

Community, Global, and Population Health

Course Syllabus

Faculty Information

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Course Information

Course Number

NUR 547

Course Title

Community, Global, & Population Health

Credit Hours

3 credits (135 clock hours)

Course Modality

oCourse

Prerequisites

None

Corequisites

None

Course Description

This course provides an opportunity to apply community health nursing concepts, disaster principles, population-level determinants of health, social determinants of health, and the nursing process from a global perspective. The development of a plan of care will allow the student the opportunity to implement indirect nursing care in assessment, analysis, planning, implementation (planned), and evaluation (planned) for a global/international population/community. Exposure to a variety of communities, local, state, national, and international, will contribute to an understanding of community health nursing in today's global world

General Course Overview/Objectives

This course prepares students to practice culturally competent health care in community, population and global settings.

Student Learning Outcomes

At the completion of this course, students will be able to:

1. Explore the nursing specialty of public/community health nursing.
2. Apply disaster principles and agencies to various global natural and manmade disasters.
3. Incorporate population-level determinants of health (epidemiology, socioeconomics, culture, environment, climate change, and genomics) when performing a community/population assessment as part of a plan of care
4. Design a plan of care, using the nursing process, for a population/community of a global/international population (Global Health)

AACN Essentials

This course aligns with competency domains associated with professional nursing practice integrated within [The Essentials: Core Competencies for Professional Nursing Education](#) (American Association of Colleges of Nursing, 2021; <https://www.aacnnursing.org/AACN-Essentials>).

Course Materials

Required Materials

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). ISBN: 9781433832178

Stanhope, M., & Lancaster, J. (2020). *Public health nursing: Population-centered health care in the community* (10th ed). Elsevier. ISBN: 9780323582247

General Topic Schedule

	Outcome(s)	Topics/Lessons	Activities	Assignments
Week 1	1,3	<ul style="list-style-type: none"> • Course Orientation • Syllabus Review • Introduction to Community, Global, and Population Health • Cultural Competency • Social Determinants of Health and Health Disparities 	Stanhope & Lancaster (10th edition) <ul style="list-style-type: none"> • Chapter 1: Public Health Foundations and Population Health • Chapter 17: Community as Client: Assessment and Analysis • Chapter 8: Achieving Cultural Competence in Community Health Nursing Additional Canvas readings & resources	<ul style="list-style-type: none"> • DB 1 • Global Community Project: Step 1 • Start working on Content Worksheet 1 (due in Week 3)
Week 2	3	<ul style="list-style-type: none"> • Ethics • Health Economics 	Stanhope & Lancaster (10th edition)	<ul style="list-style-type: none"> • DB 2 • Continue working on

		<ul style="list-style-type: none"> Public Health Policy 	<ul style="list-style-type: none"> Chapter 7: Application of Ethics in the Community (Ethical Decision Making (starts on p. 151), Ethical Principles (Box 7.2, p. 154), Ethics and the Core Functions of Population-Centered Nursing Practice to end of the chapter (pp. 156-162). Chapter 5: Economics of Health Care Delivery (pp. 91-105, stop at Trends in Health Care Spending) Chapter 9: Public Health Policy <p>Additional Canvas readings & resources</p>	Content Worksheet 1 (due in Week 3)
Week 3	3	<ul style="list-style-type: none"> Health Education Genomics 	<p>Stanhope & Lancaster (10th edition)</p> <ul style="list-style-type: none"> Chapter 18: Building a Culture of Health to Influence Health Equity Within Communities. (Individual Health Promotion Models (p. 403) - Health Belief Model and the Transtheoretical Model only) Chapter 19: Health Education Principles Applied in Communities, Groups, Families (pp. 414-426) Chapter 12: Genomics in Public Health Nursing 	<ul style="list-style-type: none"> Content Worksheet 1 Peer Review of Content Worksheet 1 Start working on Content Worksheet 2 (due in Week 5)

