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# Innovative Teaching Strategy Directions for Faculty

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**Innovative Teaching Strategy Title:** Integrating a writing intensive assignment within the Community and Public Health Nursing classroom

**A brief overview of the strategy in 2-3 sentences:**

This writing assignment fosters the exploration and application of public health issues in the context of social determinants of health within a population. It provides a scaffolded assignment approach based on clearly defined objectives and authentic assessment of students at each step. It uses peer feedback, self-assessment, and relies on continuous dialogue with the instructors. The final product is an APA format, scholarly paper focused on community and public health issues and knowledge. Writing is known to be a high-stress endeavor for many students; therefore, this assignment requires close faculty support to mediate the stress and achieve successful results by allowing students to learn and produce quality writing.

**Estimated time for the activity:** The suggested schedule below is based on a prelicensure, senior-level student class schedule with this Community course occurring on one day for 3 hours, with 80 students, and using about 7 hours of in-class time plus 15 hours for outside of class email, online office hours, and paper grading. The schedule can be customized to your course.

### Learning Goals/Objectives (written in SMART format and reflect Bloom's Taxonomy):

1. Prior to beginning writing assignments, students will complete two APA quizzes to identify areas for review and to help them prepare for the APA requirements of the paper.
2. Upon completion of writing assignments 1-4, students will research, describe, and assess a public health issue in the context of two populations, applying knowledge from their course readings and content.
3. Upon completion of writing assignments 2-4, students will explore the social determinants of health that affect their chosen populations and discuss how they affect the populations’ access to care and health outcomes.
4. Upon completion of writing assignments 2-4, students will investigate and evaluate one intervention for each population that addresses their chosen public health issues.
5. Upon completion of writing assignments 2-4, students will apply and/or synthesize data, organize information, and articulate support to compare the populations and interventions, along with their successes and failures.
6. Upon completion of the final paper students, will develop summative ideas and conclusions supported by credible information and sources consistent with a chosen academic style, voice, and formatting.

**Detailed Strategy Directions:**

*When indicated, the associated document is separate and not included in this document or its appendix.*

**Faculty considerations prior to creating and implementing writing assignments:**

1. Student paper versus group paper.

* Each student completes a paper for points.
* Create group papers to reduce faculty time commitment and use a group point system.

1. Use the college/university course management system (e.g., CANVAS, ICON) to organize this assignment, including the schedule, all assignments, resources, and due dates.
2. Review schedule, assignments, and prior writing knowledge or content to guide the schedule and student needs.
3. Prepare for scholarly writing using college resources. For example, using an APA specialist from the faculty or university’s health sciences library, along with the APA 7th edition book, or collaborating with the college writing center to review assignments and provide writing support. Examples of resources:
   1. [Plagiarism YouTube](https://www.youtube.com/watch?v=l98HHrcQLk4)
   2. [Thesis and Purpose Statements](https://writing.wisc.edu/handbook/thesis_or_purpose/)
   3. [The Hamburger Technique](https://tacomacc.libguides.com/nursing/hamburger)
   4. [AI in Academic Writing](https://its.uiowa.edu/using-ai-academics-and-research)
4. Create a Writing Intensive schedule incorporating concise week-by-week instructions. Include all the writing assignments and resource links in one location. Consider posting a Writing Intensive schedule that is separate from your course schedule but can be linked from there.
5. Set aside time in faculty schedules for feedback, Q&A during class, or office hours outside of class.
6. Create quizzes in the chosen format using your course management system (e.g., CANVAS). This assignment used a “self-check” method and the correct answers were shown with each question upon submission.
7. Before starting the individual assignments, you will place students in groups for peer feedback. These students will share the collaborative document online (see below).
8. Decide if you want the collaborative document to be in Excel or Word format. Some students struggle with Excel. Create a collaborative document that links to your course management system or whatever platform you prefer.
9. The Introduction to Writing presentation will be customized to your course schedule, but it is used as a “home base” to start each writing day and continue guide instructions.
10. Evaluate along the way; if students are struggling to finish a section or behind in other course content, consider pushing back the deadlines. The intent is to reduce stress and create a positive writing experience.
11. **REASSURE, REASSURE, REASSURE!**

**Instructions and suggested writing schedule**:

(Weeks may not align with the weeks in the semester, but rather provide a timeline for content)

**\*Bold** indicates a separate file or Appendix file

**Week 1:**

* *In class:* 30 minutes to introduce writing intensive course, review APA
  + Materials: Introduction to Writing PowerPoint, Potential Topics and Reliable Resources, Quizzes 1&2
  + Ensure that didactic content has introduced populations and general public health nursing concepts
* *After class assignments*: Complete APA competency Quizzes 1&2 due by the start of class Week 2

**Instructions:**

1. Begin with the **Introduction to Writing** presentation (separate PowerPoint file), covering information about the purpose of the paper and a general overview of the schedule. This will only use the first part of the PowerPoint.
   1. Discuss sample topics and resources using the **Potential Topics and Reliable Resources** document (Appendix A)
   2. Introduce APA **Quizzes 1&2** (Appendix B) to be completed outside of class and concurrent with the introductory weeks. Review any major APA topics at this time
   3. Review plagiarism and use of AI.
   4. *Do not recommend introducing the paper structure, rubric, or sample paper yet*

**Week 2**

* *In class*: 30 minutes discuss all assignments, paper, and Assignment 1 (topic selection)
  + Materials: Introduction to Writing PowerPoint, Potential Topics and Reliable Resources, Comparison Paper Instructions, Assignment 1 Topic Selection Quiz
* *After class assignments*:
  + Assignment 1 quiz (topic selection) due by the start of class Week 3

**Instructions:**

1. Continue with the **Introduction to Writing** (separate file) presentation.
2. VERY briefly introduce the **Comparison Paper Instructions** (Appendix C) with a focus ONLY on the purpose of the paper and outline.
3. At the end of this meeting period, assign **Assignment 1 Topic Selection Quiz** (Appendix D)**.** This is set up as a quiz online and allows them to choose their public health issue and their populations.

