This course integrates evidence, theory, standards, and knowledge from nursing, public health, and other disciplines to guide population-focused nursing practice. Importance is placed on the application of the core functions of public health: assessment, policy development, and the assurance of available and necessary health services for diverse populations. Emphasis is placed on identifying determinants of health, advocating for vulnerable populations, prioritizing primary prevention, and utilizing available resources to improve the health of populations. Population focused nursing involves assessing the health care needs of a specific population and making health care decisions for the population as a whole rather than for individuals.

This course includes 45 hours of clinical experience.

This 15 week 4 credit hour course includes 3 hours of didactic instruction (requiring a minimum of 12 hours of course engagement each week) and 45 hours of clinical experience. Please refer to the Credit Hour Calculation Policy found in the Student Handbook.

Course engagement includes student activities such as discussions, reading, study time, and assignments.

Prerequisite(s)
Expository Writing, Information Literacy, Ethics, and current license to practice as an RN in the United States or meet the requirements for enrollment in the School of Nursing as an international student.

Course Outline:

1. Perspective in Population-Focused Nursing (week 1)
   A. History and evolution of community/public health nursing
   B. Public health nursing and population focused practice
   C. Core competencies of Public Health Nursing
   D. Trends and issues influencing community health nursing

2. The Community as Client (week 2 and 3)
   A. Assessment and analysis
   B. Major health issues and chronic disease in the community
   C. Demographics and globalization

3. Scientific Frameworks of Population-Focused Nursing (week 4 and 5)
   A. Epidemiology and biostatistics
   B. Prevention and Control of Infectious Diseases
   C. Surveillance and Outbreak Investigation

4. Health Promotion and Wellness (week 6 and 7)
   A. Disease control and prevention
   B. Promoting health through healthy communities
   C. Achieving change through education

5. The Family as Client (week 8 and 9)
   A. Foundations of family health
   B. Caring for the family across the lifespan
   C. Health disparities across the lifespan

6. Influences on Community & Population-Focused Nursing (week 10 and 11)
A. External Influences on Health Care Delivery
   1. Diversity & Globalization
   2. The Three Es: Ethics, Economics & Environment
B. Government, the Law, and Public Health Policy

7. Caring for the Community (week 12 and 13)
   A. Vulnerable populations
      1. Poverty and Homelessness
      2. Veterans Health
   B. Disaster Preparation and Recovery

8. Nurses Roles and Obligations in Population Focused Care (week 15)
   A. The Bachelor’s Prepared Nurse and Population Health
   B. The Future

Outcomes

Course Outcomes (CO):

Upon completion of this course, students will be able to:

1. Describe the diverse roles of the community/public health nurse in promoting holistic population-focused care supporting human diversity, values, social justice, and quality health outcomes. (SLPO 1)
2. Apply principles of leadership to formulate interventions and foster interprofessional collaboration in advocating for the health of communities and populations. (SLPO 5)
3. Integrate evidence, theory, standards, and knowledge from nursing, public health and other disciplines to guide population-focused nursing practice. (SLPO 2, 4)
4. Use assessment results to influence the delivery of quality care, deployment of resources and technology, and in the development of policies that promote population health and disease prevention. (SLPO 3)

Student Learning Program Outcomes (SLPO):

The Student Learning Program Outcomes specifically related to this course are the following:

1. Promote holistic patient-centered care and population health supporting values, culture, right to self-fulfillment, and quality care.
2. Integrate evidence, nursing theory, and knowledge from other disciplines to guide nursing practice.
3. Formulate decisions based on nursing judgment and collaboration with the interprofessional team to achieve quality patient outcomes.
4. Incorporate professional core values, guidelines, standards of practice, and lifelong learning as a basis for professional nursing practice.
5. Apply principles of leadership to advocate for the unique role of the nursing profession within the health care system.

School of Nursing Expectations

Student learning program outcomes (SLPOs) represent the expectations we have in the School of Nursing for our graduates. In each of the nursing courses, the SLPOs addressed in that course will be located in your syllabus.

To align the SLPO to the course expectations and learning activities, we are also illustrating the connection of the SLPO to the Course Outcome (CO) and Module Outcome (MO) found on the Course Overview page and the Learning and Assessment page. For example, you will see (SLPO 2, 3; CO 1, 3; M1O4, M1O5) which reflects the Student Learning Program Outcomes, Course Outcomes, and Module Outcomes that are addressed in that module and learning activity.