			Additional Canvas readings & resources	
Week 4	2,3	<ul style="list-style-type: none"> • Environmental Health • Climate • Disaster Management 	<p>Stanhope & Lancaster (10th edition)</p> <ul style="list-style-type: none"> • Chapter 6: Environmental Health (Introduction through Human Environmental Exposures, pp. 122-125; Environmental Health Assessments through end of chapter, pp. 129-145); (Climate change through Nurses' Responses to Climate Change, p. 129) • Chapter 21: Public Health Nursing Practice and the Disaster Management Cycle <p>Additional Canvas readings & resources</p>	<ul style="list-style-type: none"> • DB 3 • Reflection 1 • Continue working n Content Worksheet 2 (due in Week 5)
Week 5	3,4	<ul style="list-style-type: none"> • Epidemiology • Analysis, Diagnosis, and Planning 	<p>Stanhope & Lancaster (10th edition)</p> <ul style="list-style-type: none"> • Chapter 13: Epidemiology (Introduction through Historical Perspectives pp. 270-272, Incidence and Prevalence pp. 275-277, Epidemiologic Triangle through Surveillance pp. 278-284, Descriptive Epidemiology pp. 286-288, Causality and Applications of 	<ul style="list-style-type: none"> • Content Worksheet 2 • Peer Review of Content Worksheet 2 • Start working on Content Worksheet 3 (due in Week 7)

			<p>Epidemiology in Nursing pp. 292-295)</p> <ul style="list-style-type: none"> Chapter 17: Community as Client: Assessment and Analysis (Review: Community as client, pp. 371-374; Data Analysis to the end of chapter, pp. 388-392) <p>Additional Canvas readings & resources</p>	
Week 6	4	<ul style="list-style-type: none"> Planning and Implementation 	<p>Stanhope & Lancaster (10th edition)</p> <ul style="list-style-type: none"> Chapter 11: Population-Based Public Health Nursing Practice: The Intervention Wheel <p>Additional Canvas readings & resources</p>	<ul style="list-style-type: none"> Reflection 2 Continue working on Content Worksheet 3 (due in Week 7)
Week 7	4	<ul style="list-style-type: none"> Evaluation 	<p>Stanhope & Lancaster (10th edition)</p> <ul style="list-style-type: none"> Chapter 23: Program Management (Program Evaluation through Aspects of Evaluation, pp. 509-512) <p>Additional Canvas readings & resources</p>	<ul style="list-style-type: none"> Content Worksheet 3 Peer Review of Content Worksheet 3
Week 8	4	<ul style="list-style-type: none"> Final Global Community Elevator Speech Presentation Course Reflection 		<ul style="list-style-type: none"> Final Global Community Elevator Speech Presentation Reflection 3

Course Grading

Methods of Instruction

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <https://my.asu.edu> or <https://canvas.asu.edu>.

Activities in this course include textbook and supplemental readings.

Methods of Evaluation

Assessment Type	Number in Course	Total Course Value
Discussion Boards	3	12%
Global Community Project Step 1 Worksheet 1 Worksheet 2 Worksheet 3	4	39%
Global Community Project Peer Review Assignments	3	15%
Global Community Project Elevator Speech	1	16%
Reflection Assignments	3	18%

Description of Assessments

- **Discussion Boards:** The discussion board video posts and replies will allow for the application and understanding of key concepts in population health and community health nursing at the personal, local, state, and national levels.
- **Global Community Project:** The student will complete a thorough community assessment on a global community, incorporating population-level determinants of health (epidemiology, socioeconomics, education, culture, environment, climate change, disaster management, and genomics) and will design a plan of care for the community using the nursing process. Students will complete peer reviews throughout the course to provide the opportunity to provide feedback to their peers and to learn from and share knowledge with each other. The student will succinctly summarize their assessment findings for their global community and the plan of care in an elevator speech.

- **Reflection Assignments:** Students will complete reflection assignments periodically throughout the course to reflect on the knowledge and skills they have gained and the feedback provided to them by their peers and faculty. Students will also have the opportunity to reflect on changes they may want to make to their Final Global Community Project Elevator Speech as they progress throughout the course.

Course Grading Scale

Grade	GPA	Percentage	Points Range
A	4.0	90 – 100%	90-100
B	3.0	80 – 89%	80-89
C	2.0	70 – 79%	70-79
D	1.0 Course must be repeated	60 – 69%	60-69
E	0.0 Course must be repeated	59% and below	59 and below

Course Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 7 days of the due date via the Grades tab in Canvas, unless otherwise notified by the instructor.

