

Section A: Formative Assessment Blueprint

Criteria	Task
TASK A	
A1. Assessment overview	Type: 15 Minute Fill in the Blank Concept Map Purpose: To assess student learning and help determine future teaching needs related to the foundations of community health. Assess to what degree students have achieved student learning outcomes. Identify any concepts that need clarifications. Expected Outcome: To monitor student learning, identify strengths and weaknesses regarding the student learning outcomes specific to the foundations of community health, and provide feedback to both student and instructor.
A2. Module title	Foundations of Community Health
Course objectives	By the end of the course, the student will be able to: 1. Deduce how different environmental factors affect the overall health of a community. 2. Summarize the various cultures and vulnerable populations with unique problems and needs they may have. 3. Explain the different teaching and learning needs within communities and explain different methods and techniques that are effective.
Student learning outcomes	By the end of the module, the student will be able to: 1. Describe three environment factors that directly affect the overall health of a population or a certain community. 2. Tell at least two different teaching methods that can be used for effective learning in communities.
A2a. Assessment Activity Alignment	Question one (1) asks to determine a vulnerable population which aligns with CO#2. Question two (2) aligns with CO#2 and SLO#1 which discusses the different environmental factors that affect community health. Question three (3) asks to explain teaching methods which directly related to CO#3 and SLO#2.
A3. Cognitive level	Analyzing, evaluating, creating, applying understanding
A4. Item Types	Short answer on a concept map.
A5. Number of Items	3

Section B: Formative Assessment Instructions (Student Facing)

B1. Assessment Instructions

Based on this scenario, fill in the blanks on the concept map to the best of your knowledge. You will have 15 minutes to complete this assignment. This assignment will not be graded. **Read the below scenario:**

John works as a school nurse at Jackson Elementary School, built in 1960. It has come to Nurse John that a large number of students from Ms. Zee's second grade class have been arriving to the clinic with complaints of sneezing, runny nose, watery eyes, and coughing. There is one student, Steven, who is the only asthmatic in Ms. Zee's class has noted more asthma attacks this year than last. Because the rest of the school is not experiencing the same respiratory problems, Nurse John is concerned that something in Ms. Zee's classroom is causing students to feel ill.

Nurse John decides to visit Ms. Zee's classroom. When he entered, he noted a powerful musty smell that overtook the room. While talking to Ms. Zee, she states the room has "smelled bad for years," and that students from previous years have complained about respiratory problems. John suspects that Ms. Zee's classroom walls are contaminated with mold.

Upon further research, Nurse John learns that mold can develop if water gets between the exterior and the interior of a building's wall creating a moist environment. This situation can occur as the result of construction defects in the building. Nurse John also learns that people who are exposed to extensive mold growth can start to have allergic reactions, such as hay fever-like allergy symptoms, and that people who already have a chronic respiratory disease, such as asthma can experience and increase in their symptoms. Nurse John is concerned about the possible mold contamination effect on his asthmatic student, Steven (Fakhouri, 2021).

(1) Based on the allergy outbreak, which population is most at risk? (2) What environmental factors might play a part in affecting health outcomes? (3) What are some teaching methods you might use to educate either the teacher or the students on symptoms due this mold growth? Fill these answers in the concept map below with a rationale as to why you believe it is correct. When you are done turn over your paper and put down your pencil, so I know you are finished.

B2. Formative Assessment Activity

Based on this scenario, fill in the blanks on the concept map to the best of your knowledge. You will have 15 minutes to complete this assignment. This assignment will not be graded. **Read the below scenario:**