We hope this explanation helps you see how your program builds from individual learning activities to achievement of a degree and becoming a baccalaureate prepared nurse.

Deliverables

Click here (https://my.excelsior.edu/web/syllabus-library/8-week-term-schedule) to view the 8 week Term Schedules.
Week | Module & Title | Reading | Assignments | Online Discussions | Course Outcomes Related to this Module
--- | --- | --- | --- | --- | ---
Week 1 | Module 1: Perspectives in Community/Public Health Nursing | **Read the following:**  
- Inside cover page and table  
- Chapter 1: Community and Prevention-Oriented, Population-Focused Practice: The foundation of Specialization in Public Health Nursing  
- Chapter 2: History of public health and public and community health nursing  
- Appendix F.1 Essential Elements of Public Health Nursing p.1056-1061  
**Module Notes: Perspective in Community/Public Health Nursing**  
- History and evolution of community health nursing  
- Public health nursing and population focused practice  
- Core competencies of public health nursing  
- Health care transformation  
**Articles**  
- Appendix F.3 American Nurses Association Scope and Standards of Practice for Public Health Nursing p. 1068-1069. | Optional: M1A1 Self-Test: Module 1 | M1D1: Back to the Future (week 1) | 1, 3

Weeks 2 & 3 | Module 2: The Community as Client | **Week 2: Community Assessment**  
Clinical: Conduct a Windshield Survey of your | | | 1, 3, 4

Click [here](https://my.excelsior.edu/web/syllabus-library/15-week-term-schedule) to view the 15 week Term Schedules.
community/neighborhood

Read the following:

- Chapter 9: Population-based Public Health Nursing Practice
- Chapter 18: Community as Client: Assessment and Analysis
- Healthy People 2020 back page and back inside cover

Module Notes: The Community as Client
- Assessment and analysis
- Major health issues and chronic diseases in the community
- Demographic indicators
- Healthy People 2020

Articles:

View the following:
- Healthy People 2020
- Windshield Survey YouTube [Video File; 7 min 39 sec].
- Jamestown, NY Windshield example

Week 3: The Windshield Assessment

Read the following:

- Chapter 7: Cultural Diversity in the Community
- Chapter 12: p 265 Table "How to Assess Health Problems in Community"
- Chapter 19: Population Centered Nursing in Rural and Urban Environments

Module Notes: The Community as Client
- Assessment and analysis
- Major health issues and chronic diseases in the community
- Demographic indicators
- Healthy People 2020

Articles: Chose 2 of the following articles dealing with major health issues and trends.


**Suggested Readings:**

- Chapter 33: Poverty and Homelessness
- Chapter 34: Migrant Health Issues
- Chapter 35: Teen Pregnancy
- Chapter 36: Mental Health Issues
- Chapter 37: Alcohol, Tobacco, and Other Drug Problems
- Chapter 38: Violence and Human Abuse

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**Weeks 4 & 5**

**Module 3: Scientific Frameworks of Community/Public Health Nursing**

**Clinical:** Arrange your 35 hours of Service Learning Experience with the agency/service or organization. Clinical is to begin no later than week 5.

Submit: Student Learning Experience Clinical Selection Form to your instructor via the M3A2: SLE Form Submission assignment.

**Week 4: Epidemiology in Health Care**

Read the following:


Submit:

- M3A1: The Windshield Community Assessment Power Point Presentation (week 4)
- M3A2: SLE Form Submission (week 4)

**M3D1: The Importance of Epidemiology & Biostatistics in Population Health (week 4)**

**M3D2: Post Conference: Protecting 3, 4**
- Chapter 11: Genomics in Public Health Nursing
- Chapter 12: Epidemiology

Module Notes: Scientific Frameworks of Community Health Nursing
- Epidemiology and biostatistics
- Prevention and control of infectious disease
- Surveillance and outbreak investigation

Articles: Read one of the following articles:

View the following:
- Epidemiology in Community Health Nursing [Video File; 20 min 20 sec]

View one of the following videos:

**Week 5: Protect the Public’s Health**

Read the following:

- Chapter 13: Infectious Disease Prevention and Control
- Chapter 24: Public Health Surveillance and Outbreak Investigation

