ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

College/School College of Nursing and Health Innovation Department RN-BSN
Prefix NUR Number 495 Title Public and Global Health in Nursing Units: 4

Is this a cross-listed course? No If yes, please identify course(s)
Is this a shared course? No If so, list all academic units offering this course

Note—For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No
If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Course description: Analyzes public health concepts, theories, and practice with a focus on the health of all clients in a global environment. Includes core public health functions, domestic and international health care delivery systems, public health and health policy, conceptual and scientific frameworks for community/public health nursing practice, epidemiology, and global health issues.

Requested designation: Global Awareness-G

Mandatory Review: No

Note—a separate proposal is required for each designation.

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2016 Effective Date: October 1, 2015
For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (NS/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☐ Signed course proposal cover form
☐ Criteria checklist for General Studies designation(s) being requested
☐ Course catalog description
☐ Sample syllabus for the course
☐ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name Charlotte Armbruster E-mail Charlotte.Armbruster@asu.edu Phone 602.496.0743 or 480.695.5955

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Diann Muzyka Date: 2/14/16

Rev. 4/2015
Chair/Director (Signature): 

[Signature] 2/15/2016
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1. Studies must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.**</td>
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<tr>
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<td></td>
<td>Syllabus, Weekly Course Schedule: Yellow See also Weekly Course Content, Objectives, R&amp;R, Assignments (WCC)</td>
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<td></td>
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<td><strong>2. The course must match at least one of the following descriptions: (check all which may apply):</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
</tr>
<tr>
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<td></td>
<td>Syllabus, Weekly Course Schedule, Reading/Resources: Green See also WCC</td>
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<tr>
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<td><strong>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</strong></td>
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<td><strong>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</strong></td>
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<tr>
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<td></td>
<td>Syllabus, Weekly Course Schedule, Reading/Resources: green See also WCC</td>
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<td><strong>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus, Weekly Course Schedule, Reading/Resources: Blue See also WCC</td>
</tr>
<tr>
<td>Criteria (from checksheet)</td>
<td>How course meets spirit (contextualize specific examples in next column)</td>
<td>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1: Composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>The course analyzes public health concepts, theories and practice with a focus on the health of all clients/populations in a global environment. Most of the assignments focus on countries outside the United States.</td>
<td>This is a 7.5 Week online course in the RN-BSN program which is online. Week 1 and Week 2 focuses on the foundations of public health/public health nursing concepts and basic epidemiology to evaluate population health in a global environment.</td>
</tr>
<tr>
<td>2a: Culture-specific elements of a region, country or cultural group</td>
<td>The course analyzes public health concepts, theories and practice with a focus on the health of all clients/populations in a global environment. Most of the assignments focus on countries outside the United States.</td>
<td>Week 3&amp;4 focuses on public health in a globalizing world: Students have a discussion with focus on global health (p. 4 Weekly Course Content, Objectives, R&amp;R, Assignments[WCC]) and a global health project &amp; presentation (p. 5 WCC). In both assignments students select a country outside the US. Week 5 focuses on policies as tools to implement change. The written assignment on health policy and impact on vulnerable populations build on the student's global health project and their recommendations for prevention.</td>
</tr>
<tr>
<td>2c: Comparative study</td>
<td>The course studies the impact of economics, politics, environment and population trends on the health of the global community; population-centered nursing practice in a global environment; emergency preparedness and management</td>
<td>Week 3&amp;4 assignments reflect these impacts in using global burden of disease and global risk factors as concepts in selecting the topic to be studied (p.4 WCC). Students provide feedback to 4 other group members on the content of their projects e.g. compare Malaria in Nigeria with Sierra Leone. Week 6 focuses on emergencies and disaster on all levels from county to national to global.</td>
</tr>
<tr>
<td>2d: cultural significance of a non-U.S.-centered global issue.</td>
<td>This course focuses on global health issues outside the United States</td>
<td>Week 7 focuses on population-centered nursing: The maternal health/fistula assignment (p.9 WCC) looks at fistula development as a lack of emergency obstetric care; compares it to the emergency health care policy in the U.S..</td>
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</table>

Week 3&4 focuses on public health in a globalizing world: Students have a discussion with focus on global health (p. 4 WCC) and a global health project & presentation (p. 5 WCC). In both assignments students select a global health issue and a country outside the U.S.. Week 5's assignment on health policy and impact on vulnerable populations build on the student's global health project and their recommendations for prevention.
### Course Catalog Description

#### NUR 425 Public and Global Health in Nursing

- **Description:** Analyzes public health concepts, theories, and practices with a focus on the health of all citizens in a global environment. Includes core public health functions, domains, and international health care delivery systems, public health and health policy, conceptual and scientific frameworks for community/public health nursing practice, epidemiology, and global health issues.
- **Course Attributes:** Patient Care, Teaching, Internship, Practicum
- **Prerequisites:** NUR 310, 391, and WCC 281 with a C or better
- **Units:** 4