**Week 3**

* *In class:* 2 hours Discuss writing assignments 2-4 and introduce the collaborative document
  + Materials: Collaborative document, Writing Assignment Instructions document, Sample Paper, Rubric
  + Assignment 2a (in-class work) due at the end of class today (due time can be flexible)
* *After class assignments:*
  + Assignment 2a peer feedback due by mid-Week 4
  + *Assignment 2b is on your own and should be completed by the time you start Assignment 4*

**Instructions**

1. Using the **Introduction to Writing** PowerPoint as a guide, introduce the writing assignments 2-4 using the **Writing Assignment Instructions** document (Appendix E) and **Collaborative** document (separate file, Excel). Show them where to access each and demonstrate navigating between them.
2. Show them the **Comparison Paper Instructions** document (Appendix C) and how each assignment will fit into this final paper. Use the hamburger model included in the **Introduction to Writing** for a visual.
3. Introduce the **Sample Paper** (separate file) and **Rubric** (Appendix F).
4. Work on Assignment 2a (where they begin their research) in class to allow them to ask questions and troubleshoot as they begin the more in-depth research. Students tend to struggle getting started and finding their focus, so close guidance during this time is necessary. Reinforce quality literature search practices.
5. Assign Assignment 2bto finish after class**.** Allow 1-2 weeks for 2b, as this includes “completing” the research and will take significant time.

**Week 4**

* *In class:* 30 minutes Review assignment 2a, 2b and introduce assignments 3 and 4
  + Materials: Introduction to Writing PowerPoint, Writing Assignment Instructions, Collaborative Document
* *After class assignments*:
  + Writing Assignment 3 due mid-Week 5
  + Assignment 3 peer feedback end-Week 5
  + Continue work on Assignment 2b on your own and should be complete by the time you start Assignment 4

**Instructions**

1. Review Assignments 2a, 2b and reinforce quality literature search practices.
2. Using the **Introduction to Writing** PowerPoint, discuss Assignment 3 and how to write a purpose statement.
3. Introduce Assignment 4 (looking ahead) and connect this to Assignments 2a & 2b (comparison is based on data that they have learned).
4. Refer to **Comparison Paper Instructions** (Appendix C) and **Rubric** (Appendix F) to summarize the purposes of the assignments and where they fit into the paper.

**Week 5**

* *In class:* Q&A during class time if needed, work on finishing assignments 2b (research) and assign 4 on their own
  + Materials: Based on Q&A or any issues that have come up
* *After class assignments*:
  + Assignment 4 due Friday of this week, Week 5
  + Assignment 4 peer feedback due Sunday of this week, Week 5
  + Assignment 4 can be due about 1 week prior to the “Write In”

**Instructions**

1. Address any questions or concerns. Most students will be well on their way to writing the paper, but some will still be struggling with research.
2. Assign Assignment 4. They may need to find more research for comparison-specific data in addition to making comparisons from their research in Assignments 2a & 2b.
3. Set aside office hours to troubleshoot for students this week and get everyone on track prior to the “Write-In”.

**Week 6**

* *In class*: “Write In” to write a rough draft for 3 hours with in-person feedback and guidance, with the goal to finish the rough draft
  + Materials: Sample paper, rubric, otherwise based on Q&A or any issues that have come up
* *After class assignments*:
  + Rough Draft optional by end of class, may continue working on it until the due date

**Instructions**

1. After they have moved through assignments 2a-4, allow one class period (3 hours) for a “Write In”, with the intent to finish class with a rough draft. The “Write In” should be about 1 week before the paper's due date.
2. Option to provide VERY brief feedback on rough drafts, depending on your class size or needs, and if it’s a group paper or not. Reviewing the rough draft helps grading go faster and improves the final product. Set a due date for the rough draft, if not by the end of the “Write In” class.

**Week 7**

* *In class:* 30 minutes Q&A
* *After class* *assignments:*
  + Final Draft due Sunday Week 7

**MONITORING AND EVALUATION**

1. Frequent, in-person feedback at every class time to monitor progress and alter due dates as necessary.
2. Designated email and online times for Q&A (e.g., online office hours for one morning).
3. Qualtrics for evaluation of writing process (tailor to your course and time frame, maybe before or after grades are released for paper).
   1. **SAMPLE QUALTRICS** (Appendix G)

**Appendix**

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Potential Topics and Reliable Resources **(Appendix A)**

APA Quizzes 1&2 **(Appendix B)**

Comparison Paper Instructions **(Appendix C)**

Assignment 1 Quiz Topic Selection **(Appendix D)**

Writing Assignment Instructions **(Appendix E)**

Rubric **(Appendix F)**

Sample Evaluation Qualtrics **(Appendix G)**

**Not in Appendix:**

Collaborative Document **(Separate file, Excel)** (*can be placed in a Word format)*

Sample Paper **(Separate file)**

**Appendix A**

APA Competency 1

Question bank

Choose 10 questions, 1 point each

**Open resource quiz. Choose the correct answer(s).**

1. The number of headings in a paper depends on the student’s choice.
2. True
3. False

**Answer**: False. APA manual Page 48 – The number of headings is determined by the course assignment, length of paper, and different areas to be discussed.

