

East Carolina University Standing Academic Committee
SERVICE LEARNING COMMITTEE

Service-Learning (SL) Designation Course Application Form

Course Information

1. Course number: NURS 4210 Department: Undergraduate Nursing Science
2. Course name: Nursing Care of Populations and Communities
3. Lead Faculty: Kim L. Larson, RN, PhD Email: larsonk@ecu.edu
Co-instructors: Jane Miles, RN, MSN, PhD(c) milesja@ecu.edu
4. Will all sections be designated service-learning? Yes X No
If no, please list the sections to be designated SL. _____
5. This course is for: Majors X Non-majors Both
6. How frequently is this course offered?
Every Spring and Fall
7. What is the average student enrollment?
125/semester

Faculty Signature Kim L Larson Date 3/8/13
Supervisor Signature Ortiz de Reyes Date 3/8/13

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Service-Learning Course Designation Questionnaire

Please answer the following questions regarding the course for which you are seeking service-learning (SL) designation.

1. Please describe how your course integrates service-learning with the course content. Specifically, how does the service component support the academic focus of the course?

NURS 4210, Nursing Care of Populations and Communities is the core community health course in the undergraduate nursing program. The major assignment in this course is a Community Service Learning Project. This project begins with a community health needs assessment, and moves the student through need identification, program planning, implementation and evaluation. The project always involves a community partner, such as a school nurse and designated school system, or an occupational health nurse and a work-site, or health care agency. The service component is linked to scientific principles and theoretical foundations of public health, such as surveillance, policy development and enforcement, or health teaching and collaboration.

2. How does the service-learning component of your course involve students in meeting community needs? How are these community needs identified?

Senior nursing students are assigned to a specific community (county or specific neighborhood) and work with RN-preceptors in a community-based organization, i.e. school setting, workplace, health department, home care or hospice agency. In collaboration with the RN-preceptor and other members of the health care team, the nursing student completes a community health needs assessment. Priority needs are then determined and the top priority is addressed. Frequently the community health needs assessment involves community input through surveys, focus groups, participant-observation, and community forums. Connections are made between these scientific principles and theoretical foundations and the service component.

3. What kinds of structured reflection opportunities (such as writing, assignments, discussions, presentations, or journals) are required of your students?

Students are required to write a weekly reflective journal and submit this weekly for faculty approval. A weekly seminar is conducted where students discuss their community health clinical practice in relation to the NC Prevention Action Plan and Healthy People 2020, the nation's health goals. The service learning project must address these state and national goals.

4. While service is an integral part of the course, academic credit is given for demonstrated learning. With this in mind, how is student performance in the course graded in relation to both academic and service expectations?

The community service learning project is developed and evaluated in three parts over a 6-7 week timeframe. Part I, consists of topic identification and exploring the community needs. Both primary and secondary data are collected, including the completion of windshield survey and analysis of trend data from the state center for health statistics for the specified community. Part II, consists of a written report which specifically outlines the action plan that will address the community need. Part III, student present their community service learning project at a poster presentation in the College of Nursing that is well advertised

and invited guests include the Associate Dean of Research and Scholarship, as well as nursing faculty and other junior and senior nursing students. The completed project is evaluated for 15% of the course grade.

5. Please describe the specific service-learning activities included in your course. What will the students do for their service-learning? Who will be your community partners?

The community health needs assessments have identified a wide variety of community needs. For example, in NC there is a dearth of health professionals from African American and Hispanic ethnic groups. The racial/ethnic composition of nurses in NC are approximately 80% white, 11% African American, and 4% Hispanic. This presents a problem for under-represented populations in developing trust and confidence in health care providers. This year three nursing students worked with 3 middle schools in Duplin County that are largely African American and Hispanic in composition. One school nurse was the advisor to a "Club Med" student group that attempts to increase diversity in the health professions. A one day field trip to ECU Division of Health Sciences was organized that engaged 19 minority students in home visiting, labor and delivery, and patient care simulation exercises. All projects develop goals and objectives and develop methods for evaluation. This project took 5 weeks of planning with simulation staff, instructional technology staff, nursing faculty, graduate students, the public school teachers, bus driver and the middle school students. The middle school students had particular assignments that had to be met prior to participating in this field trip.