*Course catalog entry details and course information.*
Course Number: NUR 495
Course Title: Public and Global Health in Nursing
Credits: 4 Credit Hours
Pre-requisites:
- NUR 391: Professional Nursing Theory and Practice
- NUR 315: Methods and Critical Appraisal for Evidence-Based Practice
- TWC 361: Writing for Health Care Management
Pre-requisites:
- None

Faculty:
Name: Charlotte Armbruster, MS, DNP, RN (Lead)
Office: CONHI NHI-2 301G
Phone: 480.695.5955
E-mail address: Charlotte.Armbruster@asu.edu
Office hours: arranged via e-mail

Name: Nancy Spahr, EdD, RN-BC, MS, MBA, CNS
Phone: 480.205.1017
E-mail address: Nancy.Spahr@asu.edu
Office: CONHI NHI-2 301G
Phone: 480.695.3955
Office hours: arranged via e-mail

Course Title: NUR 495
Course Number: 1 of 7
Syllabus
Office hours: Arranged via e-mail.
Grading Policy

Grading will be based upon participation in classroom activities, Quizzes, Discussion Boards, Written Assignments, and a Final Exam. All assignments will be graded on a scale of 0-100. The following guidelines will be used to determine your final grade:

- A: 93 - 100%
- B+: 86 - 92%
- B: 83 - 85%
- B-: 80 - 82%
- C+: 77 - 79%
- C: 76 - 71%
- C-: 70 - 69%
- D+: 68 - 66%
- D: 65 - 62%
- D-: 61 - 59%
- F: Below 59%

Methods of Evaluation

Activities in this course include discussions, case studies, simulations, and assignments. Participation, assignments, and exams will be evaluated based on the following rubric:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number in Course</th>
<th>Total Course Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Practical Application Activities</td>
<td>6</td>
<td>26%</td>
</tr>
<tr>
<td>Presentations</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>11%</td>
</tr>
</tbody>
</table>

Summary of Assignments

- Written Assignments will assess the student's ability to apply knowledge to topics in nursing practice. APA format is required.
- Discussion Boards are designed as opportunities for the students to apply the week's readings to a relevant current issue in public health nursing.
- Quizzes will provide feedback to students on knowledge acquired from course content.
- Presentations will provide an opportunity for students to share knowledge gained from course content.
- Practical Application Activities will provide exercises for students to apply knowledge gained to real-world scenarios.

Methods of Instruction

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at [http://my.asu.edu](http://my.asu.edu).

Textbooks and Materials

- Methods of Evaluation

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at [http://my.asu.edu](http://my.asu.edu).

Methods of Instruction

- Written Assignments
- Practical Application Activities
- Presentations
- Discussion Boards
- Other

Textbooks and Materials


Methods of Evaluation

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Methods of Instruction

- Written Assignments
- Practical Application Activities
- Presentations
- Discussion Boards
- Other

Textbooks and Materials

### Grading Procedure

The course grade will be based on the assignments and compliance with deadlines and rubric guidelines. To pass this course, students must:

1. Complete assignments and obtain a minimum of 77% out of 100%.
2. Obtain a 77% or higher on key assignments identified by an asterisk (*).

Students will receive feedback via the gradebook or Turnitin/GradeMark as appropriate. It is reasonable to expect feedback within seven days of an assignment’s final due date.

### Weekly Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Lessons</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>8</td>
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</tbody>
</table>

For the requirements of the specific assignments, please see the items in Blackboard.

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>85% - 92%</td>
</tr>
<tr>
<td>C</td>
<td>77% - 84%</td>
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<tr>
<td>D/F</td>
<td>69% - 76%</td>
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<tr>
<td>E/F</td>
<td>68% and below</td>
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</tbody>
</table>

The course grade will be based on a minimum of 77% out of 100% and 77% or higher on key assignments. Students will receive feedback via the gradebook or Turnitin/Rubric. The assignment of letter grades is in accordance with established criteria for the College of Nursing and Health Innovation Baccalaureate Nursing Program. A +/- grading scale is not used in upper division junior and senior course work. See Student Handbook for more details.
Communicating With the Faculty

This course uses a policy for student to faculty communications. When questions arise during the course of this class, please remember to check three sources for an answer before emailing your faculty:

1. Course Syllabus
2. Announcements in LearningStudio
3. The Hallway Conversations discussion board

If you cannot find an answer to your question, please first post your question to the Hallway Conversations Discussion Board (DB). This DB can display your questions and the faculty answers for the benefit of all students.

Please notify the faculty before an assignment is due in an urgent situation arises and the assigment will be submitted on time. Providing assignments late affects your grade and your status in the class.

Late or Missed Assignments

This four-credit course requires approximately 180 hours of work. Please expect to spend around 24 hours each week preparing for and actively participating in this course.

Course Time Commitment

You are responsible for having a reliable computer and internet connection throughout the course.

Computer Requirements

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

- Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader
- Adobe Flash Player
- Microphone (built-in or in headset) and speaker, headset with USB connection is preferred
- Computer camera
- Microsoft Word and PowerPoint
- Microsoft Media Player (for Windows) or VLC Media Player (for Mac)
- Acrobat Reader
- Microsoft Word Player
- Adobe Flash Player
- Web browsers (Chrome, Firefox, Internet Explorer, or Safari)
- Covertexin
- Microsoft Word Player
- Adobe Flash Player

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account. Forwarded emails to and from your ASU to a personal account is not recommended as often times course related emails are "lost" in cyberspace.