1. How would you differentiate between authors with same last/organization name, year and date in the reference list and in your in-text citations?
2. use different symbols in each reference.
3. use small case alphabet letters in each in-text citation and within a corresponding reference.
4. there is no need to differentiate
5. none of the above
6. all of the above

**Answer**: b. Using a reference with a lower-case letter will delineate separate references within the text and references list. Example: (Smith, 2019b) or Smith, A. (2019a).

1. Plagiarism includes (select all that apply):
2. presenting the author's own previously published works as new scholarship
3. is defined as using other’s words as your own
4. using an overabundance of quotes in a paper
5. using quotes without identifying information such as page number, paragraph number, etc.

**Answer**: All will be selected.

1. Lack of written accuracy of references and citations can lead to plagiarism charges.
2. True
3. False

**Answer**: You must cite and reference all ideas that are not your own, including conclusions you make based on their information.

1. A comparative paper includes which of the following elements (select all that apply):
2. Provides opinions on the success of the interventions-incorrect
3. Reviews two (or more) aspects of a similar topic
4. Uses legitimate resources to support facts within the paper
5. Links different aspects of one topic under a central purpose statement

**Answer**: All but a. No opinions should be present in a comparison paper, as all conclusions should be a summary of the facts or evidence that support them.

1. If I use parts of previous papers that I have written and copy them into this paper, that's ok because it was my writing.
2. True
3. False

**Answer**: False. Chapter 8 covers rules for appropriate levels of in-text citations and plagiarism. Citations are required for paraphrasing the ideas of others, direct quotes, referring to data or data sets, reprinting any materials- even images for the internet, and reprint of a long text passage...including your own!!

1. Acceptable font for an academic paper includes all of the following except):
2. Calibri
3. Times New Roman
4. Ariel
5. Computer Modern
6. Agency FB
7. California FB
8. Lucida
9. Georgia
10. All are acceptable except e, f

**Answer**: i. All are acceptable except e, f.

1. When searching for appropriate materials for writing an academic scholarly paper, which of these resources is appropriate to use?
2. edited and non-edited books
3. government web pages
4. Wikipedia
5. reports and grey literature, white papers
6. peer-reviewed journal articles
7. blogs
8. legal references
9. All except c, f

**Answer**: h. All except c, f. For a written essay you could use Wikipedia and a blog, but not an academic scholarly paper -they are not considered reliable sources of information.

1. Choose the answer that demonstrates what is incorrect about this reference list:

**References**

Central Intelligence Agency. (2021). *The world factbook*. https://www.cia.gov/the-world-factbook/

World Health Organization. (n.d.). *Data*. https://data.who.int/countries

Innella, N., Breitenstein, S., Hamilton, R., Reed, M., & McNaughton, D. B. (2015). Determinants of obesity in the Hispanic preschool population: An integrative review. *Public Health Nursing, 33*(3), 189-199. https://doi- org.proxy.lib.uiowa.edu/10.1111/phn.12215 or https://doi.org/10.1111/phn.12215

Savage, C., Baccelli, B., & Groves, S. (2020). Health disparities and vulnerable populations. In C. Savage (Ed.), *Public/community health and nursing practice: Caring for populations*(2nd ed., pp.157-190). F.A. Davis.

1. Author and title of webpage should be italicized
2. Year of publication should come first
3. All books are listed first, followed by journal articles and then websites
4. Incorrect order

**Answer**: Should be in alphabetical order.

1. APA format is the only acceptable formatting for scientific literature.
2. True
3. False

**Answer**: False. APA is one of several formatting options and though it is a popular type, there are others such as AMA that may be used in scientific literature.

1. APA formatting is useful for which of the following reasons: (select all that apply)
2. It provides a routine format to improve understanding and rigor
3. It provides style guidelines for quality writing
4. It allows the author to publish in journals
5. It allows readers to read articles quickly

**Answer**: a & b. Provides a professional means to communicate scholarly ideas and support evaluation.

**Appendix B**

APA Competency 2 – 10 points

**Write a sample of an in-text citation as well as a reference list sample for each source. Each question is worth 2 points.**

**https://www.cia.gov/the-world-factbook/countries/**

**Answer and resource option:** Web page APA 7th edition manual pages 350-352, <https://apastyle.apa.org/style-grammar->guidelines/references/examples/webpage-website -references

Central Intelligence Agency. (2024). *The World Factbook: Explore all countries.* **https://www.cia.gov/the-world-factbook/countries/**

* 1. <https://www.who.int/data/gho/data/countries>

\*BETA This page is in development, being tested and is subject to change- retrieval dates may be needed.

**Answer and resource option:** Web page APA 7th edition manual pages 350-351, https://apastyle.apa.org/style-grammar-guidelines/references/examples/webpage-website-references

World Health Organization. (n.d.). *Data*. <https://data.who.int/countries>

* 1. <https://pubmed.ncbi.nlm.nih.gov/24606574/>

**Answer and resource option:** Journal/ Periodicals examples – page 317 -320, <https://apastyle.apa.org/style-grammar-guidelines/references/examples/journal-article-references>

Bungay, V., Masaro, C. L., & Gilbert, M. (2014). Examining the scope of public health nursing practice in sexually transmitted infection prevention and management: What do nurses do? *Journal of Clinical Nursing, 23*(21-22), 3274-3285. <https://doi.org/10.1111/jocn.12578>

* 1. https://pubmed.ncbi.nlm.nih.gov/26118340/

**Answer and resource option:** Journal/ Periodicals examples – page 317 – 320, <https://apastyle.apa.org/style-grammar-guidelines/references/examples/journal-article-references>

Innella, N., Breitenstein, S., Hamilton, R., Reed, M., & McNaughton, D. B. (2015). Determinants of obesity in the Hispanic preschool population: An integrative review. *Public Health Nursing, 33*(3), 189-199. <https://doi.org/10.1111/phn.12215>

* 1. Chapter 7 in 2nd ed. Savage textbook (Public/community health and nursing practice: Caring for populations)

**Answer and resource option:** edited book page 326 of the APA 7th edition manual, https://apastyle.apa.org/style-grammar-guidelines/references/examples/edited-book-chapter-references

Savage, C., Baccelli, B., & Groves, S. (2020). Health disparities and vulnerable populations. In C. Savage (Ed.), *Public/community health and nursing practice: Caring for populations* (2nd ed., pp.157-190). F.A. Davis.

