ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 7/19/11

1. ACADEMIC UNIT: College of Nursing & Health Innovation, Undergraduate Nursing - RN/BSN

2. COURSE PROPOSED: NUR 495 Public and Global Health in Nursing 4 (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Diann Muzyka Phone: 602-496-2203

Mail Code: 3020 E-Mail: diann.muzyka@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. 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. (Please submit one designation per proposal)

<table>
<thead>
<tr>
<th>Core Areas</th>
<th>Awareness Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Critical Inquiry–L</td>
<td>Global Awareness–G</td>
</tr>
<tr>
<td>Mathematical Studies–MA CS</td>
<td>Historical Awareness–H</td>
</tr>
<tr>
<td>Humanities, Fine Arts and Design–HU</td>
<td>Cultural Diversity in the United States–C</td>
</tr>
<tr>
<td>Social and Behavioral Sciences–SB</td>
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<tr>
<td>Natural Sciences–SQ SG</td>
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</tbody>
</table>

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

NUR 495 Public and Global Health in Nursing meets the global awareness criteria in the following manner:

- Analyzes public health concepts and theories for application to the health of clients in a global environment.
- Examines core public health functions, and public health policy for application to community/public health nursing practice in a global environment.
- Compares and contrasts domestic and international health care delivery systems.
- Evaluates conceptual/scientific frameworks for community/public health nursing practice including epidemiology and global health issues.
CROSS-LISTED COURSES:  ☒ No  ☐ Yes; Please identify courses:  ____________________________

Is this a multisection course?:  ☒ No  ☐ Yes; Is it governed by a common syllabus?  ________

Brenda Morris, Sr. Director, Baccalaureate Nursing

______________________________  ________________________________
Chair/Director (Print or Type)  Chair/Director (Signature)

Date:  __________________________
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.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

**GLOBAL AWARENESS [G]**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Studies <strong>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>
<td></td>
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<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
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<tr>
<td></td>
<td></td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
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<tr>
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<td></td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td></td>
<td>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.</td>
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<tr>
<td></td>
<td></td>
<td>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.”</td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: 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. Study is composed of subject matter that addresses or leads to an understanding of the contemporary world outside of the United States.</td>
<td>The course examines the concepts and theories of global and public health and analyzes the application of nursing practice to promotion and maintenance of global health. Global and public health practices are examined for various countries including, but not limited to: Brazil, Guatemala, Uganda, Mexico and the United States.</td>
<td>The course is delivered using a 7.5 week semester. Each week is equivalent to a module. The topical outline is sequenced to build from basic to complex. Week 1 &amp; 2 provide the foundation for future discussions of community/public health from a national and global perspective. Weeks 3 &amp; 4 present public health in a globalizing world. Weeks 5, 6 and 7 cover the impact of health policy on population centered nursing in a globalizing world.</td>
</tr>
<tr>
<td>2c. Comparative cultural study in which most (&gt; 1/2) is devoted to non-U.S. areas.</td>
<td>The focus of the course is on global and public health. Exemplars of various countries such as Mexico, Uganda, Guatemala, and Brazil will be used to frame discussion on global health.</td>
<td>Week 2 covers epidemiology, and epidemiological profiles of global health and disease. This provides students with the context to understand health disparities from a global perspective. Week 3 &amp; 4 presents public health in a globalizing world. Specific concepts include the role of the World Health Organization, global burden of disease, perspective in global</td>
</tr>
<tr>
<td>2d. The course is a study of the cultural significance of a non-U.S. centered global issue.</td>
<td>This course analyzes the concepts of global and public health from a global perspective. Health care delivery and population centered nursing are examined from various countries to illustrate multiple global perspectives.</td>
<td>Weeks 5 &amp; 6 covers the impact of health policy on vulnerable populations from a global perspective. Week 7 focuses on the population centered nursing in a globalizing world.</td>
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ARIZONA STATE UNIVERSITY
College of Nursing & Health Innovation

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
CO REQUISITES: None
PLACEMENT IN CURRICULUM: RN-BSN Concentration, delivered using the Carousel Model
FACULTY: TBA

CATALOG DESCRIPTION: Concepts and theories of public health, global health, and health policy will be evaluated and their application to nursing practice will be analyzed.

COURSE OVERVIEW: This course analyzes public health concepts, theories and practice with a focus on the health of all clients in a global environment. It 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.

LEARNING OUTCOMES

CRITICAL THINKER
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.

EVIDENCE-BASED PRACTITIONER
3. Compare and contrast the current public health system and the responsibilities of the different delivery levels.
4. Investigate the roles of public health including nursing in emergency preparedness and management.
INNOVATIVE PROFESSIONAL

5. Analyze the impact of economics, politics, environment and population trends on the health of the global community.
6. Evaluate the relationship between population-centered nursing practice, health policy and politics.