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Due to the compressed schedule for this class, rewrites are not permitted.

Rewrites

Available University Policies To request a re-accreditation for financial purposes or to re-accrue credits a request must be submitted to the University's Registrar's Office. Please follow the standard procedures to request a re-accrual. This policy is subject to change at any time and students are encouraged to check with the Registrar's Office for the most current information.

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Course Time Commitment

You are responsible for having a reliable computer and internet connection throughout the course.
Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course is 7.5 weeks and may be a foundational part of an ongoing sequenced program. Therefore, there is a limited timeline to drop or add the course. Consult with your advisor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes
- Medical/Compassionate Withdrawal
- Grade of Incomplete

Grade Appeals/Grievance Procedure

The University has a policy for Student Appeal Procedures on Grades. If you have a grievance that you believe has not been satisfactorily addressed by discussing the situation with the instructor, you may contact the program director to seek a resolution.

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to:

- Appropriate grade penalties
- Course failure (indicated on the transcript as a grade of E)
- Course failure due to academic dishonesty (indicated on the transcript as a grade of XE)
- Loss of registration privileges
- Disqualification and dismissal

For more information, see http://provost.asu.edu/academicintegrity. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the course to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name, the course number, and the date.

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.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students are expected to adhere to the policies and guidelines in the College of Nursing and Health Innovation's Baccalaureate Program Student Handbook also found in Blackboard under the Start Here menu tab.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the course to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name, the course number, and the date.

Course Evaluation

Students are asked 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 reminded that online evaluation forms are available.

Course Evaluation

Communications in the form of notes, essays, musings, whatever are not the instructor’s name, the course number, and the date.

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the course in order to sell the instructor’s oral communication in the form of notes. Notes must have the notetaker’s name, the course number, and the date.

Disruptive Online Behavior Policy

The Office of Student Rights and Responsibilities has established an educational process for investigating violations of the Student Code of Conduct and Student Disciplinary Procedures. Violations of these policies may result in the placement of the student in or the issuance of an additional disciplinary action.

Students are expected to cooperate with the investigation and provide assistance to the investigator.

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 may make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied the 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 from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity is entitled to seek support, including counseling and academic support, from the university. If you or someone you know has been subjected to sexual violence or harassment on the basis of sex from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, you may contact the program director to seek a resolution.

Instructor, you may consider the following situations for a grade of F:

- If you have a grievance that you believe has not been satisfactorily addressed by discussing the situation with the instructor

Grade Appeals/Grievance Procedure

A grade of F is granted if you fail to complete the course. If you are considering a withdrawal, review the following ASU policies: Medical/Compassionate Withdrawal, and a Grade of Incomplete.

This course is 7.5 weeks and may be a foundational part of an ongoing sequenced program. Therefore, there is a limited timeline to drop or add the course. Consult with your advisor and the Office of Student Rights & Responsibilities.

Drop and Add Dates/Withdrawals

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Submitting Assignments
## Weekly Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Date</th>
<th>Points/%</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;10/14-18</td>
<td>Core Professional Values as Community/Public Health Nurse (C/PHN). Public Health and C/PHN</td>
<td>Stanhope &amp; Lancaster, Chapter 1-3, 9 (187-205), 17 (377-81) Additional readings in Blackboard</td>
<td>• Discussion Board: Introductions&lt;br&gt;• Core Professional Values/Orientation to Public Health Certificate&lt;br&gt;• Quiz: Introduction to Public Health &amp; Public Health Nursing</td>
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<tr>
<td>10/20</td>
<td><strong>Tuition &amp; Fees 100% Refund Deadline</strong></td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;10/19-25</td>
<td>Epidemiology in Public Health</td>
<td>Stanhope &amp; Lancaster, Chapter 12 Additional readings in Blackboard</td>
<td>• Introduction to Epidemiology Certificate&lt;br&gt;• Quiz: Epidemiology&lt;br&gt;• Webinars (focus on your global health topic)</td>
<td>10/25</td>
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<tr>
<td>10/26-28</td>
<td><strong>Academic Status Report</strong></td>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;10/26-11/1</td>
<td>Public Health in a Globalizing World</td>
<td>Stanhope &amp; Lancaster, Chapter 4, 13, 17 (374-7) Creasia &amp; Friberg, Chapter 19 Additional readings in Blackboard</td>
<td>• Discussion Board: Focus on Global Health&lt;br&gt;• Global Health Project &amp; Presentation (20 hrs)&lt;br&gt;• Webinars (focus on your global health topic)</td>
<td>10/28 &amp; 11/1</td>
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<td>10/27: 09:00 &amp; 21:00</td>
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<td><strong>Week 4</strong>&lt;br&gt;11/2-8</td>
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<td>11/11</td>
<td><strong>Veteran’s Day Observed - University Closed</strong></td>
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<td><strong>Week 5</strong>&lt;br&gt;11/9-15</td>
<td>Policy</td>
<td>Stanhope &amp; Lancaster, Chapter 5 &amp; 8</td>
<td>• Written Assignment on health policy and Start!</td>
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</tbody>
</table>
| Week 6 | 11/16-22 | Emergencies, Vulnerability and Vulnerable Populations; Child Abuse; Case Management & Care Coordination | • Webinar (focus on your health policy topic)  
• Public Health Policy and Advocacy Certificate  
• Economic Analysis in Public Health Certificate  
• Written Assignment on health policy and impact on vulnerable populations  
• PAA: Nursing on the Front Line (7 hrs)  
• PAA: Disaster in Franklin County (1 hr)  
• PAA: Road to Resilience (1 hr)  
• PAA: Child Abuse Assignment (7 hrs): Part 1* | 11/10: 09:00  
11/15  
11/15  
11/10: 09:00  
11/15  
11/15 | 4/4  
4/4  
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4/4 |
| 11/26-27 | Thanksgiving Observed – University Closed |
| Week 7 & Reflection | 11/23-29  
• PAA: Maternal Health/Fistula Assignment (6 hrs)  
• PAA: Reflection & Integration (2 hr) | 11/29  
12/2  
12/3 | 4/4  
5/5  
2/2 |
* Key Assignment