**Appendix C**

**Potential Topics and Reliable Resources**

**Potential Topics**

**NOTE:** This is not an all-inclusive list- if you have other areas of interest please propose it to faculty for approval. Chosen area can be broader or more specific than noted below.

**Public Health Issue:** a specific and measurable disease, disorder, morbidity or mortality risk, or health condition/concern.

Vaccine preventable diseases

COVID 19

Monkey Pox

Measles

Mumps

Ebola

Zika

HIV/AIDS

Cervical cancer

Alcohol abuse

Opioid overdose deaths

Water-borne illnesses

Lead exposure

Pesticide exposure

Malnutrition related to food insecurity

Depression

Anxiety

Post-traumatic Stress Disorder

Postpartum depression

Teen pregnancy

Unplanned pregnancies

Injury or death due to gun violence

Risks for poor health outcomes related to homelessness (substance overdose, extreme temperature exposure, malnutrition, mental illness, etc..)

Health disparities (identify a specific health outcome in which there are disparities within the country and compare that level of disparity to another country)

Diabetes

Stroke

Traumatic Brain Injuries

Alzheimer’s disease

Chronic liver disease

Alcohol impaired driving

COPD

Cancers (pick a specific type of cancer)

Human Trafficking

Gender-based Violence

Suicide

PTSD

Bi-Polar Disorder

Medical Cannabis use

Marijuana abuse

Adolescent Vaping

Adolescent Smoking

Adolescent alcohol use

Dementia /Alzheimer’s

Autism Spectrum Disorder

Sexually transmitted diseases

**Reliable Journals for Comparison Paper**

Social Science and Medicine

British Medical Journal (BMJ)

The Lancet

Journal of Public Health

Global Public Health

Medical Anthropology

Journal of Global Health

BMJ Global Health

The Lancet Global Health

Global Health Promotion

Clinical Epidemiology and Global Health

Tropical Medicine and International Health

BMC International Health and Human Rights

Global Health Research and Policy

Journal of Community Health

Journal of Behavior, Health & Social Issues

International Perspectives on Sexual & Reproductive Health

A few **nursing** journals that have many articles regarding global health—all are included in CINAHL:

International Nursing Review

Journal of Community Health Nursing

Public Health Nursing

Journal of Community Nursing

Nursing Outlook

Web Links for Comparison Paper Internet-based Resources

Central Intelligence Agency -[General living and health context](https://www.who.int/publications/journals/bulletin/)

U.S. Census Bureau -[Data search](https://data.census.gov/)

Pan America Health Organization-[PLISA Health Information PAHO/WHO data for the Americas](https://www3.paho.org/data/index.php/en/)

World Health Organization -    [Social Determinants of Health](https://www.who.int/health-topics/social-determinants-of-health#tab=tab_1)

United Nations International Children's Emergency Fund UNICEF - [Statistics by Topic or by Country](https://data.unicef.org/resources/resource-type/country-profiles/)

UNICEF- [State of Health](https://data.unicef.org/resources/resource-type/datasets/)

UNICEF- [Journal Articles](https://data.unicef.org/resources/resource-type/journal-articles/)

World Bank Organization - - [Country Class by income](https://datahelpdesk.worldbank.org/knowledgebase/articles/906519#Lower_middle_income)

Inequality Organization- [Income Inequality and Health](https://inequality.org/facts/)

World Health Organization -[Bulletins (Articles concerning countries health)](https://www.who.int/publications/journals/bulletin/)

World Health Organization- [Mortality Data on Tobacco](https://www.who.int/health-topics/tobacco#tab=tab_1)

World Health Organization - [Disability Adjusted Life years](https://www.who.int/data/gho/data/themes/mortality-and-global-health-estimates)

World Health Organization- [Global Health Statistics by Country](https://www.who.int/data/gho/data/countries)

World Health Organization- [Global Disease profiles/Health Topics](https://www.who.int/data/gho/data/countries)

Malaria Survey Organization- [Malaria Indicators Survey](https://www.malariasurveys.org/)

United States Agency of International Development- [The Demographic and Health Survey Program - Quick Country Data](https://dhsprogram.com/Countries/)

United Nations- [AIDS Data](https://www.unaids.org/en/topic/data)

United States Census Bureau- [Health Statistics Data in America](https://www.unaids.org/en/topic/data)

Millennium Development Goals- [MDGs](https://www.who.int/news-room/fact-sheets/detail/millennium-development-goals-(mdgs))

Sustainable Development Goals- [SDGs](https://www.who.int/data/gho/data/themes/world-health-statistics)

World Bank Health Care Facility Data - [Hospital beds Available](https://data.worldbank.org/indicator/SH.MED.BEDS.ZS)

Center for Disease Control and Prevention CDC [Faststats](https://www.cdc.gov/nchs/fastats/default.htm)

Center for Disease Control and Prevention CDC - [Health Topics, Health Travel, Outbreaks, Data & Stats, & Publications](https://www.cdc.gov/)

Disaster Information- [Latest Headlines and Recent Disaster Information](https://reliefweb.int/)

Global-weather and Climate - [Global Weather](https://worldweather.wmo.int/en/home.html), [U.S. Weather](https://www.weather.gov/), WHO Climate Change

**Appendix D**

**Writing Assignments Instructions**

**Assignment 1** (Online quiz)

Purpose: Please read *Potential Topics, Reliable Journals, and Websites for Comparison Paper*and  use the Writing Assignment 1 quiz link to indicate a topic of interest to you and two populations that are significantly affected by it.

