

# USING THE INSTRUCTOR GUIDE

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This instructor guide aims to supplement *Community and Public Health Nursing: A Call to Action* by providing scaffolding for its use and sharing additional activities to accompany the text in the classroom.

For each chapter, we have provided:

- Additional guidance for the end of chapter practical application activity
- Supplementary activities on the chapter topic, including:
  - A role-play or communication exercise
  - A reflective activity (e.g. discussion board question)
  - An interactive module with sample NCLEX-type questions
  - A case study
  - A simulation scenario
  - A competency assessment activity
  - Suggested clinical activities

The exercises may be used as a whole or in-part. We encourage instructors to select the activities that will best fit their teaching style and the pedagogical needs of their class and students. Additionally, the activities are openly licensed so that instructors may customize them to their specific teaching context and the needs of your nursing students. See [Using An OER](#) for additional information on open licensing, reuse, and editing of both the textbook and instructor guide.

Answers for the NCLEX-type questions are included in the backmatter of the Pressbook (digital only) and are password protected. Please reach out to [vivapub@gmu.edu](mailto:vivapub@gmu.edu) if you are an instructor and would like access to the answers.

This chapter provides an overview of how to apply the materials in this guide your classroom and how to maximize benefit to your classroom. Please take the time to explore the many free resources included in the text and instructor guide.

**Remember to adapt these strategies discussed to your**

**specific context, student demographics, and available resources.**

## Meeting Educational Goals

This instructor guide can help Nurse Educators meet the educational goals of nursing students. Specifically, Nurse educators should take care to include nursing-specific elements in the classroom, such as:

- **Clinical Relevance:** Emphasize connections between theories and models and clinical practice. In Community and Public Health, the community is the patient. Include assessment models, nursing theory, behavioral health theories, and community based participatory models.
- **Holistic Approach:** Address physical, mental, and social aspects of health. Recognize the intersection of aspects of health and their impact on health and well-being.
- **Ethical Considerations:** Discuss ethical dilemmas and decision-making.
- **Evidence-Based Practice:** Teach students to evaluate research critically.

## Learning Outcomes

This instructor guide gives guidance on how to collect and document evidence of Learning Outcomes. Including:

- **Assessment Strategies:** To measure learning outcomes, use formative (reflections, one-minute essays, exit passes) and summative assessments (quizzes, projects, presentations).
- **Rubrics:** Develop clear rubrics for assignments to assess specific skills and knowledge.
- **Reflection:** Encourage students to reflect on their learning journey and growth.

## Enriching Student Experiences

This instructor guide can assist Nurse Educators using *Community and Public Health Nursing: A Call to action* in their classrooms by enhancing a positive student learning environments and promoting engagement. The guide focuses on enrichment through the following methods.

## Interactive Technology

Leverage online platforms, quizzes, and interactive simulations to enhance engagement. Examples might include kahoot.it, odoo.com, [Solve The Outbreak \(cdc.gov\)](https://www.cdc.gov/media/releases/2019/s0910-outbreak-solve.html)

## Real-World Applications

Relate concepts to real-life scenarios, emphasizing practical implications.

## Active Learning

Encourage active participation by incorporating group discussions, case studies, role-playing, and problem-solving activities. Consider using techniques like think-pair-share, jigsaw, or debates.

	Pros	Cons
<b>Active Learning</b>	Enhances critical thinking, retention, and application	Requires more preparation time. *Using this guide can help reduce your preparation time.
<b>Lecturing</b>	Efficient for content delivery.	May lead to passive learning.

## The Flipped Classroom

One form of active learning is the **Flipped Classroom**. This instructor guide provides many of the resources and activities you need to design this type of course. To develop a class guide, follow these steps:

- Pre-Class Preparation: Assign readings, videos, or podcasts before class. You may choose to add a short reflection or quiz due before class to ensure student preparation.
- In-Class Activities: Use class time for discussions, problem-solving, and practical application exercises, and debriefing.
- Benefits: Increases engagement, allows personalized learning, and fosters deeper understanding.

## Other Effective Teaching Techniques

You will also find these Effective Teaching Techniques in this instructor guide:

- **Case-Based Learning:** Analyze real-world cases to apply theoretical knowledge.
- **Role-Playing:** Simulate scenarios (e.g., patient/family/community member interactions) to develop communication skills.
- **Guest Speakers:** Invite experts to share practical insights.
- **Service-Learning:** Engage students in community health projects.
- **Peer Teaching:** Encourage students to teach each other.

## Developing Competencies

The supplementary activities in this guide are designed to engage students in practical applications of healthcare planning and policy advocacy, helping them develop essential skills and competencies for working with vulnerable populations.

Table 1 maps competencies to each supplementary activity type.

**Table 1: Activities and Competency Development**

Activity	Competency Development
Role-Playing/Communication Exercise	<ul style="list-style-type: none"> <li>• Enhanced communication skills</li> <li>• Cultural competence and sensitivity</li> <li>• Empathy and rapport-building</li> <li>• Patient-centered care (consider the community as patient)</li> </ul>
Reflective Practice	<ul style="list-style-type: none"> <li>• Critical thinking and self-awareness</li> <li>• Identification of population health data that informs care delivery</li> <li>• Identification of learning needs and areas for improvement</li> <li>• Integration of theory into practice</li> </ul>
Interactive Module	<ul style="list-style-type: none"> <li>• Application of theoretical knowledge</li> <li>• Application of clinical judgment</li> </ul>
Case Study	<ul style="list-style-type: none"> <li>• Analytical skills in assessing complex patient scenarios</li> <li>• Problem-solving and decision-making skills</li> <li>• Consideration of ethical and cultural factors in care planning</li> </ul>
Simulation	<ul style="list-style-type: none"> <li>• Hands-on application of clinical skills</li> <li>• Integration of theory and practice in realistic scenarios</li> <li>• Collaboration and teamwork in interdisciplinary settings</li> <li>• Application of clinical judgment</li> </ul>
Competency Assessment	<ul style="list-style-type: none"> <li>• Demonstration/evaluation of theoretical knowledge, clinical skills, and clinical judgment.</li> </ul>
Clinical	<ul style="list-style-type: none"> <li>• Patient-centered care (consider the community as patient)</li> <li>• Teamwork and collaboration</li> <li>• Evidence-based practice</li> <li>• Quality and safety</li> <li>• Informatics</li> <li>• Professional development</li> </ul>