See Blackboard for supplemental readings and interactive online learning experiences, directions, grading guidelines and rubrics.
Week 1

Welcome to Public and Global Health in Nursing! This first week's activities are designed to introduce you to public health nursing and public health.

Topics and content covered this week

1. Core Professional Values for Community/Public Health Nursing
   - Community/Population as Client
   - Prevention
   - Partnership
   - Healthy Environment
   - Diversity
2. Public Health and Community/Public Health Nursing
   - History of Public Health and Public Health Nursing
   - Core Public Health Functions
   - Public Health and Health Care Systems

Learning Outcomes/Course

3. Compare and contrast the current public health system and the responsibilities of the different delivery levels.

Learning Outcomes/Week

- Define and explore public health and public health nursing in terms of historical development, current events, and everyone's daily life.
- Explain the core professional values for community/public health nursing and compare them to acute care nursing.
- Explain the Core Functions of Public Health and correlate them to the 10 Essential Public Health Services and the Intervention Wheel.
- Describe population focused practice.
- Describe the basic organizations of health care and public health systems and the contributions of health professionals.
- Explain the roles and responsibilities of other care providers and how the team works together to provide care.
- Compare and contrast the responsibilities of the different levels of the public health system.
- Evaluate the effectiveness of the U.S. primary health care system to reflect the goals of Alma Ata.

Reading Assignments and Resources

- Stanhope & Lancaster, Chapter 1 – 3; 9, pp. 187-205; 17 pp. 377-81
- Public Health History Timeline - the evolving role of public health
- The Declaration of Alma Ata 1978
- Return to Alma-Ata
- Essential Public Health Services

These readings and the following resources, videos and simulations will help you achieve the learning outcomes for this week.

Optional Readings and Resources

- Promoting Public Health Through Public Art in the Digital Age
- Public Health and the World
- State of Public Health 2016 with Tom Frieden, CDC
Week 2

This week, you are introduced to the concepts of epidemiology in public health. This is a fun and exciting subject to study. It is the study that provides information about public health problems and the causes of these problems. In contrast to a health care provider focusing on the health of an individual, epidemiology has a population focus and an investigation is concerned about the collective health of the people in a community or population.

Topics and content covered this week

III. Epidemiology in Public Health
   1. Epidemiological Concepts
   2. Health Determinants, Measurements, and Trends
   3. Epidemiological Profiles of Global Health and Disease

Learning Outcomes/Course

1. Integrate the principles and tools of public health as applied to global health issues

Learning Outcome/Week

- Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation, and public health surveillance
- Interpret basic epidemiological measures of mortality and morbidity
- Contrast incidence and prevalence rates
- Use rates and proportions to express numerically the amount and distribution of health- and non health-related outcomes
- Explain the key elements and their interaction of the epidemiological triangle, ecological model, and web of causation

Reading Assignments and Resources

- Stanhope & Lancaster, Chapter 12
- WHO Weekly Epidemiological Report and Epidemiology with many links to WHO statistics and maps.
- World Bank Data View: How the world’s population is changing.

Optional Readings and Resources

- Global Health Atlas, the WHO’s Communicable Disease Global Atlas is bringing together for analysis and comparison standardized data and statistics for infectious diseases at country, regional, and global levels. The analysis and interpretation of data are further supported through information on demography, socioeconomic conditions, and environmental factors. In so doing, the Atlas specifically acknowledges the broad range of determinants that influence patterns of infectious disease transmission.
- UNICEF Statistics and Monitoring measures the situation of children and women and tracks progress through data collection and analysis. It maintains and updates global databases and promotes dissemination of evidence-based data for planning and advocacy. UNICEF is the lead United Nations (UN) agency responsible for the global monitoring of the child-related Millennium Development Goals (MDGs).
- The Virtual Public Health Center is a great resource.
- The Virtual Library – Medicine & Health: Epidemiology provides a great list of resources, maintained by UCSF Department of Epidemiology and Biostatistics.
- The World Bank has a comprehensive database of health, nutrition, and population (HNP) statistics including population dynamics, nutrition, reproductive health, health financing, medical resources and usage, immunization, infectious diseases, HIV/AIDS, and disability-adjusted life years (DALYs).
- The River of Myths by Hans Rosing, looking at child mortality.
- The WWW Virtual Library – Medicine and Health – Epidemiology provides excellent links (gov agencies & international orgs., universities, professional societies & orgs., and by topic) for epidemiology and biostatistics information.
Video: The Data Minute: How many people have ever lived?