Course Policies & Procedures

Online Course

This is a course that requires active participation in the online components of the course. Please note that there are no face-to-face components and the course will be conducted using online technologies.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Communicating With the Instructor

This course uses a Canvas discussion board called "Community Forum" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within two business days.

Email and Canvas Inbox

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). *Instructor correspondence will be sent to your ASU email account or through the Canvas Conversations Inbox tool. Please ensure that your Canvas notification preferences are current at the beginning of each semester (for more information see <https://community.canvaslms.com/docs/DOC-10624-4212710344>).*

Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email and Canvas Inbox regularly.

Campus Network or Canvas Outage

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (https://asu.service-now.com/sp?id=services_status). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment

This **three-credit** course requires approximately **135 hours** of work. Please expect to spend around **17 hours each week** preparing for and actively participating in this course.

Absences and Late or Missed Assignments

Students are expected to actively participate in all learning activities and assessments within the timeframe specified in the course schedule. Failure to participate or submit assigned work may impact your ability to achieve course objectives which could affect your course grade. An absence or lack of participation, excused or unexcused, does not relieve a student of any course requirement. Regular engagement in learning activities and adherence to assignment/test due dates are the student's responsibility. Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Unless prior arrangements are made, assignments submitted after the due date will be subject to a 10% per day penalty with a maximum point deduction of 50%, after 5 days, no submissions will be accepted and the student will earn a grade of 0 on the assignment.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

Grade of Incomplete

Students must request a grade of Incomplete at least two weeks prior to the last day of the semester. DNP students are required to have successfully completed 80% of their coursework (with a B or better) prior to requesting a grade of incomplete. A grade of "I" can only be given when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control however it is entirely up to the instructor to approve the Incomplete. The student and instructor must complete a Request for Grade of Incomplete form.

The exact timeframe for completion is negotiated between student and faculty however; students who receive a grade of "I" in any course must complete course requirements within one calendar year of the scheduled course and may NOT have longer than one calendar year. If a regular grade is not assigned within the calendar year, the "I" becomes permanent part of the transcript. To repeat the course for credit students must re-register and pay the required fees. The grade for the repeated course will appear on the transcript but will not replace the permanent "I." Please see your program's student handbook for the procedure for to request an Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity> and <https://provost.asu.edu/node/20>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless

the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

If a student should deem any part of the course content offensive, this should be brought to the attention of the instructor, or alternatively, to the unit chair or director via email. Communication should include reference to the course information and specific offensive content.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX Statement

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Edson College of Nursing and Health Innovation Student Handbook

Students are expected to adhere to the policies and guidelines in the current edition of the Edson College of Nursing and Health Innovation for your program (<https://nursingandhealth.asu.edu/student-life/current-students>).

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form

of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary with reasonable advance notice. Please remember to check your ASU email and the Canvas course site often.

Syllabus Template Version 3.6

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from ASU Student Accessibility and Inclusive Learning Services (SAILS) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. Campus locations and contact information are available on the SAILS website (<https://eoss.asu.edu/accessibility>). Check the SAILS website (<https://eoss.asu.edu/accessibility>) for eligibility and documentation policies.

Email: Student.Accessibility@asu.edu

SAILS Phone: (480) 965-1234

SAILS FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Microphone and speaker
- Webcam

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Accessing and using instructional/communication tools in the Canvas Learning Management System (see <https://community.canvaslms.com/docs/DOC-10701> for more information)
- Using ASU email (see <http://links.asu.edu/emailguide> for more information)
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs (such as Microsoft PowerPoint, Google Slides, Zoom, etc.)
- Note: Microsoft Office 365 (including Word, Excel, PowerPoint, etc.) is available for free download to PCs, Macs, and some tablets. See <https://myasu.force.com/authkb?id=kA1d0000000DIYr> for more information.

Technical Support

This course uses Canvas to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Status Portal at <https://systemstatus.asu.edu> or via Twitter by following [@asuoutages](https://twitter.com/asuoutages).

To contact the help desk you have two options:

- Website: assessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: assessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

Tutoring Support

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, and statistics courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Graduate academic tutoring is available for writing and statistics.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.