TOPICAL OUTLINE

I. Core Professional Values for Community/Public Health Nursing

   This ungraded topic serves as a foundation for NUR440 and NUR495 and resides in both courses.
   A. Community/Population as Client
   B. Prevention
   C. Partnership
   D. Healthy Environment
   E. Diversity

II. Public Health and Community/Public Health Nursing

   A. History of Public Health and Public Health Nursing
   B. Core Public Health Functions
   C. Public Health and Health Care Systems

III. Epidemiology in Public Health

   A. Epidemiologic Concepts
   B. Health Determinants, Measurements, and Trends
   C. Epidemiologic Profiles of Global Health and Disease

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

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

VI. Emergencies

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

VII. Vulnerability and Vulnerable Populations

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

TEXTBOOKS


METHODS OF INSTRUCTION

This course uses Pearson Learning Studio 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) or [http://ecollege.asu.edu](http://ecollege.asu.edu)

Online discussion, presentations, textbook and supplemental readings, interactive online activities, individual and group activities are utilized.

METHODS OF EVALUATION

| Participation in Group Activities | 10% |
| Discussion Boards | 30% |
| Written Assignments | 30% |
| Presentations | 30% |

Summary of Assignments

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Course Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board #1</td>
<td>10</td>
<td>Week 1</td>
</tr>
<tr>
<td>Discussion Board #2</td>
<td>10</td>
<td>Week 2</td>
</tr>
<tr>
<td>Presentation</td>
<td>30</td>
<td>Week 4</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>30</td>
<td>Week 6</td>
</tr>
<tr>
<td>Discussion Board #3</td>
<td>10</td>
<td>Week 7</td>
</tr>
<tr>
<td>Participation in Group Activities &amp; Interactive Online Learning Experiences</td>
<td>10</td>
<td>Week 1 – 7 ½</td>
</tr>
<tr>
<td>Total for Course</td>
<td>100</td>
<td></td>
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</tbody>
</table>


**Course Grading**
Assignment of letter grades is in accordance with established criteria for the College of Nursing & Health Innovation Professional Program. A minimum of 77 points out of 100 is required to successfully achieve the course objectives. All course requirements must be completed before a grade is assigned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100 %</td>
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<tr>
<td>B</td>
<td>85 – 92 %</td>
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<td>C</td>
<td>77 – 84 %</td>
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<tr>
<td>D</td>
<td>69 – 76 %</td>
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<tr>
<td>E/F</td>
<td>&lt; 68 %</td>
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</table>

**Weekly Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
</table>
| **Week 1** | Core Professional Values as Community/Public Health Nurse  
Public Health and C/PHN | Stanhope & Lancaster, Chapter 1 - 3  
Nickitas, Middaugh, & Aries, Chapter 9  
Additional readings from external resources TBD | Discussion Board #1: Focus on Public Health |
| **Week 2** | Epidemiology in Public Health | Stanhope & Lancaster, Chapter 11,  
Additional readings from external resources TBD | Discussion Board #2: Focus on epidemiologic profiles of global health using a case study |
| **Week 3 & Week 4** | Public Health in a Globalizing World | Stanhope & Lancaster, Chapter 4,  
Nickitas, Middaugh, & Aries, Chapter 4  
Additional readings from external resources TBD | Presentation on global health issue (due end of week 4) |
<p>| <strong>Week 5</strong> | Policy | Stanhope &amp; Lancaster, Chapter 5 &amp; 8 | Written Assignment on health policy and |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Additional readings from external resources</th>
<th>TBD</th>
<th>Nickitas, Middaugh, &amp; Aries, Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Emergencies</td>
<td></td>
<td>Impact on vulnerable populations</td>
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<td></td>
<td>Vulnerability and Vulnerable</td>
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<td>(due end of week 6)</td>
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<td></td>
<td>Populations</td>
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<tr>
<td>Week 7</td>
<td>Population-Centered Nursing</td>
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<tr>
<td>Week 7 1/2</td>
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See LearningStudio for supplemental readings and interactive online learning experiences, directions, grading guidelines and rubrics.

**LATE ASSIGNMENT**

The student must 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 (based on the Arizona time zone) in the RN-BSN Concentration are firm. Assignments, which are not submitted on time, will be subject to a 4% per day late penalty **pending late submission approval** from faculty.

**EMAIL AND INTERNET**

The student must have an active ASU e-mail account and access to the Internet. All instructor correspondence will be sent to the student’s ASU e-mail account. The student should plan on checking their ASU email account regularly for course related messages.