



*Association of Community Health
Nursing Educators*

**Innovative Teaching Strategy (ITS)
Submission Form**

Author Information:

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 impact of a pandemic for 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 website³, 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>

RUBRIC FOR CONTAGION

NSG 403 POPULATION HEALTH CARE

Who were the vulnerable populations in the movie? Discuss how each group was impacted by their lack of resources. Possible Points: 0-1	Who were the vulnerable populations in the movie? Discuss how each group was impacted by their lack of resources. Possible Points: 2-3	Who were the vulnerable populations in the movie? Discuss how each group was impacted by their lack of resources. Possible Points: 4-5
<ul style="list-style-type: none"> • Partially identifies the vulnerable populations in the movie • Is vague in describing the impact of the lack of resources • Doesn't provide any supporting evidence • Minimal depth and breadth in response 	<ul style="list-style-type: none"> • Identifies most of the vulnerable populations in the movie • Minimally describes the impact of the lack of resources • Doesn't provide some supporting evidence • Moderate depth and breadth in response 	<ul style="list-style-type: none"> • Fully identifies all of the vulnerable populations in the movie • Fully describes the impact of the lack of resources • Provide supporting evidence for response • Excellent depth and breadth in response.
Define isolation and quarantine. Discuss the instances of each seen in the movie. Possible Points: 0-1	Define isolation and quarantine. Discuss the instances of each seen in the movie. Possible Points: 2-3	Define isolation and quarantine. Discuss the instances of each seen in the movie. Possible Points: 4-5
<ul style="list-style-type: none"> • Does not define isolation and quarantine • Partially identifies the instances of each in the movie • Is vague in describing the instances • Doesn't provide any rationale • Minimal depth and breadth in response 	<ul style="list-style-type: none"> • Partially defines isolation and quarantine • Mostly identifies the instances of each in the movie • Incomplete information which describes the instances • Provides some rationale • Moderate depth and breadth in response 	<ul style="list-style-type: none"> • Correctly defines isolation and quarantine. • Fully identifies the instances of each in the movie • Fully describes the impact of each concept • Provides rationale for responses • Excellent depth and breadth in response

<p>Define the four phases of disaster response. Describe the interventions implemented or discussed in each phase Possible Points: 0-1</p>	<p>Define the four phases of disaster response. Describe the interventions implemented or discussed in each phase. Possible Points: 2-3</p>	<p>Define the four phases of disaster response. Describe the interventions implemented or discussed in each phase. Possible Points: 4-5</p>
<ul style="list-style-type: none"> Does not define the four phases Minimally describes the instances of interventions in the movie Doesn't provide any rationale Minimal depth and breadth in response 	<ul style="list-style-type: none"> Partially defines the four phases Mostly identifies the instances of interventions in the movie Incomplete information which describes the interventions Provides some rationale Moderate depth and breadth in response 	<ul style="list-style-type: none"> Correctly defines the four phases. Fully identifies the instances of interventions in the movie Complete information which describes the interventions Provides rationale for responses Excellent depth and breadth in response
<p>Define pandemic. Does the scenario in the movie qualify as a pandemic – explain your answer Possible Points: 0-1</p>	<p>Define pandemic. Does the scenario in the movie qualify as a pandemic – explain your answer. Possible Points: 2-3</p>	<p>Define pandemic. Does the scenario in the movie qualify as a pandemic – explain your answer. Possible Points: 4-5</p>
<ul style="list-style-type: none"> Does not define pandemic Doesn't provide any rationale for choice Minimal depth and breadth in response 	<ul style="list-style-type: none"> Partially defines the pandemic Minimally provides rationale for choice Moderate depth and breadth in response 	<ul style="list-style-type: none"> Fully defines the pandemic Provides rationale for choice Excellent depth and breadth in response
<p>In this film, the people from the Chinese village took the law into their own hands in their attempts to survive. Discuss the ethical and legal implications of their actions Possible Points: 0-1</p>	<p>In this film, the people from the Chinese village took the law into their own hands in their attempts to survive. Discuss the ethical and legal implications of their actions. Possible Points: 2-3</p>	<p>In this film, the people from the Chinese village took the law into their own hands in their attempts to survive. Discuss the ethical and legal implications of their actions. Possible Points: 4-5</p>
<ul style="list-style-type: none"> Does not use the correct terminology for ethical principles Doesn't provide any rationale for choice Minimal depth and breadth in response 	<ul style="list-style-type: none"> Uses some of the correct terminology for ethical principles Minimally provides rationale for choice Moderate depth and breadth in response 	<ul style="list-style-type: none"> Uses the correct terminology for ethical principles Provides rationale for choice Excellent depth and breadth in response
<p>One of the characters gave a female relative advance notice to leave a town</p>	<p>One of the characters gave a female relative advance notice to leave a town</p>	<p>One of the characters gave a female relative advance notice to leave a town</p>