Module Notes: Scientific Frameworks of Community Health Nursing
- Epidemiology and biostatistics
- Prevention and control of infectious disease
- Surveillance and outbreak investigation

Clinical: Make contact with your SLE site and set up your schedule.
<table>
<thead>
<tr>
<th>Weeks 6 &amp; 7</th>
<th>Module 4: Health Promotion and Wellness</th>
<th><strong>Week 6</strong></th>
<th><strong>Week 7</strong></th>
</tr>
</thead>
</table>
| **Read the following:** | **Textbook:** Stanhope, M., & Lancaster, J. (2016). *Public Health Nursing: Population-Centered Health Care in the Community* (9th Ed.).  
- Chapter 16: Changing Health Behavior Using Health Education with Individuals, Families, and Groups  
- Chapter 17: Building a Culture of Health through Community Health Promotion  
- Chapter 30: Major Health Issues and Chronic Disease Management of Adults Across the Life Span  
- Chapter 20: Promoting Health Through Health Communities and Cities  
- Chapter 40: The Nurse Leader in the Community | **Module Notes: Health Promotion and Wellness**  
- Disease control and prevention  
- Promoting health through healthy communities  
- Achieving change through education  
- Leadership and Partnerships | **Clinical:** Service Learning Experience  
- View one of the following:  
  - The Complete Skinny on Obesity [Video File; 58min 28sec].  
  - The Weight of the Nation: Part I - Consequences [Video File; 68min 46sec]. | **Module Notes: Health Promotion and Wellness**  
- Disease control and prevention  
- Promoting health through healthy communities  
- Achieving change through education  
- Leadership and Partnerships | **Clinical:** Service Learning Experience | **M4D1: Using Health Promotion and Disease Prevention (Week 6)**  
**M4D2: Post Clinical Conference: Leading the Way (Week 7)** |
<table>
<thead>
<tr>
<th>Weeks 8 &amp; 9</th>
<th>Module 5: The Family as Client</th>
<th><strong>Week 8</strong></th>
<th><strong>Week 9</strong></th>
<th>M5D1: Foundations of Family Health (Week 8)</th>
<th>M5D2: Post Clinical Conference: The Family and Community Connection (week 9)</th>
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<td>- Chapter 27: Working with Families in the Community for Healthy Outcomes</td>
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<td>- Chapter 28: Family Health Risks</td>
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<td><strong>Module Notes: The Family as Client</strong></td>
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<td>- Foundations of Family Health</td>
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<td>- Caring for the Family Across the Lifespan</td>
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<td>- Health Disparities Across the Lifespan</td>
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<td>- Policies &amp; Politics and the Family</td>
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<td><strong>Articles:</strong></td>
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<td>- War-zone-related stress reactions: what families need to know</td>
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<td><strong>View the following:</strong></td>
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<td></td>
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<td>- Family Assessment in Community Health Nursing [Video File; 10 min].</td>
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<td><strong>Clinical:</strong> Service Learning Experience</td>
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<td>- Chapter 29: Child and Adolescent Health</td>
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<td>- Chapter 30: Major Health Issues and Chronic Disease Management of Adults Across the Life Span</td>
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<td>- Chapter 31: Disability Health Care Across the Life Span</td>
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<td><strong>Module Notes: The Family as Client</strong></td>
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<td>- Foundations of Family Health</td>
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<td>- The Government’s Role in Supporting Families 2.0</td>
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<td>- How Technology is Changing the Family Tree: A Future Tense Event Recap</td>
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<td><strong>Clinical:</strong> Service Learning Experience</td>
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</table>
Read the following:


- Chapter 8: Public Health Policy
- Chapter 15: Evidence Based Practice
- Chapter 40: The Nurse Leader in the Community

**Module Notes: Influences on Community & Population-Focused Nursing**
- Diversity and Globalization
- The 3 Es: Environment, Economics, and Ethics
- Implications for Genomics in Public Health Nursing
- Government, the Law, and Public Health Policy

**Suggested Readings:**
- Chapter 41: The Nurse in Home Health, Palliative Care, and Hospice
- Chapter 42: The Nurse in the Schools
- Chapter 43: The Nurse in Occupational Health
- Chapter 44: Forensic Nursing in the Community
- Chapter 45: The Nurse in the Faith Community