Another example, a local factory in Wayne County has a particularly high incidence of overweight and obese factory workers. The occupational health nurse partnered with three nursing students to conduct lipid panel screening on 388 factory workers over a 4 week period. When the results returned the nursing students completed a health risk appraisal with each factory workers (this took another 3 weeks) and provided individual health teaching and counseling with specific steps workers can take to reduce their risk of chronic health conditions.

All projects use scientific and theoretical principals of primary and/or secondary prevention. These projects consistently expand the services provided by the local nurse. A nursing faculty provides on-site supervision and guidance throughout the semester with each student project.

Submit along with course designation application form and syllabus to members of the Service Learning Committee via svc@ecu.edu. Please direct any questions to Professor Kylie Dotson-Blake, Chair of the Service Learning Committee at 328-5277.

**EAST CAROLINA UNIVERSITY
COLLEGE OF NURSING**

**SYLLABUS
Spring 2013**

- I. Course Number:** NURS 4210/4211
- II. Course Title:** Nursing Care of Populations and Communities
- III. Credit Hours:** 6 semester hours
- IV. Allocation of Time:** **Blocked:** 5 class/lecture hours per week and 3 hours of seminar for 9 wks; 9 hours of Clinical/week
- V. Placement in the Curriculum:** Second Semester Senior Year
- VI. Pre- and Co-Requisites:**
Pre-requisites: All required NURS courses below 4210/4211
Co-requisites: None
- VII. Course Description:** Provides theoretical foundations and clinical experiences specific to nursing care of populations and communities.

VIII. Course Coordinator(s) (NURS 4210):

Kim Larson, RN, PhD, MPH
 Office 3135 College of Nursing
 Office hours: Th. 3-5 pm,
 Fri. 1-4 pm and by appt.
 larsonk@ecu.edu
 252-744-6527

Jane Miles RN, MSN, NEA-BC
 Office 3153 College of Nursing
 Office hours: Th. 3-4 pm, Fri. 7:30-
 8:30 am, 1-3 pm and by appt.
 milesja@ecu.edu
 252-744-6530

Clinical Faculty (NURS 4211):

Kim Cherry, RN, MSN FNP-BC
 Tristin Carpenter, RN, MSN
 Karen Krupa, RN, MPH

Sharon Mallette, RN, MPH, FNPc
 Monica Parker, RN, MS, CDE
 Sandra Morris, RN, MSN

Clinical faculty will post their contact information and office hours on their office door and/or Blackboard for their section.

“The relationship between the associated AACN Essentials and a major topical item is noted in the body of this syllabus with the letter “E” followed by the number corresponding to the specific essential. For more information, please go to: <http://www.aacn.nche.edu/education-resources/essential-series>. ECU Pillars of Leadership associated with a specific topical item are noted with an “L” followed by the appropriate letter designating developmental stage of leadership. For more information go to: http://www.ecu.edu/cs-admin/mktg/ecu_tomorrow/leadership.cfm.

ECU Pillars of Leadership are integrated throughout this course.