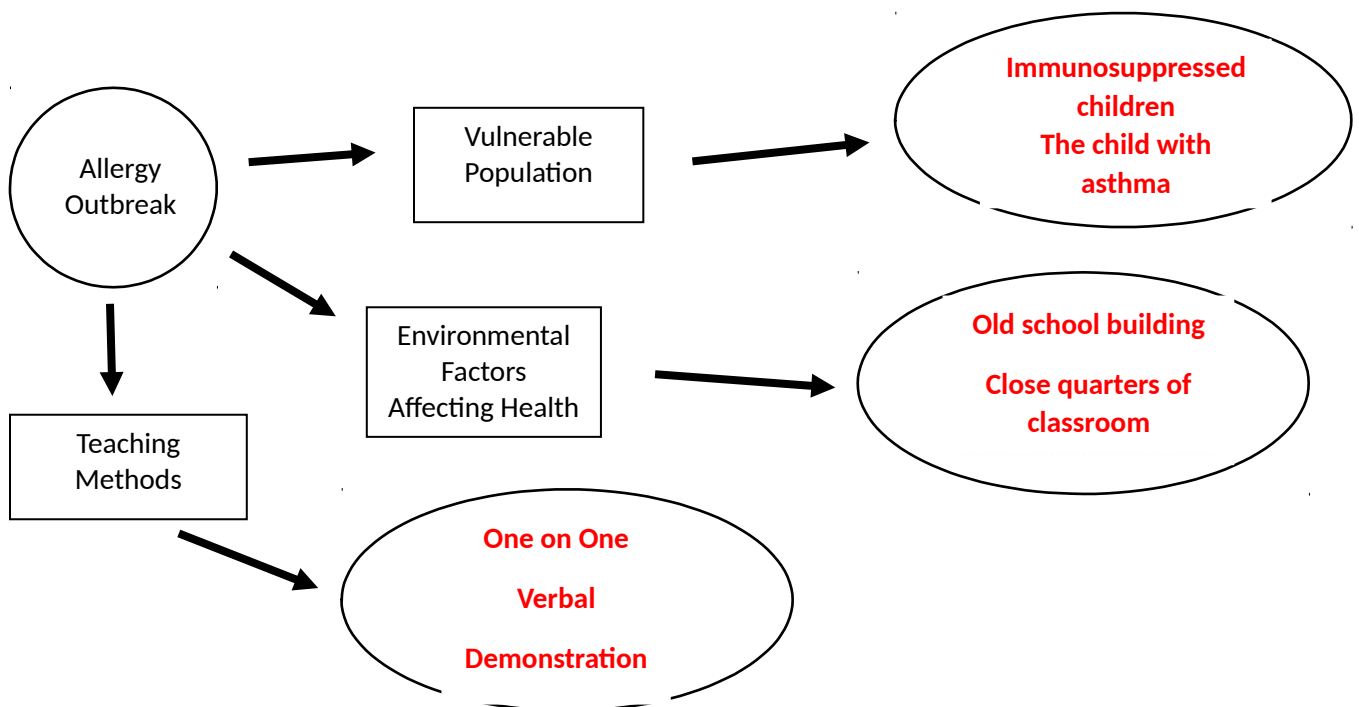
John works as a school nurse at Jackson Elementary School, built in 1960. It has come to Nurse John that a large number of students from Ms. Zee's second grade class have been arriving to the clinic with complaints of sneezing, runny nose, watery eyes, and coughing. There is one student, Steven, who is the only asthmatic in Ms. Zee's class has noted more asthma attacks this year than last. Because the rest of the school is not experiencing the same respiratory problems, Nurse John is concerned that something in Ms. Zee's classroom is causing students to feel ill.

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Based on the allergy outbreak, which population is most at risk? What environmental factors might play a part in affecting health outcomes? What are some teaching methods you might use to educate either the teacher or the students on symptoms due this mold growth? Fill these answers in the concept map below with a rationale as to why you believe it is correct. When you are done turn over your paper and put down your pencil, so I know you are finished.

****Possible answers listed below in red, but are not limited to examples****



B2a. Feedback and Goal Setting Language

Review of the assessment will be done at the start of the next class period. The instructor will do

this as a group discussion. This allows for students to share answers and explain why they thought their answer was correct. The instructor will provide feedback on whether the answer is appropriate. This gives students a chance to compare answers with others, allowing for individuals to identify what areas they may need to do more studying in. Students will identify what their plan is moving forward and set personal goals for learning. Some examples can include participating in study groups and reaching out for tutoring.

Section C: Formative Assessment Implementation and Evaluation Plan

C1. Assessment Administration Procedures

This assessment will be administered by the instructor of the course. This will occur approximately $\frac{1}{2}$ - $\frac{3}{4}$ of the way through the module to allow time for adequate learning, but enough time to solidify and add more to their knowledge before finishing the module. There will be fifteen minutes to finish the assessment. The only resources required will be a pen or pencil, the scenario and handout will be given to the students.

C2. Communication of Assessment Results

Five minutes will be taken out of the next class to hand papers back and discuss answers as a class. Students will determine if their answers need further explanation requiring the student to do additional research to provide a better answer.