**Clinical:** Service Learning Experience
<table>
<thead>
<tr>
<th>Weeks 12 &amp; 13</th>
<th>Module 7: Caring for the Community</th>
<th>Week 12</th>
<th>Submit: M7A1: Final Graded Assignment: Population Focused Care (Week 13)</th>
<th>M7D1: Vulnerable Populations (Week 12)</th>
<th>M7D2: Being Prepared (Week 13)</th>
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<td>• Chapter 32: Vulnerability: issues for the twenty-first century</td>
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<td>• Chapter 31: Special needs populations</td>
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<td>• Community Preparedness and Recovery</td>
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<td>• Map: Where is Childhood Homelessness Getting Worse?</td>
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<td>• Removing Barriers to Mental Health Services for Veterans</td>
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<td>• PBS Special: Poor Kids [Video File; 58min 42sec]</td>
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<td>• Gen Silent [Video File; 4min 1sec] (this is a trailer not the entire movie)</td>
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<td>• Homeless in America Families Living in Cars [Video File; 4min 9sec]</td>
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<td>• Vulnerable Populations [Video File; 9min 2sec]</td>
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<td>• Grace After Fire (women veterans) [Video File; 4min 46sec]</td>
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<td>Final Clinical week: Service Learning Experience</td>
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<td>• Chapter 13: Infectious disease prevention and control</td>
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<td>• Chapter 23: Public health nursing and the disaster management cycle</td>
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<td>Module Notes: Common Community Issues</td>
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Preventive Medicine, 40(2), 272-273.

- The Role of Public Health Nurses in Emergency Preparedness and Response [PDF, file size 58KB]

View the following:

- The National Preparedness Center
- Disaster Preparedness: Influenza and Emerging Infections [Video File; 59min 8sec]
<table>
<thead>
<tr>
<th>Weeks 14 &amp; 15</th>
<th>Module 8: Nurses Roles and Responsibilities in the Community</th>
<th><strong>Week 14</strong></th>
<th><strong>Week 15</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read the following:</strong></td>
<td><strong>Chose from the following and select 2 chapters to read:</strong></td>
<td><strong>M8D1:</strong> Reflection on the Lived Experience (Week 14)</td>
<td><strong>M8D2:</strong> The Future (Week 15)</td>
</tr>
</tbody>
</table>
- Chapter 41: The Nurse in Home Health and Hospice  
- Chapter 42: The Nurse in the Schools  
- Chapter 43: The Nurse In Occupational Health  
- Chapter 44: Forensic Nursing in the Community  
- Chapter 45: The Nurse in Faith Community | **1, 2, 3, 4** | **1, 2, 3, 4** |
| **Module Notes:** Nurses Roles and Obligations in Population Focused Care  
- The Bachelor’s Prepared Nurse and Population Health  
- The Future | **Module Notes:** Nurses Roles and Obligations in Population Focused Care  
- The Bachelor’s Prepared Nurse and Population Health  
| **Article:**  
- Public Health Nursing: the Key to Our Nation’s Health | **Article:**  
Evaluation

Grade Ranges
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60%

Breakdown

A minimum course grade of "C" is required for credit toward your nursing degree.

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Participation</td>
<td>35%</td>
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<tr>
<td>Family Case Study</td>
<td>15%</td>
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<tr>
<td>Windshield Survey Assessment</td>
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<tr>
<td>Population Focused Care Paper</td>
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<td>Total</td>
<td>100%</td>
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Criteria

COURSE REQUIREMENTS

Course Activities:

Before beginning your course work, be sure to review the Excelsior College Guidelines for Online Interaction (http://www.excelsior.edu/netiquette) (a.k.a. Online Etiquette or "Netiquette"). If you have any questions regarding these guidelines, please feel free to direct them to your instructor. All student work in this course may be submitted to plagiarism detection software.

Family Case Study - 15%

For this graded assignment you will conduct an interview of your family using the family assessment outline (in assignment) Write an 8 - 10 page scholarly paper supported by a minimum of 5 current (within 5 years) scholarly references. This assignment accounts for 15% of your final grade. Address all components and follow the Family Case Study rubric since this will be used to determine your final grade.

