*Association of Community Health*

*Nursing Educators*****

**Innovative Teaching Strategy (ITS)**

**Submission Form**

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1. **Title of Teaching Strategy**: Teaching Communicable Disease Concepts with the film *Contagion*

2. **Date of Submission**: November 24, 2017

3. **Topical Area:** Global Health: Emerging Pandemic Diseases

4. **Public Health Nursing competencies and standards:**

**ACHNE Public Health Nursing Core Knowledge and Basic Competencies**

7 Health promotion and risk reduction

8 Illness and disease management

11 Global health

13 Ethics and social justice

**ANA PHN Scope and Standards of Practice**

1 Assessment

5a Coordination of Care

5b Health teaching and health promotion

**Standards of Professional Performance for PHN**

7 Ethics

9 Evidence-based practice and research

11 Communication

15 Resource Utilization•

**Quad Council Competencies for Public Health Nurses**

2, Policy Development/Program Planning Skills

Identifies the implications of policy options on public health programs and the potential impacts on individuals, families, and groups within a population

6. Public Health Science Skills

Accessing public health and other sources of information using informatics and other information technologies.

8. Leadership and Systems Thinking Skills

Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals

5. **Learner Level(s):**

RN to BSN

Undergraduate

6. **Learner Setting(s):**

Online or web based modules

Independent study

7. **Strategy Type:**

Case study, Reflective activity, Problem-based learning activity, Test/evaluation assessment strategy

8. **Learning Goals/Objectives**:

At the completion of the activity, participants will be able to:

1. Discuss the effect of a pandemic on vulnerable populations.

2. Describe examples of communicable disease concepts: isolation, quarantine, pandemic.

3. Categorize interventions using the four phases of disaster response.

4. Discuss implications of the ethical dilemmas presented in the activity. .

5. Analyze evidence-based resources for the activity.

6. Demonstrate understanding of APA 6th edition requirements for citations and references.

9. **Estimated time** for the activity:

Movie is one hour and 46 minutes.

Activity time is one to two hours.

10. **Strategy Overview:**

This is an activity assigned to senior level BSN students enrolled in Population Healthcare. They will watch the movie Contagion (106 minutes) and provide responses to the questions in paragraph form using APA format. The assignment is designed to measure course concepts related to communicable disease, emergency response, and related ethical considerations. Students are given the assignment and the rubric. They will watch the film (can be done as a group) and complete the activity (individual) as a graded assignment.

11. **Detailed Strategy Directions:**

a. **Strategy Materials/Resources**

This activity should be assigned after course content of ethics, epidemiology, communicable disease and disaster response have been provided to students.

In advance of the learning activity, faculty should:

* make copies of the activity sheet and the grading rubric or upload them to the appropriate location in the course folder.
* provide methods of obtaining a copy of the video (copy in the library, streaming sources (Hulu, Netflix, etc.)

**Directions for the activity:**

Read the questions before you watch the film so that you will know what to look for while you watch. Complete the assignment by answering each question in paragraph form Answers need to be complete and comprehensive, demonstrating that you paid thoughtful attention to the program. All responses should be in complete sentences using proper spelling, grammar and punctuation. You may use your text, the CDC or WHO website, or other reputable sources in your responses. References should be cited in text and listed in APA format on a separate page. Group viewing is allowed but responses to the questions must be individualized. Each response is worth 5 points. Appropriate depth and breadth is expected to earn available points***.*** (See attached document: *Contagion*).

b. **Website Links:**

The most current information is found on reliable websites. Students may use information found on these sites to augment the information in the text and course content to enhance their learning and as reference material for the assignment.

***World Health Organization***  
 <http://www.who.int/en/>

<http://www.who.int/csr/disease/en/>

***Centers for Disease Control and Prevention***  
 <http://www.cdc.gov>

<https://emergency.cdc.gov/>

<https://www.cdc.gov/flu/pandemic-resources/index.htm>

<https://www.cdc.gov/flu/pandemic-resources/pdf/pan-flu-report-2017v2.pdf>

c. **Methods for evaluating student learning**:

It is assigned take home activity and is graded using the standards of critical thinking and the attached rubric. (See attached document: *Contagion Rubric*)

12. **Comment on overall success of this teaching strategy**

This activity has been assigned annually for the past three years. It provides students an opportunity to apply evidence-based population health concepts to a realistic scenario of pandemic influenza. The rubric provides guidance to both student and educator to assure essential course concepts are addressed. It has been well received as an alternative to more traditional teaching methods.

References

Allendar, J.A., Rector, C., & Warner, K.D. (2014). *Community health nursing: Promoting and protecting the public’s health* (8th ed.)*.* Philadelphia, PA: Lippincott, Williams, & Wilkins.

Soderbergh, S. (Director). (2011). *Contagion* [Motion picture on DVD]. United States: Warner Bros.

Teach with Movies. (2015). *Lesson Plan on Influenza and its threat to mankind  
using the film Contagion.* Retrieved from <http://www.teachwithmovies.org/guides/contagion.html>