C2a. Pass/fail criteria

Formative assessments are not graded because it occurs during the process of learning. It assesses the progress in the course, it does not summarize the achievement in a course. Formative assessment are mainly for feedback.

C3. Analytical Methods

Again, as mentioned in C2a there is no analytical methods or statistics used to evaluate the assessment due to no grades being provided.

C3a. Assessment Improvement

A short-term goal for this assessment is to identify gaps in the student's knowledge and be able to create a reference guide for content that is not understood. A long-term goal can be to make sure that course objectives and student learning are aligned with the material being taught. If an area is consistently missed by students or not understood, teaching methods should be altered to better meet student's needs.

C4. Test Security Procedures

Due to this assignment not being graded, there is no test security measures that need to be taken. There is no high stakes for this assignment.

Section A: Summative Performance Assessment Blueprint

Criteria	Task
TASK A	
A1. Assessment overview	Type: Scholarly Paper Purpose: To assess student's learning regarding disaster management at the end of the module to ensure that they understand the student learning outcomes and course objectives established. Expected Outcomes: Evaluate student learning and academic achievement following the completion of the foundations of community health module to ensure adequate learning has taken place.
A2. Module title	Disaster Management
Course Objectives	By the end of the course, the student will be able to: 1. Analyze the various phases of disaster management and the purpose of each phase and why it is in place. 2. Compare the different vulnerabilities associated with disaster management including factors such as natural, physical, economic, and governance. 3. Explain the different roles required of the federal, state, and local governments and state their responsibilities in disaster planning and policy creating.
Student learning outcomes	By the end of the module, the student will be able to: 1. List the four phases associated with disaster management. 2. Recite at least three vulnerabilities that may affect disaster management and planning.
A2a. Assessment Activity Alignment	Question 1 and 1A align with CO#1 and SLO#1, which both review the phases of disaster management in their entirety. Question 2 discusses vulnerabilities that can affect disaster management which aligns with CO#2 and SLO#2. Lastly, question 3 requires discussion of the different roles at the different levels of government which align with CO#3.
A3. Cognitive level	Analyzing, evaluating, creating, applying, understanding
A4. Item Types	Scholarly Paper

A5. Number of Items	One scholarly paper with four prompts.
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Section B: Summative Performance Assessment Title (Student Facing)

B1. Assessment Instructions

You will write a minimum of 750-word 7th edition APA paper (not counting title or reference page) using the instructions below. At least two scholarly references must be used. Your assignment must be below 10% similarity score, if it is above you must resubmit before the deadline. Professional communication must be used when communicating in submission.

This scholarly paper will be discussing disaster management and the role it plays in community health. Follow the prompts below:

1. List the four phases associated with disaster management.
 - a. Describe each phase in its entirety including the definition and purpose of each phase and what role it plays in disaster management.
2. Identify at least three vulnerabilities that may affect disaster planning. Some examples include natural, physical, economic, and governance factors.
3. Discuss the different roles required of the local, state, and federal governments along with their responsibilities in disaster planning and policy creating.

You must achieve competency on all areas of the rubric to pass the assignment. Completion of the scholarly paper is mandatory to successfully complete this course. If revisions are needed, the rubric will be sent back to student with the areas that need revisions. Revisions need to be completed within one week after receiving the assessment back. The rubric will be available in the syllabus with the final due date being one week before end of term.

B3. Summative Performance Assessment Activity

You will write a minimum of 750-word APA paper (not counting title or reference page) using the instructions below. At least two scholarly references must be used. Your assignment must be below 10% similarity score, if it is above you must resubmit before the deadline. Professional communication must be used when communicating in submission.

This scholarly paper will be discussing disaster management and the role it plays in community health. Follow the prompts below:

1. List the four phases associated with disaster management.
 - a. Describe each phase in its entirety including the definition and purpose of each phase and what role it plays in disaster management.
2. Identify at least three vulnerabilities that may affect disaster planning. Some examples include natural, physical, economic, and governance factors.
3. Discuss the different roles required of the local, state, and federal governments along with their responsibilities in disaster planning and policy creating.

You must achieve competency on all areas of the rubric to pass the assignment. Completion of the scholarly paper is mandatory to successfully complete this course. If revisions are needed, the rubric will be sent back to student with the areas that need revisions. Revisions need to be

completed within one week after receiving the assessment back. The rubric will be available in the syllabus with the final due date being one week before end of term.