This video was produced by the World Bank in May, 2013. How do we know how many people there are in the world? Many countries conduct censuses every 10 years, but what about the years in between? How can demography - the statistical study of human populations - answer these questions?

Video: The Data Minute: Why has the number of children per woman changed?

This video was produced by the World Bank in April, 2013. Fertility rates tell us the average number of children a woman will give birth to in her lifetime. How do we measure them, how have fertility rates changed over time and what do they tell us about development?

Week 3 & 4

These two weeks are focusing on public health in a bigger environment – the world. Learning about the World Health Organization, our global public health institution, and other organizations addressing global health; how to measure global health issues and risks; programs to improve global health issues, and much more. This is a very interesting and motivating area for nursing to be involved in! Have fun...

Topics and content covered this week

IV. Public Health in a Globalizing World
   A. World Health Organization
   B. Global Burden of Disease
   C. Perspectives in Global Health Issues
   D. World Health Report
   E. Global Health Risks
   F. Millennium Development Goals
   G. Social Determinants of Health

Learning Outcomes/Course

1. Integrate the principles and tools of public health as applied to global health issues.
2. Evaluate the connection between health policies, determinants of health, and health.
3. Compare and contrast the current public health system and the responsibilities of the different delivery levels.
4. Analyze the impact of economics, politics, environment and population trends on the health of the global community.

Learning Outcomes/Week

- Describe key public health concepts related to global health, including: determinants of health, measures of health status, and the burden of disease
- Describe the key indicators/markers of health used to examine the health outcomes in a population
- Identify critical determinants of health/global health and analyze their relationship to physical and social environment and economic factors
- Discuss the burden of disease in regions of the world and the variations in incidence and prevalence both within and across countries
- Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control
- Describe the framework of the Millennium Developmental goals
- Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues
- Apply understandings of the impact of culture on health to address issues of cultural diversity with respect to planning and implementation of treatment and prevention programs
- Use the full scope of knowledge skills and abilities of available public health professionals and community resources to propose treatment solutions and prevention programs.
Reading Assignments and Resources

- Stanhope & Lancaster, Chapter 4; 13; 17, pp. 374–7
- Creasia & Fribert, Chapter 19
- Social Determinants of Health:
  - Social Determinants of Health and key concepts
  - Social Determinants of Health Equity
- The Moral Challenge of Ebola
- In addition to exploring the WHO web page in general, read about WHO, its history and purpose. Find the latest report on the Global Burden of Disease, Global Health Risks, World Health Report, Millennium Development Goals, follow the news on the retracting Ebola outbreak and the Middle East respiratory syndrome coronavirus (MERS-CoV), and watch the latest WHO news on YouTube.
- Daily Global Health Policy Report, a daily online news digest focused on global health policy topics by the Henry J. Kaiser Family Foundation.
- A Snapshot of US Global Health Funding

These readings and the following resources and videos will help you in achieving the learning outcomes for this week.

Optional Readings and Resources

- Social Determinants of Health:
  - WHO Social determinants approaches to public health from concept to practice
  - Public Health as an International Problem: This is an excerpt from Raymond Fosdick’s look at public health during the time of World War II and how it is an international problem. APH 1944
  - Malariain America presents a complex picture. New findings reported by a team of collaborators from 10 countries with one researcher from our own university!
  - Against the Odds: Making a difference in global health an exhibition from The National Library of Medicine
  - Mitigating the nutritional impacts of the global food crisis – a workshop summary
- PHI 360 Satellite uses technology to connect health workers to each other and to provide up-to-date public health and clinical content. Read about their projects.
- The World Factbook by the CIA provides information on the history, people, government, economy, geography, communications, transportation etc. for 267 world entities.
- Global Health Atlas, the WHO’s Communicable Disease Global Atlas is bringing together for analysis and comparison standardized data and statistics for infectious diseases at country, regional, and global levels. The analysis and interpretation of data are further supported through information on demography, socioeconomic conditions, and environmental factors. In so doing, the Atlas specifically acknowledges the broad range of determinants that influence patterns of infectious disease transmission.
- Global Health Council is a collaborative voice of the global health community. Addresses major global health concerns including women’s health, child health, HIV/AIDS, infectious diseases, health systems, and emerging issues.
- GlobalHealth.gov by the U.S. Department of Health and Human Services provides information on major health issues, international health regulations, international agreements pertaining to global health, and initiatives and partnerships that impact public health issues at national and international levels.
- Global Health Facts by the Henry J. Kaiser Family Foundation provides data on diseases, conditions and risk indicators as well as programs, funding and financing indicators, health workforce around the world, and global health news.
- Global Health Library (WHO) provides access to global and regional indexes of scientific and technical literature.
- World Economic Forum Global Health Initiative with focus on Africa, India and China and on communicable diseases (HIV/AIDS, TB and Malaria) as well as on strengthening Health Systems.
- The World Bank has set two goals for the world to achieve by 2030: End extreme poverty by decreasing the percentage of people living on less than $1.25 a day to no more than 3%, and to promote shared prosperity by fostering the income growth of the bottom 40% for every country. It has a comprehensive database of health, nutrition, and population (HNP) statistics including population dynamics, nutrition, reproductive health, health financing, medical resources and usage, immunization, infectious diseases, HIV/AIDS, and disability-adjusted life years (DALYs).
- HealthMap was developed in 2006 using freely online available information to develop maps on disease outbreaks.