IX. Course Objectives:

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

1. Collaborate with interdisciplinary teams and members of the community to identify populations at risk.
E. I, II, VI, VII, VIII. Examples: Child-Family Support Team; Interdisciplinary Home Health & Hospice Team; Reflective Journal; Application-focused case study: International Health; Health Fairs, Seminars
2. Correlate the natural history of health problems with levels of prevention and appropriate interventions.
E. VII, X. Examples: Application-Focused Case Study: Vulnerable Populations; Communicable Disease
3. Interpret basic epidemiological measures as they apply to populations in the global community.
E. VII, VIII. Examples: Seminar discussion pertaining to social justice; Reflective Journal; Application-focused case study: Epidemiology
4. Analyze data from multiple sources to improve the health of populations and communities.
E. I, III, IV, VII. Examples: Application-focused case study: Assessment, Planning, Implementation, and Evaluation; County Community Health Assessment Data.
5. Explore cultural factors that impact the health of populations and communities.
E. III, VI, VII, VIII. Examples: Reflective Journal, Application-focused case study: Cultural Diversity
6. Analyze ethical dilemmas in community nursing practice.
E. I, VI, VII, VIII. Examples: Application-focused case study: Disaster Preparedness; Reflective Journal
7. Apply theoretical foundations and scientific principles of public health in the nursing care of populations and communities.
E. II, III, IV, VI, VII, VIII. Examples: Immunization EMR, PH Essentials, PHI Wheel, NC Prevention Action Plan, Healthy People 2020
8. Explain the mission and organization of community health care systems.
E. II, VI, VII, VIII. Examples: Seminar Facilitation & Leadership based on NC Prevention Action Plan; Application-focused case study: US Health Care System
9. Discuss the influence of public policy on the health of populations and communities.
E. II, V, VI, VII, VIII. Examples: Application of the Patient Responsibility and Affordable Care Act, Medicaid, Medicare, State Children’s Health Insurance Program, ADA, Immunizations, HIPAA, Child and Adult Protective Services, Communicable Disease Regulations, etc.

10. Apply principles of environmental health in the nursing care of populations and communities.
 E. I, V, VII, VIII. Examples: environmental justice; health literacy; QUAD Council PHN Competencies, IOM Future of Nursing report; windshield survey

X. Teaching/Learning Strategies:

Community Service Learning Project: LK, LS, LR, LE, LW

Team-based Learning: E. II, VI, XIII, IX. (PHN Competencies for Generalist Practice)

Informatics: Local, State and National Internet Resources, Blackboard

Case Studies: International, Homeless, US Health Care System, Cultural Diversity, etc.

Clinical Practice: Preceptor-student focused in community-based agencies

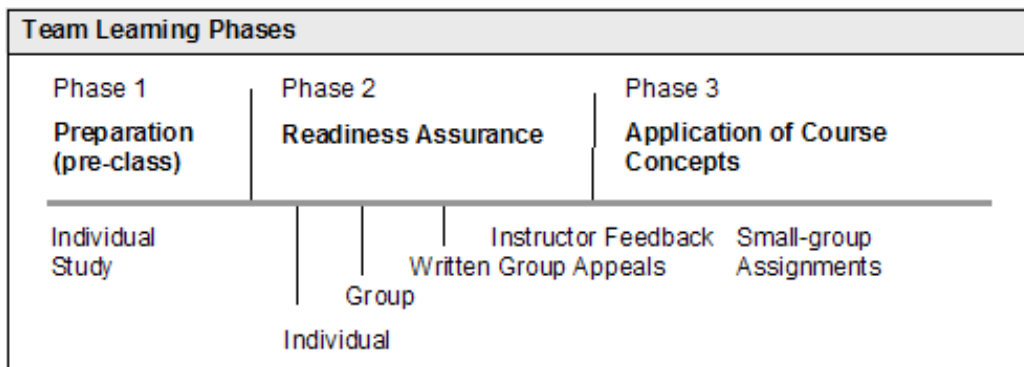
Lecture/Discussion: NC Prevention Action Plan, IOM Future of Nursing Report, Healthy People 2020

Seminar: NC Prevention Action Plan, IOM Future of Nursing Report, Healthy People 2020

A primary teaching strategy in this course is team-based learning. The team learning method allows the instructor to teach through conducting multiple small groups simultaneously in the same classroom. Students are randomly assigned to teams of not more than 7 students. These teams will remain together throughout the semester for the team-based learning exercises.

Learners must actively participate in and out of class through preparation and group discussion. Class time is shifted away from learning facts and toward application and integration of information. The instructor retains control of content, and acts as both facilitator and content expert. The team learning method affords the opportunity for assessment of both individual and team performance.

