



Narrative Summary

Teaching

As a nurse educator, my philosophy is to create a relationship that is student centered. This relationship involves professionalism, service, ethical behavior, the development of mutual respect, and caring. My passion is to help inspire students to grow as leaders and become change agents in nursing practice. They learn how important it is to engage and serve vulnerable populations. This service in turn impacts students to become active in civic engagement.

Work load assignments

I am involved with health promotional topics presented at various community sites. The Spring and Fall 2018 the 402L was held in the San Bernardino County. The 402L has 3 learning activity sites. This included: San Bernardino Department of Public Health “Mommy and Me Program” coordinating home visits for families with new infants from birth to 12 months, and National Core/Hope through Housing in Inland Empire provides learning activity sites for students to serve seniors at their independent living site. Students also prepared and completed their Community Intervention Teaching Projects to homeless populations at Mary’s Mercy Table Inc. (see Appendix 1.4) and the Fontana Senior Center (see Appendix B). During the Summer of 2018 I was assigned to Institute for Health Advancement: a.) Center for Healthy Neighborhoods in Fullerton; Higher Ground in Anaheim; and, Pathways for



Hope Shelter for Homeless. In the Fall, 2018 through National Core Hope through Housing, I expanded clinical sites for 402L in Inland Empire; later additional sites through this organization were increased using the current contract. Village at Sierra, Gardens at Sierra, and Fountains at Sierra were added to learning sites for 402L.

During subsequent semesters my accomplishments included:

1. the use of N402L *Teaching Project Lesson Plan* for each individual health teaching topic for National Core Hope through Housing. The use of this tool for all health promotion topics provides an emphasis on developing learning objectives. The evaluation tool provides National Core Hope through Housing with outcomes of health promotion for their population (see Appendix 1.6). The detailed and appropriate use of Bloom's Taxonomy was instrumental in student development of learning objectives (see Appendix 1.6).
2. participation in workshops at the Nursing Simulation Lab for students who came to University Day for High School Equivalency Program (HEP) for migrant farmworkers and families in collaboration with the College of Education. Participants and their families interested in future nursing and other health careers were introduced to the Nursing Simulation Lab and met current and former CSUF nursing students Sciences (see Appendix 1.6).
3. In Summer 2018 402L, the concept of hypertension prevention and control was implemented by teaching community members at the Center for Healthy



Neighborhoods to self- monitor blood pressure and learn how to use self-monitoring blood pressure monitors (see Appendix 1.4)

4. I attend and participate in the Faculty Orientation/staff development meetings held by full time faculty and Dr. Stephanie Vaughn. I remain abreast of university / faculty changes that are in accordance with the university's strategic planning.
5. I improve my pedagogy and lifelong learning by attending seminars.
Examples include: The Center for Diversity, Equity, and Inclusive Excellence presented the topic, Conversations for Christian Higher Education on Gender & Sexual Identity (see Appendix 1.5).
6. I coordinate and collaborate with Yucaipa Unified School District Lead Nurse and Kaiser Permanente's Annual Teach Flu A Lesson.
7. I arranged for students and myself to attend *Community STD Task Force Meeting* at SAC Health System (see Appendix 1.5). The topics apply to the social determinants of health and Healthy People 2020 focusing on sexually transmitted infections in the Inland Empire specifically San Bernardino City.
8. I attended with students the *Women's Reproductive Health & the Environment: Best Practices for Los Angeles County*. This site was selected because content and issues are relevant to the population of San Bernardino County (see Appendix 1.5). Environment health includes reproductive health,



science and policy; these topics and issues are relevant and apply to Population Health's Course Objectives.

SOQs and Grade Distributions:

During this period of review, my SOQ summary ratings in A/B ratings range from 81% to 100%. This course is a unique practicum as it introduces students to communities with diverse and disparate populations, allowing students to experience the social disparities that influence health, therefore meeting not only the course objectives but more importantly developing empathy and humility as professional nurses.

GPA for this course ranged from 3.40 to 3.87. Students indicated that rigor was due to lack of familiarity in community settings. By the end of each semester, community activities and assignments were successful.

Spring 2018: Comment, "it would be good to remind student two weeks ahead when assignments are due, instead of two days". I have changed this by reviewing the schedule and use *TITANIUM Announcements* to write agendas and remind students of assignments.

Summer 2018: Comment: "Extra hours" --Students were given opportunities for unique and relevant clinical activities to enhance learning. This was a choice and not mandated unless hours required to meet required hours. Fall, 2018: Comment, "bit unorganized leaving students lost in class—assignments not clear". Noted absenteeism when assignments explained in class; students did not ask for clarification of assignments.



Posting on *Announcement* gave an opportunity to remind students of due dates and to explain assignments.

Pedagogy

I use concepts from the pedagogy of collegiality. Collegiality refers to building relationships that embraces mutual learning between teacher and student. An important goal while teaching Population Health 402L is to apply the principles of social justice using the systematic community nursing process with the hope of reducing health disparities. I maintain currency in this discipline by continuing professional development relevant to Population Health/ Community Health and school health. I participate in California School Nurses Organization (CSNO), and the Association of Community Health Nurse Educators (ACHNE) Annual Institute. I attended educational sessions in Human Trafficking, Community STD Task Force Meetings, Attend an Azusa Pacific University workshops on *Teaching / Learning Across the Generations*, and *Technology in the Classroom* (Appendix 1.5)

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