Discussion Board: Focus on Global Health

The focus of this discussion board is on Global Health, Global Burden of Disease and Global Risk Factors.

- From what you have learned about global risk factors that affect burden of disease and in reviewing the World Health Statistics 2015 and other reports by the Global Health Observatory, where do you see opportunities for improvement? Focus on one area of improvement and a specific geographic area (country or smaller area) outside the United States.
- What risk factors could be targeted that address some issues highlighted in the reports and support your focus of improvement? What would be the most beneficial to the largest number of people?
- What would be your recommendation for a 5 year improvement plan? Discuss the opportunities you see and challenges your recommendation might face.
- What would be the social determinants of health influenced by your recommendation? Discuss in detail.
- After reading the WHO website, what are your thoughts about why the WHO has made it so successful to decrease the amount of children mortality since 1990? Could you bring in these concepts for success into your five year improvement plan?

Discussion Guidelines

Guidelines for discussion board:
- Initial post is Wednesday, Week 3, at 23:59 (the groups will be assigned on Sunday).
- Initiate a discussion with TWO of your group members no earlier than Thursday.
- In your discussion/responses include citations from above resources, your texts, or journal articles to support your view point.

Further discussion/feedback/comments with group members may be posted by Sunday, Week 3, 23:59 (optional).

Feel free to extend your discussion to other group members or members of other groups. It should be a scholarly discussion including rationale (references in APA, no double spacing necessary). As a professional courtesy, please acknowledge all responses you received from other group members by Sunday.

Points: 8

Grading Rubric

can be found here or in the grey bar (discussion area/grade center) above the groups.
Presentation on Global Health Issue

Presentation on a global health issue and its impact on society and economy as well as cultural considerations with respect to treatment options and prevention.

Objectives

- Utilize a global perspective to compare and contrast the effects of economics, politics, the environment, culture, and population trends on health.
- Use the full scope of knowledge skills and abilities of available public health professionals and community resources to propose treatment solutions and prevention programs.

Guidelines

- Research a global health problem.
- Define the geographical area (outside the United States) you want to focus e.g., area of a country, a country, or a region.
- Review the historical perspective.
- Review the epidemiology (include epidemiologic triangle if appropriate or web of causation and use rates as a basis for comparison).
- Review the impact on society and economy.
- Research solutions to your health problem:
  - What are treatment options and recommendations for prevention (using a population-focused approach)?
  - What are cultural issues to be considered when planning for your recommended population-focused treatment or prevention programs?
  - What is the involvement of the World Health Organization and other international health agencies?
- Develop a presentation with slides (10 minutes) using Voice Thread, and add your narration/comments by recording video comments on each slide. (See VoiceThread instructions on the left course menu, Part 4 of Creating Your Own Voice Thread and record your comments with video, using the little camera icon.) Recommendation to use the headings outlined in the grading rubric.
- Submit and share your completed video presentation and post link of your presentation in the discussion board by Wednesday, Week 4, 23:59.
- Provide feedback to four group members in the discussion board (Global Health Issue or click on above heading) by Friday, Week 4, 23:59.
  - For peer review choose presentations with less than four reviews.
  - Use a professional constructive tone and instructional intent.
  - In the review include strength of the presentation (video, slide design, and content) and recommendations for improvement, using a professional constructive tone and instructional intent.
- Based on the reviews you receive, you might want to revise your presentation before final submission on Sunday, Week 4, 23:59.
- Submit your final set of slides (as .ppt or .pptx files) to SafeAssign below by Sunday, Week 4, 23:59.

Week 5

You have learned about global health issues, now its time to take action! How do we go about it? Policies are tools to implement change. You will learn about policy development, especially health and public health policies. To evaluate the impact and costs of policies, there needs to be an understanding of the basic concepts of health economics and economics of health.

Topics and content covered this week:

V. Policy
   A. Policy Making
   B. Policy Competency
   C. Public Health Policy
   D. Health and Health Policy, Impact
   E. Health Economics and Economics of Health

Learning Outcomes/Week

1. Integrate the principles and tools of public health as applied to global health issues.
2. Evaluate the connection between health policies, determinants of health, and health.
3. Analyze the impact of economics, politics, environment and population trends on the health of the global community.
4. Evaluate the relationship between population-centered nursing practice, health policy, and politics.