* 1. Focus on a specific, measurable, health issue ​
  2. Choose two populations that are affected by this issue ​
  3. The population may be defined socially, chronologically, or geographically.  For example, trauma in children 0-12, or premature labor in persons of color, food insecurity in older adults, lead poisoning in Iowa’s poorest counties, etc.
  4. Try to narrow the populations so that your exploration is comprehensive but not so narrow that you have to scrape to find reliable and credible sources.

“Quiz” questions:

1. What is your chosen health problem?
2. Which two populations will you be comparing that are impacted by this issue?

**Assignment 2a** (Collaborative doc)

*Purpose:* Begin a literature review to support your paper. Practice searching for quality resources that pertain to your topic, population, and potential interventions.​

1. Look for your collaborative document with the members in your table group. ​
2. In-class time will be given for you to find: ​
3. 1-2 articles on your public health topic of interest ​
4. 1-2 articles on each of your populations​
5. 1-2 articles on an intervention that addresses the public health issue within each of the populations ​

*\* These articles may include statistics about the problem's significance in the country and the populations. Similarly, the population-specific articles will likely include that information and should help paint a picture of the population's needs, strengths and weaknesses that will support its need for interventions. ​*

1. You will then provide: ​
   * 1. 3 summary points for the public health issue articles​
     2. 3 for the population articles​
     3. 3 for the intervention articles (3 total between the 2 interventions is fine for this assignment)​
2. Keep track of your sources in APA format with in-text citations and must have corresponding reference in reference column.

**Assignment 2b- on your own, completed before starting Assignment 4**

*Purpose:* Complete the literature review for your paper on public health issue, populations, and interventions.

Continue your work in the assignment 2a table format.

1. You may do this on a different document from the collaborative one or continue work in the same table.
2. **This assignment will be completed on your own time and will take a significant amount of effort. This will be the “meat and potatoes” of your paper and provide the support for all the information contained within it.**
3. You will want to find multiple resources that support your claims (why does it matter, what are the challenges, are interventions successful, etc.).
4. Keep track of your sources in APA format.

**Assignment 2a peer feedback** (Collaborative doc)

*Purpose:* To review your peer’s research and check for quality articles, proper citations to avoid plagiarism, and to gain ideas of where to look or how others are conducting their research. 

* 1. Choose one person to exchange reviews with for all the writing assignments, if possible.
  2. Use the collaborative document to review their work, answer the questions in the table for peer review, and place an electronic signature in the box for review of work and plagiarism review.
  3. Make sure they have used APA in-text citations in the summary columns and have placed the corresponding references in the reference column.
  4. Do not use “yes/no” responses. Use language from or similar to the rubric or paper instructions document when providing feedback and place an electronic signature in the box for review of work.

**Assignment 3** (Collaborative doc)

*Purpose:* To write a purpose statement for your paper.

1. Use resources linked in online course management system to explore support for writing a purpose statement.
2. Within the collaborative document, use the information gathered from the literature review to write a purpose statement introducing the paper's aims.
3. A purpose statement is a declarative statement that summarizes a paper's main goal or goals like a ~Mini-Outline​​~ and tells the reader what they can expect by reading on​ but does not explain arguments or provide conclusive statements​.
   1. What is being compared and why in one, succinct sentence.
   2. May take several iterations to get it “right” and also may evolve as your paper evolves.
   3. Usually placed at the end of the introduction paragraph​​.

*Example: ​*The purpose of this paper is to compare federal and state medical cannabis laws in the United States and Canada and to analyze how these laws impact safe use, public education, and access to medical cannabis. ​​

**Assignment 3 peer feedback** (Collaborative doc)

*Purpose:* To review your peer’s purpose statement, checking for quality, clarity, and appropriateness based on the public health issue and population needs.

1. Provide feedback on a peer’s purpose statement within the collaborative document and place an electronic signature in the box for review of work.
2. Do not use “yes/no” responses. Use language from or similar to the rubric or paper instructions document when providing feedback and place an electronic signature in the box for review of work.

**Assignment 4** (Collaborative doc)

*Purpose:* To compare the similarities and differences of various aspects of the public health issue, populations, and interventions.

1. Access information in the collaborative document.
2. Use the research from parts 2a and 2b to make bullet points that compare the similarities, strengths, barriers, and weaknesses between populations.
   * 1. Describe why each needs interventions for the public health issue.
     2. Describe the differences and similarities between the interventions as well. Consider the population background, the impact of the public health issue, the need for interventions, and the successes or failures of the interventions themselves.
3. Use research to support these claims providing in-text citations and adding the references to the reference list column if there are new references.

**Writing assignment 4 peer feedback** (Collaborative doc)

*Purpose:* To provide feedback on a peer’s information comparing the public health issue within and between each population and the interventions used to address it.

