little commitment to future action.
Intercultural Awareness	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Intercultural Empathy	Interprets intercultural experience from the perspectives of own and other worldviews and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Intercultural Communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

Angelo State University
Bachelor of Science in Nursing Program
NUR 4381
Population Health and Disaster Intervention Online
Fall 2012
Syllabus Agreement

My signature on this form demonstrates that I have received the syllabus for this course and I have reviewed it in its entirety including:

- ◆ course objectives
- ◆ class schedule
- ◆ grading policy
- ◆ attendance policy
- ◆ dress code (for seated classes)
- ◆ resources I am required to purchase
- ◆ behavioral expectations
- ◆ knowledge level required
- ◆ required assignments and activities
- ◆ date for the final exam
- ◆ testing schedule
- ◆ grading criteria
- ◆ evaluation of my work
- ◆ my evaluation of the course and instructor

I understand that the instructor reserves the option to make changes as necessary to this syllabus. If changes become necessary during this course, the instructor will notify students of such changes, by email communication, class announcement, and/or via a course announcement on Blackboard.

I agree to abide by the Angelo State University Academic Honor Code Statement which states: students shall maintain complete honesty and integrity in their academic pursuits.

My typed name on this document indicates I have read and agree to the provisions of this syllabus.

Student Name (type)

Date