Reading Assignments and Resources

- Stanhope & Lancaster, Chapter 5 & 8
- Cressia & Friberg, Chapter 6 & 7
- Understanding Evidence-Based Public Health Policy
- Public Health Policy – CDC
- Moments in Leadership (This is the link to read the book online or use the links for the separate chapters below)
  - Read chapter 7 – Rethinking Western
  - Read chapter 8 – Seeing the Big Picture
  - Read chapter 9 – A Different Balance
- WHO Health System Financing and Health Financing
- Health Economics by RAND Corporation
- Cultivating Constituencies, The Story of the East Harlem Nursing and Health Services, 1928-1941
- Shaping Public Health Nursing Practice: A Policy Development Toolkit, a Linking Education and Practice for Excellence in Public Health Nursing Projects. It demonstrates policy development related to public health and school nursing. It provides examples for policies regarding pediculosis capitii in Wisconsin’s schools.
- Advocacy, Communication and Social Mobilization: Strategic Framework and Implementation Plan, a Malaria prevention and control program of Nigeria.
- This is a great example of strategic planning and policy development. Update: National Malaria Strategic Plan 2014 – 2020
- APHA Resources for Public Health Policy
Optional Readings and Resources

- Legislation and Policy is a great list of resources from the Partners in Information Access for the Public Health Workforce.
- The Dartmouth Atlas of Health Care is a great source on how medical resources are distributed and used in the United States.
- The Health Policy Project, here with a focus on Kenya, provides great examples on how policy development works on a global level.

Presentations

Economics and Global Health

A Henry J. Kaiser Family Foundation presentation by Kevin Chan, MD, University of Toronto (14 minutes).

HIV

A lecture by Benjamin Armstrong, PhD, Northwestern University, showcases an example of cost–benefit analysis for HIV prevention in Africa. This is how WHO and World Bank consider prevention strategies which provide the best outcomes for the money invested.

Public Health Policy and Advocacy

Public Health Policy and Advocacy is a free online module from the University of Minnesota School of Public Health. It takes 60 minutes to complete.

Please register and log in at University of Minnesota’s School of Public Health. Go to http://sph.umn.edu/ce/online, scroll down to the course Public Health Policy and Advocacy, register or log in if already registered and start the module.

Submit your CEU certificate by Sunday of Week 5 @ 23:59.

Health Policy Paper

Policy Paper will focus on a vulnerable population focused (public) health policy recommendation or recommendation for change. The purpose of this assignment is to demonstrate an understanding of the concept of vulnerability, policies affecting vulnerable populations, and policy development on a global level. It builds on the global health project.

Objective

Develop a (public) health policy or describe a (public) policy recommendation for change affecting a vulnerable population on a global, national, state, county or agency level.

Guidelines

- Decide on a vulnerable population, its geographic boundaries (global region, country or state outside the United States) and the health or public health issue of concern.
- Evaluate health policy/policies or public health policy related to it or missing.
- Provide a short need assessment for change including if available epidemiological support data, cultural factors/social norms etc.. What is the magnitude of the problem? Who are the most affected?
- Who are the stakeholders, decision makers, influential actors involved?
- Recommendation for change of policy or if missing, development of new policy.
- What would be the cost–benefit in short-term and long-term? Who would benefit, who would benefit the most?
- Plan of action to implement recommended policy change.
- Proposed implementation plan for policy change (include how to involve and communicate with stakeholders, overview of timeline)
- What will be the expected outcomes? How will this be evaluated/measured?
- APA format, 5-7 pages not counting title page, references or appendices. Include Option One-A as subtitle. Here is a template.
- This paper will be submitted twice:
  - Here to your faculty for grading and
  - Below this section – upload to Safe Assign for plagiarism checking
- Due date Sunday, 23:59, Week 6.

Grading

Grading Rubric for Written Assignment on Health Policy and Impact on Vulnerable Populations: Option One-A
Week 6

This week's focus is on the different aspects of emergencies and disasters on all levels, from local to global, and the role of public health and the public health nurse. Another focus is on the concept of vulnerability and public health nursing's role in meeting the needs of vulnerable populations including case management and care coordination. Child abuse and neglect will be a special consideration here.

Topics and content covered this week

VI. Emergencies
   A. Emergency Preparedness, Response & Recovery
   B. Complex Emergencies and Natural Disasters' Impact on Global Health

VII. Vulnerability and Vulnerable Populations
   o Child Abuse and Neglect

Learning Outcomes/Course

1. Integrate the principles and tools of public health as applied to global health issues.
2. Evaluate the connection between health policies, determinants of health, and health.
3. Investigate the roles of public health including nursing in emergency preparedness and management.