B3a. Summative Performance Assessment Rubric

Task	Not evident	Approaching Competence	Competent
List the four phases associated with disaster management	None of the four phases are not identified.	Some of the phases are named, but there may be one or more incorrect or not all four are listed.	Four phases are identified.
Each phase of disaster management is discussed including the definition, purpose, and role.	None of the four phases are not discussed in detail.	All four phases are not discussed in entirety or one or more of the phases are defined and discussed wrongly.	All four phases are discussed and defined including their purpose and role in disaster planning.
Discuss at least three vulnerabilities that may affect disaster planning.	No vulnerabilities are discussed.	There are only one to two vulnerabilities listed or there is one or more vulnerability that does not affect disaster planning.	At least three vulnerabilities are discussed and directly affect disaster planning.
Discuss the different roles required of the local, state, and federal governments along with their responsibilities in disaster planning and policy creating.	No roles involving the local, state, or federal governments were discussed.	There is only one to two roles discussed or the roles were incorrectly discussed regarding their connection with disaster planning and policy creating.	The roles of the local, state, and federal government were discussed along with their responsibilities in disaster planning and policy creating.
Paper follows 7th edition APA guidelines and style that may include title page, headers, in-text citations, and references.	The submission is not in APA style.	The submission does not demonstrate a consistent application of APA style. Two scholarly sources are not identified.	The submission demonstrates a consistent application of 7 th edition APA style.
Demonstrate professional communication in the content and presentation of submission.	Content is unstructured or contains persistent errors in mechanics, usage, or grammar. Vocabulary or tone that the student uses	Content is poorly organized, is difficult to follow, or contains errors in mechanics, usage, or grammar that cause confusion. Terminology is	Reflection to detail is noted along with organization and focuses on the main idea that is prompted. Grammar and mechanics used

	is unprofessional or distracts from the topic.	misused or ineffective.	demonstrate accurate interpretation of information and understanding.
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Section C: Summative Performance Assessment Implementation and Evaluation Plan

C1. Assessment Administration Procedures

The assessment will be administered by the course instructor. The rubric will be included in the syllabus, which is provided at the beginning of the course, but the due date will not be until one week before end of course. The assessment is required to be at least 750 words in length, which will vary in times depending on the student. Student will need access to a laptop that has Microsoft word and access to the internet.

C2. Communication of Assessment Results

Assessment results will be communicated using the facility's established learning platform. Grades will be entered along with feedback and the rubric, so students are able to see both positive responses and areas that need improvement. If further discussion between the student and instructor is needed, then a meeting time can be established.

C2a. Pass/fail Criteria

Students will be graded on a pass or fail criteria. They must achieve competency on all areas of the rubric to pass the assignment. Completion of the scholarly paper is mandatory to successfully complete this course. If revisions are needed, the rubric will be sent back to student with the areas that need revisions and only one attempt to correct the errors will be allowed. Revisions need to be completed within one week after receiving the assessment back.

C3. Analytical Methods

After individual grading of assessments, the rubric itself should be evaluated to identify if there is a common area that students are not understanding or missing the concept. The rubric itself should also be analyzed to ensure that it is truly assessing whether students are meeting the course objectives and student learning outcomes.

C3a. Assessment Improvement

A short-term goal is to find an appropriate balance of grading the rubric without being too lenient or strict, since it is a pass or fail grading system. A long-term goal is to ensure that the assessment is directly aligned with student learning outcomes and course objectives. Depending on the outcomes of the assessment, it will be editing and revised to better fit student needs whether it be more time or rewording the rubric.

C4. Test Security Procedures

One of the requirements include turning the assessment in for an originality score to ensure that there is no plagiarism. If the attempt is turned in before the due date and their score is too high, they will have an opportunity to fix any miscited sources and turn back in before the due date. If it is turned in after the due date with too high of a comparison score, it qualifies as a failure because they did not meet the established criteria. If there is any evidence of students cheating

off one another or copying another student's material, both students will fail the assignment and further discipline will be determined.