1. Review the information in a peer’s research table row.
2. Check that they address the public health issue in each population, the need for intervention, and compare the similarities and differences of various aspects of the public health issue, populations, and interventions.
3. Check for in-text citations and matching references for all information, claims, or arguments.
4. Evaluate the clarity of their statements.
5. Do not use “yes/no” responses. Use language from or similar to the rubric or paper instructions document when providing feedback and place an electronic signature in the box for review of work.

***Tips:***

* *Remember to have in-text citations for all information and the corresponding reference in the reference column.*
* *Peer reviewers must use language from the rubric, writing assignment instructions, or writing websites to provide peer feedback. They must provide electronic signature.*
* *Add references at any time, new information at any time, or use the same references in different columns if appropriate but would encourage finding multiple resources that support one claim to strengthen the evidence.*
* *Use the writing resources links on the writing content page (on course management system) for purpose statements, paragraph structure, and using evidence in writing.*

**Appendix E**

**Comparison Paper Instructions**

**The purpose of this paper is:**

1. To facilitate the students’ understanding of a public health issue within a population in the US and to compare two interventions that address the issue within those populations by way of a) describing a dominant public health issue, b) assessing the public health issue in two populations, c) investigating one relevant, established intervention for each population for this public health issue, and d) evaluating outcomes of these public health interventions and their application to the public health issue.  **[Demonstrating Knowledge]**
2. To allow students to demonstrate how public health concepts discussed in class and readings apply to the health of a population in comparison to another**. [Demonstrating Knowledge]**
3. To encourage exploration of the social determinants of health that affect different populations and how they affect access to health-related services and discuss them in written format **[Articulation of Ideas through writing]**.
4. To allow for evaluation of student ability to identify, apply/synthesize comparison data/ evidence, organize information/ articulate support for arguments or conclusions, and provide a written narrative clearly and concisely. **[Articulation of Ideas through writing]**
5. To facilitate students in the development of summative ideas and conclusions supported by credible information sources consistent with academic style, voice, and formatting. **[Producing original, academic-style writing]**

**Audience:** Classmates and faculty.

**Preparation:** Read Chapter 1-12 of the course textbook, In class assignments, APA  review

*Required materials*:

Savage, C., Gillespie, G. & Whitehouse, E. (2023). *Public/Community health and nursing practice* (3rd ed.). F.A. Davis.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

**Instructions:**

* Choose a public health issue from the provided list. If you have an area of interest not listed, contact professors with the public health topic of interest to receive authorization.
* Research the chosen public health issue and choose two populations and one associated intervention for each population that has been/planning to be implemented. Use recommended sources and/or those you find on your own literature search to describe your chosen public health issue. Cite all outside sources used to inform the writing. References are expected to be from credible sources (use reliable resources document for examples).
* Communicate the information learned in a way that is organized, clear, concise, and creative. Headings and APA template are required. (See APA 7th ed. for formatting.) *Your paper should include the following basic sections, customized to your topic:*

**Comparison Paper** (50 points total)

**Introduction** (5 points)

1. *Public health issue overview:* Provide evidence and data factors from reliable literature that supports the identified public health issue with application and/or synthesizing the data/evidence to support the hypothesis? **Ex) cervical cancer**
2. *Choose 2 populations that are affected by this issue.*

Ex) Population A: **Latina immigrants Chicago** and Population B: **rural women in Iowa**

1. 2-3 sentences: Why is this a problem for the populations you have chosen (wherever your interventions are implemented-school, city, county, state, or country statistics)?
2. What are the most compelling statistics?
3. *Briefly, what are 2 major SDH that affect the public health issue.*
4. *Why do we care?* Provide context for desired goals in the target areas and state how they are they related to one of the United Nations Sustainable Developmental Goals or HP2030 outcomes/goals.
5. *Purpose or thesis statement-****one sentence****:*
6. Why are interventions needed for this issue in these chosen populations?
7. Include public health issue, populations/characteristics/SDH, supporting evidence, and identified outcomes from Sustainable Development Goals or HP2030.

**Discussion:** **Populations, Interventions, and Outcomes** (10 points)

1. Restate public health issue and provide further supporting statistics that convey the need for intervention.
2. Describe both populations (A&B) in further detail along with the impact of the public health issue on the population.
3. Further describe SDH that impact this disease and populations: How do the social determinants of health relate to your public health issue-positive impact or negative impact? Both? Use Savage textbook and literature review.
4. Population **A,** Intervention **1**
5. *Describe the intervention*: Clearly identify the name of an existing intervention and a description of what actionsit includes to address your chosen health problem within population **A** (ex: laws, policies, programs)
6. *Describe the outcomes (or lack of)* from the intervention on the identified public health issue within population **A**. Use data and evidence from the literature to show why it is needed, successful, and impactful (or not).
7. Consider the previously mentioned SDH that impact the use of or success/failure of the interventions and briefly describe this relationship.
8. Thoroughly evaluate the effectiveness and impact of the interventions and (possible) outcomes as it applies to health outcomes, specifically the Sustainable Development Goals or HP2030
9. Population **B**, Intervention **2**
10. *Describe the intervention*: Clearly identify the name of an existing intervention and a description of what actionsit includes to address your chosen health problem within population **B** (ex: laws, policies, programs)
11. *Describe the outcomes (or lack of)* from the intervention on the identified public health issue within population **B**. Use data and evidence from the literature to show why it is needed, successful, and impactful (or not).
12. Consider the previously mentioned SDH that impact the use of or success/failure of the interventions and briefly describe this relationship.
13. Thoroughly evaluate the effectiveness and impact of the interventions and (possible) outcomes as it applies to health outcomes, specifically the Sustainable Development Goals or HP2030