Windshield Survey Assessment - 15%

For this assignment you will apply a Windshield Survey Assessment (Stanhope p 420 table 18-5) to your home or work neighborhood. This assignment will require you to go into your community; you will need to take public transportation; have someone else drive you while you take notes; or plan to stop frequently to write down what you see (refer to page 409-410). Design for presentation an 18 – 20 slide Power Point Presentation that is an evaluation of your community or a local neighborhood. This assignment is 15% of your final course grade. Address all components found in the scoring rubric since this will be used to determine your grade.

Population Focused Care Paper – 35%

For this graded assignment, refer to your Service Learning Experience (SLE). Using a Healthy People 2020’s leading health
indicators and a selected vulnerable population, you will compile statistical and empirical data, explored the role of advocate and nurse leader in promoting a policy initiative to positively impact the community needs and support gaps in service in your community and provide a reflection on the SLE.

Write a 10 - 12 page scholarly paper supported by a minimum of 5 current (within 5 years) scholarly references. Please check the course schedule for the due date. This assignment accounts for 35% of your final course grade and must have a title page and references that reflect APA format.

Discussions - 35%

The discussions each week are designed to provide a forum for an academic exchange of ideas, Discussions include personal/professional experiences, ethical considerations, empirical and theoretical literature, new insights and deeper understanding related to the topics presented.

In addition, the Post Clinical Conference is incorporated into the discussion forum where you will reflect on your Service Learning Experience as well as address specific aspects from the module content.

All discussions begin each Monday at 12:01 AM Eastern Time and conclude each Sunday at 11:59 PM Eastern Time.

Please refer to the Discussion RUBRIC for more details related to the expected Mastery Level of Performance and the criteria demonstrating performance beyond mastery to exemplary performance. Discussions are designed to generate scholarly dialogue as well as function as a Post Clinical Conference.

By registering for a web-based course, you have made a commitment to participate regularly with your instructor and other students in online discussions. You will be expected to use online course tools (Discussions and Chat rooms) to interact with your peers and work collaboratively to improve your understanding of underlying course ideas and issues.

To lessen the risk of losing your work, do not write major discussions directly into a discussion posting. Instead, compose and check your work in other software (such as Microsoft Word) and then use the Create Message button and copy and paste your text into the new posting.

FORMATTING AND STYLE FOR WRITTEN ASSIGNMENTS:

APA style is required for all written assignments.

Course Policies

Late Submission of Graded Assignments:

A student who submits a graded assignment after the designated due date/time and has not received prior approval from the faculty for a late submission may be penalized 5 points per day for each day the assignment is overdue up to 5 days. Submissions received more than 5 days late may be awarded a zero for the assignment.

Institutional Policies

COURSE PARTICIPATION:

Weekly course participation is required. Please see the Student Participation Policy for more details.

Instructor Participation

Your instructor will:

- Post a welcome message during the first 24 hours of the course.
- Schedule real time office hours through the chat room and/or by individual appointment.
- Communicate with you through the Blackboard communication tools, including internal course messaging.
- Respond to student communications within two business days.
- Log into the course to review and participate at least three different days a week in 15-week courses, or four different days a
• Provide you with formative feedback midway through the course based on work submitted to that point.
• Grade all formative assignments within 7 business days in 15-week courses and 4 business days in 8-week courses, and will grade final summative work within 5 business days after the end of the term.

POLICIES

You are responsible for being familiar with all the policies that are related to your activity in this course. Complete information on Excelsior College policies can be found in the Course Information area or by visiting www.excelsior.edu/policies.

All student work in this course may be submitted to plagiarism detection software. The reports from this software may be used as evidence in support of disciplinary actions. Please see the policy on Academic Honesty for more details.

Additional Items

This course contains the technologies listed below. Click each link to view each technology's accessibility statement.

• Blackboard Learning Management System (https://en-us.help.blackboard.com/Learn/9.1_2014_04/Administrator/030_Accessibility)
• Adobe Acrobat Reader (http://info.excelsior.edu/accessibility/acrobat)
• Films on Demand (http://info.excelsior.edu/accessibility/fod)
• Microsoft Office 2010 (http://info.excelsior.edu/accessibility/office-2010)
• Microsoft Office 2013 (http://info.excelsior.edu/accessibility/office-2013)
• Turnitin (http://info.excelsior.edu/accessibility/turnitin)
• YouTube (http://info.excelsior.edu/accessibility/youtube)

View more information about Disability Services (http://www.excelsior.edu/disability-services).