As an instructional method, team learning consists of repeating sequences of 3 phases:



- In Phase 1, learners study independently outside of class to master identified objectives.
- In Phase 2, individual learners complete a multiple-choice quiz to assure their readiness to apply Phase 1 knowledge. Teams of 6-7 learners then re-take this quiz and turn in their consensus answers for immediate scoring and feedback.
- In Phase 3, teams complete in-class case studies that promote collaboration, use knowledge and identify learning deficiencies from Phases 1 and 2. At designated times all teams share

their answers with the entire class for easy comparison and immediate feedback. This stimulates an energetic total-class discussion with teams defending their answers and the teacher helping to consolidate learning.

Team learning stresses the importance of a priori, out-of-class learning based on clear learning objectives. It emphasizes the importance of holding learners accountable for attending class prepared to participate, and provides guidelines for designing group learning tasks to maximize participation. Team Learning Collaborative. Retrieved October 12, 2005, from <http://www.tlcollaborative.org/about.htm#2>

XI. Evaluation Methods

A. Grading scale and Progression Requirements:

Letter Grade	CON Scale	Quality Points
A	97-100	4.0
A-	93-96	3.7
B+	91-92	3.3
B	87-90	3.0
B-	85-86	2.7
C+	82-84	2.3
C	78-81	2.0
C-	76-77 (not passing)	1.7
D+	74-75 (not passing)	1.3
D	72-73 (not passing)	1.0
D-	70-71 (not passing)	.7
F	<70 (not passing)	0

1. Students must earn 78 (C, 2.0) to pass a required nursing course. If a student earns less than 78 (C, 2.0) in more than one course, they are not eligible to continue in the CON.
2. Any student who earns a grade below a 78 (C, 2.0) on any exam **shall** set up an appointment with the faculty to discuss strategies to improve performance. The CON has an Academic Success program which requires students identified as “at risk” to participate in the Academic Success Program. Please see your Student Handbook for further details.
3. Students may secure their final grade via OneStop and Banner (<https://onestop.ecu.edu/onestop/>) using their userid and password. In compliance with the Family Educational Rights and Privacy Act faculty are not allowed to post students grades by Social Security Numbers, any sequential part thereof, or any other personally identifiable characteristic. Upon receipt of a written request to the Office of the Registrar, a report of grades is sent to the student at his or her permanent home address. Questions about final examination grades should be directed to the instructor who determined the grade.

4. **Starfish:** Starfish is an early-alert retention tool that works through Blackboard to support student academic success at East Carolina University. Through Starfish, faculty can inform students and key personnel of the College about their academic performance within a course and connect students to appropriate support resources. The goal of Starfish is to alert students about their current progress and offer academic assistance before it negatively impacts their final grade and progression in the program. Starfish will be used as part of the College of Nursing Academic Success Program, which requires participation by all students who are identified as “at risk.” If you receive an unsatisfactory Starfish notification you are expected to contact the Student Development and Counseling Center for assistance. Please refer to your Student Handbook under Student Development and Counseling Center and under the Appendices for the procedure.

- B. Grades for individual course assignments (such as tests) are posted on *Blackboard* according to university policies and procedures.
- C. The course grade shall follow the point scale unless a student does not pass clinical. The clinical component is evaluated by the NURS 4211 faculty as pass/fail. If the student fails the clinical component, it constitutes an automatic failure (F) in NURS 4210/4211. Students who pass clinical shall receive a grade based on the course assignments. Failure to earn at least a C average on the course assignments or a Pass in clinical shall result in the student repeating the entire course.

- D. The course grade is based on the following course assignments:

Test One - Midterm	22%
Final Exam - Comprehensive	28%
Readiness Assessment Tests (RATs)	15%
Individual = 6% (I-RAT)	
Team = 9% (T-RAT)	
Application - Focused Case Studies	5%
Cultural Competence Certification	5%
Seminar Modules	10%
Comm. Service Learning Project	15%

Clinical Competence

P/F

XII. Students with Disabilities: East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must register with the Department for Disability Services, located in Slay Room 138 (252) 737-1016 (Voice/TTY).

XIII. Requirements for Tests & Quizzes: Turning Point response pad (clicker) will be used.

XIV. Required Text:

Nies, M. A. & McEwen, M. (2011). *Community/Public health nursing: Promoting the Health of Populations*. (5th ed.) St. Louis: Elsevier.