Section A: Summative Objective Assessment Blueprint

Criteria	Task
TASK A	
A1. Assessment overview	Type: Combination of multiple choice and select all that apply questions Purpose: To evaluate student's learning after teaching of the epidemiology module and compare it to an established benchmark. The assessment will determine achievement and evaluate the effectiveness of the module. Expected Outcomes: Students will meet the expected benchmark to prove knowledge of student learning outcomes and course objectives.
A2. Module title	Epidemiology
Course objectives	By the end of the course, the student will be able to: 1. Analyze the patterns of disease and its injury in the human population and how it can assist in controlling health problems. 2. Evaluate the trends associated with mortality by explaining the most common infectious, chronic, and degenerative diseases within a population or community. 3. Find the errors in public health by explaining statistical reasons and methods to address and analyze problems within a community.
Student learning outcomes	By the end of the module, the student will be able to: 1. Tell the pattern of disease by discussing the different stages a foodborne infection goes through. 2. List two common infectious, chronic, and degenerative diseases that are frequently associated with mortality.
A2a. Assessment Activity Alignment	Questions 1, 4, 6, 8, and 9 align with the CO#1 which analyzing patterns of disease and its effect on the population and other health problems along with SLO#1. Questions 5, 7, and 10 relate to CO#2 and SLO#2, which evaluate trends with the most common disease in a community. CO#3 reviews statistics and analytics related to public health which are evaluated by questions 2 and 3.
A3. Cognitive level	Evaluating, analyzing, creating
A4. Item Types	Combination of multiple choice and select all that apply
A5. Number of Items	10

Summative Objective Assessment Title (Student Facing Assessment Material)

B1. Assessment Instructions

There are ten questions about the epidemiology module taken, composed of both multiple choice and select all that apply. Answer all ten questions listed by choosing the correct answer from the options. If the question is select all that apply it will be prompted at the start of the question. A 70% must be achieved for completion of module.

B4. Summative Objective Assessment

1. Nurses in community health often use epidemiology because in the community it is often difficult to control the environment. Which of the following statements demonstrates an epidemiologic strategy for monitoring disease trends?
 - A. A nurse in community health conducts an education class for clients newly diagnosed with diabetes.
 - B. A nurse in community health investigates a breakout of whooping cough in a local middle school.
 - C. A nurse in community health organizes a health fair at the community health center.
 - D. A nurse in community health participates on a county school board that addresses student health issues.
2. Which of the following tools are used in analytic epidemiology? (Select all that apply.)
 - A. cohort study
 - B. case-control study
 - C. cross-sectional study
 - D. clinical trials
 - E. community trials
3. A breast cancer screening program screened 8000 women and discovered 35 women previously diagnosed with breast cancer and 20 women with no history of breast cancer diagnosed as a result of the screening. The prevalence proportion would reflect:
 - A. current and past breast cancer events in this population of women.
 - B. newly diagnosed cases of breast cancer in this population of women.
 - C. past breast cancer events in this population of women.
 - D. the population of women that had no evidence of breast cancer.
4. A business executive develops symptoms of the flu 1 day after returning by air from a cross-Atlantic business trip that ran for 2 consecutive stressful 10-hour days. This individual's development of flu symptoms illustrates the relationship between:
 - A. host and agent.
 - B. host, agent, and environment.
 - C. risk and causality.
 - D. morbidity and disease.

5. A nurse in community health who teaches a client with asthma to recognize and avoid exposure to asthma triggers and assists the family in implementing specific protection strategies such as removing carpets and avoiding pets is intervening at the level of:
 - A. assessment.
 - B. primary prevention.
 - C. secondary prevention.
 - D. tertiary prevention.
6. Twenty people attended a church picnic the previous weekend. By Monday, four individuals exhibited symptoms of food poisoning. On Tuesday, the nurse in community health records the addition of two new cases. The incidence rate would be:
 - A. two new cases divided by 16 at risk.
 - B. two new cases divided by 20.
 - C. six cases divided by 20.
 - D. four cases divided by 16.
7. The leading cause of death in the United States is:
 - A) pneumonia.
 - B) cancer.
 - C) stroke.
 - D) heart disease.
8. The epidemiological triangle includes (select all that apply):
 - A) person.
 - B) causative agent.
 - C) environnement
 - D) underlying factors, disease, and symptoms.
 - E) environment, nursing, and person.
 - F) causative agent, disease, and treatment.
9. A number of passengers on a cruise ship from Puerto Rico to the Panama Canal have recently developed a gastrointestinal illness compatible with norovirus (formerly called Norwalk-like virus). Testing for norovirus is not readily available in any nearby island, and the test takes several days even where available. Assuming you are the epidemiologist called on to board the ship and investigate this possible outbreak, your case definition should include, at a minimum:
 - A) Clinical criteria, plus specification of time, place, and person
 - B) Clinical features, plus the exposure(s) you most suspect
 - C) Suspect cases
 - D) The nationally agreed standard case definition for disease reporting
10. Disease control measures are generally directed at which of the following? (select all that apply):