Learning Outcomes/Week

- Identify disaster types
- Explain the disaster planning process
- Identify the roles of public health in disaster prevention and management
- Examine the nurse's role in the disaster management cycle
- Examine perspectives of vulnerability and factors contributing to vulnerability
- Analyze trends that have influenced vulnerability
- Identify the roles of public health in addressing the needs of vulnerable populations and health disparities
- Discuss the role of the public health nurse in your state to prevent, early detect and report child neglect and abuse, including aspects of treatment
- Analyze the effects of public policies on vulnerable populations and reducing health disparities
- Explain the roles and responsibilities of other public health professionals and how teams work together in the disaster management cycle

Reading Assignments and Resources

- Standhope & Lancaster, Chapter 22, 23, 32, & 38 (focus on child abuse)
- The Role of the Public Health Nurse in Disaster Preparedness, Response, and Recovery, an APHN position paper with input from the Quad Council members, a coordinating organization of four nursing organizations focused on public/community health nursing: ACHNE, ANA, APHA, and APHN.
- Zombie Pandemic CDC's fun way to teach the importance of emergency preparedness.
- This is the 10th annual Ready or Not? Protecting the Public from Diseases, Disasters, and Bioterrorism report and gives feedback how states rank.
- COMBI Toolkit, a field workbook for planning steps in outbreak response, developed by WHO & UNICEF & FAO.
- WHO Emergency and disaster risk management for health
- Global Disaster Preparedness Center by the International Federation of Red Cross and Red Crescent Societies
- Building a New Framework for Disaster Risk Reduction
- Speaking Out on Social Justice from AJN
- Urban Institute Health Policy Center on Vulnerable Populations

These readings and the following Practical Application Activities will help you in achieving the learning outcomes for this week.
Week 7

This week's main focus is population-centered nursing. What frameworks support it? How is population-centered nursing affected by politics, policies, and economics, and vice versa?

Topics and content covered this week

VIII. Population-Centered Nursing
   A. Conceptual and scientific frameworks applied to population-centered nursing. Influences on Health Care Delivery and Population-Centered Nursing
   IX. Nurse Roles and Functions in Public Health

Learning Outcomes/Course

2. Evaluate the connection between health policies, determinants of health, and health.
3. Compare and contrast the current public health system and the responsibilities of the different delivery levels.
6. Evaluate the relationship between population-centered nursing practice, health policy and politics.

Learning Outcomes/Week

- Discuss the dynamic relationships between changes in social, political, and economic context and the role of PHN on a local, national, and global level
- Discuss new trends in PHN
- Discuss application of knew knowledge in practice environment

Poster credit – National Library of Medicine, sponsor; Vernon Grant, artist, 1944

Public Health Murals from Oaxaca State, Mexico

Videos

Nurses on the Front Line: Indonesia (Part 1–3) and Bolivia (Part 1–3). These videos look at the role of the nurses in the developing world, the influence of health policies and politics on nursing practice. (Please click on the button on the bottom of the video screen to move to the next part of the series e.g., Nurses on the Front Line: Indonesia Part 2 of 3.)
PAA: Maternal Health/Fistula Assignment

Purpose

The purpose of this practical application activity is to:

1. increase the RN’s awareness of the impact of poverty, poor nutrition, early childbearing and lack of access to emergency obstetric care in developing countries on maternal/infant health outcomes
2. analyze the impact of United States emergency health care policy and State Health Department Programs on maternal/infant health outcomes and
3. gain experience in using public health models in describing and analyzing population health conditions and interventions.

Step One

- Watch “A Walk to Beautiful” from PBS (60 minutes). Link: https://youtu.be/o8ma46OeNTY

- Watch “Obstetric Fistula: Every mother counts”

- Read the World Health Organization fact files on obstetric fistula and
- (OPTIONAL) Living Testimony: Obstetric Fistula and Inequities in Maternal Health
- Watch and listen to from “Despair to Dignity”
- Explore the Fistula Foundation Website. Read the 2013 report, fast facts, FAQ, review links, one woman’s story and the doctor’s corner.
- (OPTIONAL) Resources: fistulacare.org and Campaign to End Fistula Resource Package

Step Two

Visit a local hospital with emergency and obstetric departments. Look around the emergency department waiting room and triage areas and take the elevator to maternal/infant department. As you “Walk through the Beautiful” hospital imagine yourself one of the women you met during Step One in Walk to the Beautiful and Every Mother Counts. Try to see your local facility through her eyes.

Step Three

Visit your State’s Health Department and Hospital Association websites and consider the availability of access to emergency obstetric care for residents. Explore the primary, secondary and tertiary prevention programs that impact maternal infant health outcomes.

Step Four

Analyze and document your experience:

- What made the most lasting impression on you? Why was it so powerful? What specific information, knowledge did you gain from this activity? Describe how this experience broaden your perspective of the population served. How did the activity give you insight to experiences that may impact the health needs of your clients? How will you be able to integrate this learning into your nursing practice?
- Identify three social determinants of health that contribute to the development of obstetric fistulas in women in developing countries; provide rationale for your choice.
- Provide an example of one public health core function and describe how EMTALA and your State’s Health Department support assurance of primary, secondary and tertiary prevention of untoward birth outcomes for mother and infant. Discuss alignment of the service/program with both EMTALA and the level of prevention.
- Provide examples of two primary prevention interventions that could potentially reduce fistulas in developing countries, include rationale for your decision. Hint: Think social determinants of health.
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