XV. The faculty encourages students to read about current community health issues at the following websites: <http://www.newsandobserver.com> and <http://www.nytimes.com> and from your local newspapers.

XVI. Learning Environments and Activities:

- A. **Student Accountability/Attendance:** Prompt and consistent attendance is expected of all students. Attendance is required for all tests and scheduled clinical experiences. Students should not schedule experiences for other courses or for outside work that conflicts with scheduled class or clinical time. A make-up test will only be given with an official excuse and with notification of absence prior to the test. The faculty reserves the right to administer a make-up test in a different format from the original. Students who fail to follow test-taking policies will receive a grade of “0” on the test. Faculty reserve the right to deduct 5 points/day for late work. Absences from clinical are handled by the clinical faculty depending on the nature of the absence and the progression of the student in meeting course objectives.
- B. **Academic Integrity:** Academic Integrity is expected of every ECU student (Refer to the ECU student government association documents: Academic Integrity Violations Section <http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6.pdf>). Students who violate the academic integrity policy may receive an F in the course and are subject to other disciplinary procedures. All course work for grading is to be the individual work of the student unless specified otherwise by the faculty course coordinator. All electronic devices, other than the turning key response pad, must be turned off and unavailable during testing.
- C. **Outcome Measures:** In order to receive a letter grade (A, B, C, D, F) for this course, all outcome evaluation measures as assigned for the course shall be completed prior to the course final examination. A grade of I (Incomplete) will be assigned in the course if all evaluation measures are not completed.
- D. **Reference Books and Journal Articles:** In completing the course requirements, students are expected to use reference books and journal articles that have been published within the last five years and that have implications for nursing practice. The one exception to this expectation is an original research article or classic theoretical publication. Any questions regarding the appropriateness of a reference should be referred to the faculty.
- E. **Academic Success Program:** The CON has an Academic Success Program which requires participation by all students who are identified as “at risk.” Please refer to your

student Handbook under Student Development and Counseling Center and use the Appendices for the procedure.

- F. **Continuity of Instruction:** If a situation exists that school time is missed due to unexpected disasters or epidemics or face-to-face classes have been suspended, the faculty will strive to continue instruction to those who are able to participate. If the course is suspended you will receive an e-mail from your course and clinical faculty and a Blackboard Announcement with detailed information of how classroom/clinical instruction will continue. Some students may be more affected by the event and not able to participate, these situations will be assessed individually.
- G. **Clinical Prerequisites:** Evidence of professional liability and health insurance, HIPAA certification, required immunizations, testing for tuberculosis (TST or chest x-ray), and CPR certification is required prior to beginning clinical activities.

XVII. Clinical Agencies: Health Departments, Schools, Nurse Managed Clinics, Home Health & Hospice, Occupational Health Sites, Other Community Settings

XVIII. Topical Outline:

Community Health Assessment	Communicable Diseases
Community Health Planning, Implementation & Evaluation	Vulnerable Populations
Epidemiology	Environmental Health
Disaster Preparedness	International Health
Cultural Diversity	Home Health and Hospice

Class Assignments (NURS 4210)

Test I (22%) and Final Exam (28%): Test I and the comprehensive final exam will be given on the days noted on the class schedule. Content will include information covered in class and required readings. Please bring your Turning Point Response Pad (clicker) to class for use during tests.

Individual Readiness Assessment Tests (IRAT) (6%) and Team Readiness Assessment Tests (T-RAT) (9%): Weekly IRATs and TRATs will be given at the beginning of class on the required readings for that class day. You will be required to bring your Turning Point Response Pad (Clicker) for immediate feedback on IRATs.

Application focused Case Studies (5%): Case studies will be completed in teams during class to apply relevant public health concepts.