- A) Eliminating the reservoir
- B) Eliminating the vector
- C) Eliminating the host
- D) Interrupting mode of transmission
- E) Reducing host susceptibility

(NursingWizard, 2018)

(Centers for Disease Control and Prevention, 2016)

B4a. Summative Objective Assessment Answer Key

1. Answer B: A nurse in community health investigates a breakout of whooping cough in a local middle school.
2. Answers A, B, C: cohort study, case-control study, cross-sectional study
3. Answer A: current and past breast cancer events in this population of women.
4. Answer B: host, agent, and environment.
5. Answer C: secondary prevention.
6. Answer A: two new cases divided by 16 at risk.
7. Answer D: heart disease.
8. Answers A, B, C: person, causative agent, environment
9. Answer A: clinical criteria, plus specification of time, place, and person
10. Answers A, B, D, E: eliminating the reservoir, vector, interrupting mod of transmission, reducing host susceptibility.

Section C: Summative Objective Assessment Implementation and Evaluation Plan

C1. Assessment Administration Procedures

The assessment will be administered by the instructor of the course. It will be given at the end of the module. The student will get two minutes per question, for a total of twenty minutes to take the assessment. The assessment will be taken on paper handed out by the instructor, the only material needed is a pen or pencil.

C2. Communication of Assessment Results

Five minutes will be taken out of the next class to hand papers back. If the student requests further explanation they can schedule a meeting time with the instructor.

C2a. Pass/fail Criteria

A total of seven questions will be needed to achieve a passing grade. Each question will be worth 10 points each, needing at minimum of 70%.

C3. Analytical Methods

There are three aspects to look at while analyzing this assessment including reliability, item difficulty, and item discrimination. To measure reliability of a test, it must be used consistently over a period of time and include multiple different classes. The reliability is measured on a scale 0 to 1.00, the closer to 1.00 the more reliable the test. A “good” test is

greater than .80, acceptable is .70 to .80, and a poor test is less than .70. Class size, number of questions, and difficult test can skew reliability of a test (Billings, 2016).

Another statistic includes the item difficulty, which also has a range acceptability of .70 to .80. Difficulty in questions can vary within a test, however the average difficulty of the test questions are best to remain between that average. Having too easy or too difficult of questions will cause for revision of the test to have a more consistent range. This is measured by taking the amount of students in a class by the amount of students who got the answer for a question correct. Less than 30% is considered very difficult questions and greater than 80% is considered very easy questions. There are times where 100% is acceptable (Billings, 2016).

The last statistic involves item discrimination using the point biserial index which correlates the score on an item and score on the exam itself. The range is from -0.1 to +0.1, with positive being better test questions. The good test items have will have a 0.25 or high and distractors and wrong answers will be a negative number. If the score is less than 0.2 then revision needs to be made (Billings, 2016).

C3a. Assessment Improvement

A short-term goal for improvement includes accepting more than one right answer if the student can explain why their answer is correct. A long-term goal is to assess whether the students need more time to complete the assessment. It would also be helpful for another instructor to take the assessment to get their opinion on the difficulty and quality of questions.

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C4. Test Security Procedures

Students will be required to clear desks and put away any technology they may have such as laptop, cell phone, etc., as resources are not allowed on this assessment. The instructor will be responsible for proctoring the exam. The test will remain in a secure area such as a locked file cabinet in instructor's office until ready to administer. Students must keep their eyes on their own paper and should not be looking around the room. When a student is done with their test, they will flip it upside down and the instructor will come and pick it up. The student will leave the classroom when finished as results will be relayed in the next class period. If at any point the instructor is suspicious of academic dishonesty, they have the right to say something to the student and remind them to keep their eyes on their own paper. If the instructor catches a student cheating, that student will receive a failing grade.

References

- Billings, D. M. (2016). Chapter 24: Developing and Using Classroom Tests. In D. M. Billings, & J. A. Halstead (Eds.). *Teaching in nursing: A guide for faculty* (5th ed., pp. 423-435). Elsevier.
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- Krathwohl, D.R., Bloom, B.S., & Masia, B.B. (1973). Taxonomy of educational objectives: The classification of educational goals: Handbook II: Affective domain. New York, NY: David McKay Co., Inc.
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