**Comparison** (5 points)

1. Compare populations A & B, their interventions, and the outcomes: what is the same and what is different? Consider the populations, the interventions, the outcomes. Discuss barriers, positives, and negatives for implementation of the intervention.
2. Similarities- population, the intervention, barriers, facilitators, outcomes
3. Differences- population, the intervention, barriers, facilitators, outcomes

***Example:***

* + 1. population **A:** *intervention* ***1****, barriers, and outcomes.... are* ***similar to***population **B:** *intervention* ***2,*** *barriers, facilitators, and outcomes in the following ways...*
    2. *population* ***A:*** *intervention* ***1****, barriers, and outcomes.... are* ***different from*** *population* ***B****, intervention* ***2****, barriers, facilitators, and outcomes in the following ways...*

***OR***

* + 1. *compare the similarities/differences of the* ***populations A&B***
    2. *compare similarities/differences of i****nterventions******1&2***
    3. *similarities/differences of* ***facilitators,******outcomes & barriers***

**Conclusion** (5 points)

1. Restate the problem in the context of the issue and populations
2. Make a **final summative comparison of the populations and associated interventions**, **successes and failures**
3. Suggest future work to be done or needs more information
4. Final statement of the state of the issue and population in relation to these interventions or locations

**Academic Writing** (25 points):

Writing/APA Format proficiency is expected. This competency is assessed using APA course assignments. Students are required to follow guidelines according to the APA Manual.

1. Professional writing and APA format per most current edition APA Manual:
2. All papers should include title page, body, and references
3. Paper is double spaced throughout. Utilize APA Format Resources in the course and on the Hardin Library website to be sure there is no extra space between paragraphs.
4. Font size is 12-point
5. Margins are 1” on all four sides
6. Title page with title of the paper, Student Name, College of Nursing, University of XXX, Course Name, Instructor Name(s), Date and Page Number
7. Subsequent pages include page numbers
8. Level one headings **must** be used to organize the paper, level 2 are recommended and level 3 are optional but also recommended.
9. References page starts on a separate page, is double spaced, and includes automatic hanging indent
10. Citations in the paragraphs should include (Author, Date)
11. Paper has been proofread for correct grammar, sentence structure, punctuation, and spelling.
12. The paper is 4-6 pages in length not counting title and reference(s) pages.
13. Many of the above formatting requirements have been set up for you in a template provided on the course website. Please use this template as a guide.
14. Required eight or more supporting /reliable resources. Hyperlinked references required.
15. Articulation of Ideas through Academic style of writing: Clarity & Organization-see Chapter 4 of the APA manual.
16. Articulation of Ideas through Academic style writing: Style, Synthesis, & Critical Thinking-see Chapter 4.

Page Length approximate Guide:

1. Introduction of public health issue and highlight the need for intervention. Purpose statement. (~.25-.5 page)
2. General overview of populations and need for interventions supported with evidence and data. (.5 page)
3. Interventions for each population along with barriers, facilitators, outcomes with supporting evidence and data. (1 -2 page)
4. Comparison of populations, interventions, outcomes (1-2 page)
5. Conclusion (.5 page)

**Tips:**

* **Direct quotations are strongly discouraged** unless information presented cannot be paraphrased without losing meaning. The need for quotations is expected to be rare.
* Personal pronouns in the first or second person are not consistent with the academic style of writing.
* Avoid colloquiums that decrease clarity (e.g., hanging on by a thread, as good as gold, the solution was airtight, etc.).

Appendix F

**Sample Qualtrics**

1. APA quizzes-these were helpful for review of APA in regards to the paper needs (Scale of 1-10)
2. Paper assignments throughout the semester were:
3. Spread out appropriately
4. Too far apart
5. Too close together
6. INDIVIDUAL assignment (1-4) instructions were clear (Scale of 1-10)
7. Collaborative document was helpful in keeping track of my work.
8. True
9. False
10. Ideas for alternatives to the collaborative document. (i.e., you prefer a word collaborative document, you prefer no collaborative document but individual assignments uploaded to ICON and share them with your peers for feedback and upload that as well, etc.)
11. Ideas for clearer paper instructions
12. Ideas for different paper topics (current event/issue, align with your practicum interests, comparison/no comparison?)