Cultural Competency Certification (5%): The on-line certification consists of **three** separate learning modules. In order to receive a certificate of completion you must pass the post-test at the end of each module at the 70% level. Each module takes approximately 2 hrs. You may enter and exit the program using a created password. A copy of the certificate must be submitted via the 4210 Blackboard site by **Tues. Jan. 29, 2013 at 5 pm.** Go to: www.thinkculturalhealth.hhs.gov/

Clinical Assignments (NURS 4211)

Community Service Learning Project (15%): The community service learning project is an evidenced based project that provides students with an opportunity to apply the nursing process to health issues for an aggregate in the community. Specific guidelines are provided on *Blackboard* and will be discussed throughout the semester with your individual clinical faculty. Suggested Web Sites for CSLP:

<http://www.schs.state.nc.us/SCHS/data/databook>

<http://owl.english.purdue.edu>

Seminar Modules (10%): Seminar will occur each week on campus and/or via the *Blackboard* discussion based on the assigned clinical faculty. Guidance for seminar modules will be given by assigned clinical faculty.

Reflective Journal (P/F): Students will submit reflective journals as per guidance from the assigned clinical faculty. Follow-up conferences or assignments related to the reflective journal may be requested.

Clinical Evaluation (P/F): Students will participate in midterm and final evaluation conferences with faculty and the clinical preceptor (when indicated). A hard copy of the evaluation form must be signed and turned in to clinical faculty prior to receiving a course grade. Students will also complete an agency and a preceptor evaluation at the end of the semester (as indicated). Forms are located on *Blackboard*.

Communication: Students are expected to maintain weekly communication with clinical faculty and clinical preceptor. To facilitate this, students must complete and return a copy of the student and preceptor data forms to the faculty member and preceptor on the first clinical day.

11/27/12 kll/jmm

NURS 4210 /4211 Nursing Care of Populations and Communities
Community Service Learning Project (CSLP)
Frequently asked questions

What is the COMMUNITY SERVICE LEARNING PROJECT?

The Community Service Learning Project (CSLP) is an evidenced based, service learning experience that responds to a population health need. The project will expand perspectives of health care from the “individual focus” to a “population focus.” The CSLP will provide opportunity for the students to implement a population-focused intervention that reflects current health issues (i.e. Healthy Carolinians, Healthy People 2010). Components of the project include the following:

- Part I: Assessment & Problem Identification
- Part II: Planning / Intervention & Evaluation
- Part III: Community Project Poster

Students will work on components of the CSLP planning within the seminar

Each component of the project has a specific due date to facilitate project completion.

How will I identify a population?

Each student will complete clinical hours in a community-based agency working with one or more populations. The target population will be identified through the community assessment within the agency, the general community and through discussion with preceptor/faculty.

Example: If working with an elementary school nurse, the student may identify inadequate immunizations as an issue/ need/ problem among the kindergarten population. The COMMUNITY SERVICE LEARNING PROJECT would respond to the concern about immunizations in the school or the community at large). Faculty will guide this decision.

What health needs could be expected?

The student may use the NC Prevention Action Plan to prioritize population needs.

Eliminate Racial and Ethnic Disparities	Reduce Socioeconomic Health Disparities
Promote Healthy Eating and Physical Activity	Reduce Unintentional and Intentional Injuries
Reduce Tobacco Use	Decrease Environmental Risks
Reduce Risky Sexual Behaviors	Prevent Substance Abuse and Improve Mental Health
Reduce the Incidence of Vaccine preventable Diseases and Food borne Illness	

Example: Continuing with the above case of kindergarten immunizations, the need is further clarified as, “Reducing the Incidence of Vaccine Preventable Diseases,” based on the NC Prevention Action Plan

Can we work in groups? This decision is made by the student/faculty/preceptor and is based on the population need and project identification

NOTE: See the Blackboard site for your clinical group to obtain the template for the community service learning project guidelines

Part I: Community Service Learning Project (CSLP)
Topic Identification: Exploring Community Needs (20%)

Due Date: Feb. 7, 2013

Directions: Complete the following worksheet to assess your clinical community/ population. Consult with your faculty and nurse preceptor for guidance with the assessment. This report is not a formal paper, however, cite when appropriate.

Community Needs Assessment

1. Summarize of health of community using the environment, windshield survey. Infant mortality rate, population demographics. Include data related to the NC Prevention Action Plan to review the health of the community.