<p>infected with the virus. Discuss the ethical and legal dilemmas posed by this action. Include thoughts of how you might respond in a similar situation. Possible Points: 0-1</p>	<p>infected with the virus. Discuss the ethical and legal dilemmas posed by this action. Include thoughts of how you might respond in a similar situation. Possible Points: 2-3</p>	<p>infected with the virus. Discuss the ethical and legal dilemmas posed by this action. Include thoughts of how you might respond in a similar situation. Possible Points: 4-5</p>
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<p>Discuss your thoughts of the nurse strike. Discuss the ethical and legal issues associated with the strike. Possible Points: 0-1</p>	<p>Discuss your thoughts of the nurse strike. Discuss the ethical and legal issues associated with the strike. Possible Points: 2-3</p>	<p>Discuss your thoughts of the nurse strike. Discuss the ethical and legal issues associated with the strike. Possible Points: 4-5</p>
<ul style="list-style-type: none"> • Does not use the correct terminology for ethical principles • Doesn't provide any rationale for choice • Minimal depth and breadth in response 	<ul style="list-style-type: none"> • Uses some of the correct terminology for ethical principles • Minimally provides rationale for choice • Moderate depth and breadth in response 	<ul style="list-style-type: none"> • Uses the correct terminology for ethical principles • Provides rationale for choice • Excellent depth and breadth in response
<p>Who should get the vaccine first in a pandemic situation like the one in the movie? Discuss the effectiveness and fairness of the process used in the movie. Possible Points: 0-1</p>	<p>Who should get the vaccine first in a pandemic situation like the one in the movie? Discuss the effectiveness and fairness of the process used in the movie. Possible Points: 2-3</p>	<p>Who should get the vaccine first in a pandemic situation like the one in the movie? Discuss the effectiveness and fairness of the process used in the movie. Possible Points: 4-5</p>
<ul style="list-style-type: none"> • Does not describe vaccination preparedness plans • Does not discuss the role of the healthcare worker as responder • Doesn't provide any rationale for choice • Minimal depth and breadth in response 	<ul style="list-style-type: none"> • Minimally describes vaccination preparedness plans • Minimally discusses the role of the healthcare worker as responder • Minimally provides rationale for choice • Moderate depth and breadth in response 	<ul style="list-style-type: none"> • Fully describes vaccination preparedness plans • Fully discusses the role of the healthcare worker as responder • Provides rationale for choice • Excellent depth and breadth in response
<p>Discuss how a Biblical worldview would impact the response of healthcare workers involved in an outbreak. Possible Points: 0-1</p>	<p>Discuss how a Biblical worldview would impact the response of healthcare workers involved in an outbreak. Possible Points: 2-3</p>	<p>Discuss how a Biblical worldview would impact the response of healthcare workers involved in an outbreak. Possible Points: 4-5</p>

<ul style="list-style-type: none"> • Scripture is mentioned or quoted • Doesn't provide any rationale for choice • Minimal depth and breadth in response 	<ul style="list-style-type: none"> • Scripture is mentioned or quoted and some application provided • Minimally provides rationale for choice • Moderate depth and breadth in response 	<ul style="list-style-type: none"> • Scripture is interpreted and applied to the situation • Provides rationale for choice • Excellent depth and breadth in response
Format Possible Points: 0-1	Format Possible Points: 2-3	Format Possible Points: 4-5
<ul style="list-style-type: none"> • Numerous errors in grammar and spelling • Numerous errors in punctuation • More than one idea in a paragraph • References not cited in text • References not listed • APA 6th edition not used for citing references 	<ul style="list-style-type: none"> • Moderate errors in grammar and spelling • Moderate errors in punctuation • Each paragraph consists of only one idea • References cited in text • References listed on separate sheet of paper at conclusion of the exam • APA, 6th edition used for citing references with few errors 	<ul style="list-style-type: none"> • Minimal or no errors in grammar and spelling • Minimal or no errors in punctuation • Paragraphs contain a theme with introductory and conclusion statements • References correctly cited in text • Reference page is correct as indicated in APA, 6th edition

Name: _____

CONTAGION

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Each response is worth 5 points. Appropriate depth and breadth is expected to earn available points.

1. Who were the vulnerable populations in the movie? **Discuss** how each group was impacted by their lack of resources.
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3. **Define** the four phases of disaster response. **Describe** the interventions implemented or discussed in each phase.
4. **Define** pandemic. Does the scenario in the movie qualify as a pandemic – **explain** your answer.
5. In this film, the people from the Chinese village took the law into their own hands in their attempts to survive. **Discuss** the ethical and legal implications of their actions.
6. One of the characters gave a female relative advance notice to leave a town infected with the virus. **Discuss** the ethical and legal dilemmas posed by this action. **Include** thoughts of how you might respond in a similar situation.
7. **Discuss** your thoughts of the nurse strike. **Discuss** the ethical and legal issues associated with the strike.
8. Who should get the vaccine first in a pandemic situation like the one in the movie? **Discuss** the effectiveness and fairness of the process used in the movie.