**Appendix G**

Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Ratings | | | Points |
| Introduction  Public health issue is identified and an overview of the identified public health issue is written clearly and concisely. Introduces the two major populations that have a need for intervention regarding this issue.  a. Provides evidence and data factors from reliable literature that supports the identified public health issue with application and/or synthesizing the data/evidence to support the hypothesis. b. Relates to a Sustainable Development Goal or a Healthy People Healthy Places 2030 outcome. c. Purpose statement is clear, addressing the issue, need for intervention, and how it relates to the chosen populations. | **5 to >4.0 pts**  **Full Marks**  (Well done-exceptional) Data and supporting evidence information is accurate and presented comprehensively providing a complete depiction as evidenced by citations and matching references. No identifiable gaps. Clear and concise information giving the reader information that supports the public health issue, an introduction to impacted populations, and the purpose of the paper. | **4 to >2.0 pts**  **Partial Marks**  (Adequate to minimum standards) Some data and evidence information are present, but key elements are missing or inaccurate so that depiction is incomplete and leaves several questions unanswered. Citations and references are incomplete or missing. | **2 to >0 pts**  **Little to No Marks**  (Inadequate to unacceptable) Little to no information is present or largely inaccurate and the depiction is vague and/or substantially incomplete. No citations or references to support written narrative. | 5 pts |
| Discussion  Populations, Interventions, and Outcomes  Clearly describes two populations, characteristics, and the need for intervention in relation to public health issue with supporting evidence. Two interventions are clearly introduced and described, one for each population, which address the chosen public health issue. Provides a description of what actions it includes to address your chosen health problem within the populations. Both interventions are thoroughly discussed–barriers, facilitators, and outcomes. Evidence for these statements is provided with literature. | **10 to >8.0 pts**  **Full Marks**  (Well done-exceptional) Data and supporting evidence information is accurate and presented comprehensively providing a complete depiction of populations, interventions and outcomes as evidenced by citations and matching references. No identifiable gaps- clearly flows from identified public health issue and identifies how/why intervention was used, any barriers/facilitators, and outcomes that were observed. Evidence supports the statements throughout. | **8 to >4.0 pts**  **Partial Marks**  (Adequate to minimum standards) Some data and evidence information are present, but several key elements are missing or inaccurate so that depiction is incomplete and leaves several questions unanswered. | **4 to >0 pts**  **Little to No Marks**  (Inadequate to unacceptable) Little to no information is present or largely inaccurate and the depiction is vague and/or substantially incomplete. | 10 pts |
| Comparison  Uses data/evidence to compare similarities and differences of each population, interventions, and outcomes. Describes differences and similarities of the barriers and facilitators that support or prevent success of the intervention within each population. Summarizes the overall comparison. | **5 to >4.0 pts**  **Full Marks**  (Well done-exceptional) Data and supporting evidence information is accurate and presented comprehensively providing a complete depiction. As evidenced by citations and matching references. No identifiable gaps- provides a complete and concise overview of the evidence and comparison of the countries. The written narrative shows application of evidence and data to compare the two countries. Clearly written how all of the paper components fit together and if the interventions could be utilized in the other country-why or why not. Relates the public health issue to the social determinants of health and how these affect outcomes for the public health issue. | **4 to >1.0 pts**  **Partial Marks**  (Adequate to minimum standards) Some data and evidence information is present, but several key elements (appropriate levels citations with corresponding references) are missing or inaccurate so that depiction is incomplete and leaves several questions unanswered. | **1 to >0 pts**  **Little to No Marks**  (Inadequate to unacceptable) Little to no information is present or largely inaccurate and the depiction is vague and/or substantially incomplete. Lacks supporting evidence /data through appropriate level of APA citations and corresponding references. | 5 pts |
| Academic Writing  Articulation of Ideas through Academic style of writing: Clarity & Organization. Scholarly writing is clear communication, which are shown through presenting ideas in a clear and concise manner. Headings /Transitions assist with the flow, and sentence and paragraph length are appropriate that allow for a shift from one idea to another. Does the paper meet the requirements of the assignment? | **10 to >8.0 pts**  **Full Marks**  (Well done-Exceptional) Entire paper is well organized with ideas presented clearly and logically from description to evaluation through use of headings. All claims/arguments are supported with credible literature and personal opinion is not presented as fact. All areas of the paper are covered by citations and references to support what is written. Meets the prime objective of in clear concise communication-sentence and paragraph structure. Headings assist with clarity of ideas and organization. | **8 to >5.0 pts**  **Partial Marks**  (Adequate to minimum standards) Paper is mostly organized with few points where ideas are unclear. All necessary ideas present but flow is not logical. Sentence and paragraph structure makes organization and clarity of the written narrative unclear. In an instance personal opinion is presented as fact. | **5 to >0 pts**  **Little to No Marks**  (Inadequate to unacceptable) Paper is poorly organized and areas have issues of clarity as a result of sentence/paragraph structure or flow of logic flaws. It is noted that arguments/written narrative are not supported with literature and personal opinion is presented as fact. | 10 pts |
| Formatting  APA formatting is followed for the scholarly paper- References, citations, quotes, headings, page numbers, reference order, etc. Spelling & grammar is correct. Sentence and paragraphs are clear and concise.  NOTE: lack of citation or references will constitute plagiarism and be subject to considerations for academic misconduct | **5 to >4.0 pts**  **Full Marks**  (Well done-Exceptional) All formatting instructions (e.g. headings, title page, length, spacing, font) for the paper were followed, APA citations and reference list are complete with < 2 errors, references are from credible sources appropriate for an academic paper, there are 3 or less grammatical errors (sentence and paragraph structure are clear and concise) | **4 to >1.0 pts**  **Partial Marks**  (Adequate to minimum standards) Most formatting instructions for the paper were followed, and headings, title page, grammar, and the APA citations and reference list are complete /partially complete but with >2 errors AND there less than five grammatical errors- including sentence and paragraph structure. | **1 to >0 pts**  **Little to No Marks**  (Inadequate to unacceptable) Formatting instructions (e.g. length, title page, headings, spacing, font) for the paper were not followed, the APA citations and reference list are not complete or are complete with many substantial errors, most references are from credible sources appropriate for an academic paper OR there are five or more grammatical errors-sentence and paragraph structure included. | 5 pts |
| Conclusion  Restates the problem in the context of the issue and populations. Makes a final summative comparison of the populations and associated interventions, successes and failures. Suggests future work to be done or needs more information. Makes final statement of the state of the issue, populations, and interventions. | **5 to >4.0 pts**  **Full Marks**  Conclusion is concise, covers all identified elements, and provides a clear picture of the current state of the issue and its impact on the populations and need for interventions. | **4 to >1.0 pts**  **Partial marks**  Meets some requirements for the conclusion. Unclear statements regarding the public health issue, populations, or intervention success/failures. | **1 to >0 pts**  **No Marks**  Minimum conclusive statements or information. Does not connect to the issue, populations, or interventions. Does not make evaluations of the state of the issue, populations, or interventions. | 5 pts |
|  |  |  |  | Total: 50 |