Population Needs Assessment

1. Identification and description of target population (include bio-psycho-social-cultural aspects)
2. Describe demographic data relevant to the target population. Discuss health status indicators.
3. List health-related needs of the target population based on your observations and input from preceptor and faculty

Priority Health Need

Priority Health Need (Problem Identification/Diagnosis) for Population

1. State the priority health need for project; use the NC Prevention Action Plan to prioritize population needs; provide data to describe the prevalence of the problem
2. Describe the evidence-based literature that provides rationale for your decision regarding the population need (3 article minimum)

Suggested Resources: websites: http://222.nciom.org/projects/prevention/prevention_report;
<http://www.schs.state.nc.us/SCHS/data/databook>; <http://www.vanguard.edu/faculty/ddegelman>

**Part II: Community Service Learning Project (CSLP)
Project Plan and Written Report (40%)**

Grading Rubric

Due Date: Feb. 28, 2013

Student: _____ Faculty: _____

CSLP Guidelines	Comments	Total
Population Needs Assessment 35%		
1. Summary of health of community (include at least environment, windshield survey, demographics, and infant mortality rate)		
2. Identification and description of target population (include bio-psycho-social-cultural aspects)		
3. Describe demographic data relevant to the target population; relate to state and national data. Discuss health status indicators		
4. List health-related needs of the target population based on your observations and input from preceptor and faculty		
Priority Health Need 20%		Total
<ul style="list-style-type: none"> Describe the evidence-based literature that supports the population need (Min. of 3 articles) 		
<ul style="list-style-type: none"> State the priority health need for project; provide rationale and prevalence of the problem 		
Plan for Intervention and Implementation 30%		Total
<ul style="list-style-type: none"> Describe project plan: Include intervention (relate to PHI wheel) and implementation strategies. Provide rationale/lit review related to the action plan 		
<ul style="list-style-type: none"> Provide one short-term and one long-term goal. 		
<ul style="list-style-type: none"> Provide measurable objectives for each goal. 		
<ul style="list-style-type: none"> Discuss how CSLP is tailored to population. 		
<ul style="list-style-type: none"> Describe the role of community partners. 		
Plan for Evaluation 10%		
<ul style="list-style-type: none"> Describe plan for evaluation. Relate to objectives. (Focus on methods) 		
Summary 5%		Total
<ul style="list-style-type: none"> Brief summary reflecting back to the purpose (should not contain new information) 		
Writing format : APA		Total
Essential elements to be threaded throughout report		
Title page/Running head/ pagination		
Introduction statement		
Grammar, spelling		
Paragraph/Sentence structure		
Information clearly stated		
Citations and References (APA format) (3 – 5 References)		
Paper Grade		

Part III: Community Service Learning Project (CSLP)

Dissemination: Poster Presentation 40%

Due Date: March 21, 2013

Student: _____ **Faculty:** _____

Student(s) will develop a poster presentation to share the community service learning experiences with peers, faculty and the community (dissemination). This is an opportunity to have a “simulated” poster experience that mimics a professional conference presentation. Students will dress professionally, in business attire and stand with their poster to discuss the CSLP information. The following Rubric can be used to plan the presentation.

Guidelines	Comments	Pts.
Project Background 5%		Total
Problem Description 5%		
Project Goal		
Project Objectives		
Implementation 40%		Total
• Describe intervention		
• Relate to PHI Wheel		
• Relate to PH Essentials		
Evaluation of Project 35%		Total
• Describe the method(s) of evaluation		
• Present the findings/results as they relate to the objectives		
• Identify the strengths and weaknesses		
• Describe any revisions/recommendations based on findings/results		
Presentation Process 15%		Total
• Presents professionally		
• Elicits the interest of viewers through interaction		
• Presents material in an organized manner		
• Manages viewers questions and answers effectively		
• Provide sample of flyer, brochure, or other product developed for project		

Final Grade

Community / Population Assessment Report		
Community Project Action Plan		
Community Project Poster		
Community Service Project Grade Total	_____ + _____ + _____ =	_____