Southern New Hampshire University

Undergraduate Course Syllabus

NUR 410AP: Community and Global Health AP

Center: Online

Credits: 6

Course Prerequisites

Must be enrolled in Nursing program

Course Description

Global Health and Diversity is a problem-based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a national and global perspective, and investigate the consequences these issues have for the health status of individuals, populations, and society. This course will provide the theoretical foundation to allow the practitioner to design interventions that promote health and behavior change in the individual client within the community setting. The concepts of health literacy, consumer advocacy, and their impact of health promotion will be explored.

AACN Essentials

This course meets the following AACN Essentials of Baccalaureate Education for Professional Nursing Practice:

- Essential IV: Information Management and Application of Patient Care Technology
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Essential VII: Clinical Prevention and Population Health

This course meets the following AACN Essentials of Master's Education for Professional Nursing Practice:

- Essential II: Organizational and Systems Leadership
- Essential III: Quality Improvement and Safety
- Essential VI: Health Policy and Advocacy
- Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Essential VIII: Clinical Prevention and Population Health for Improving Health

Course Outcomes

- Evaluate the concepts of health and illness with regard to the social change and historical and cultural factors that influence the definition of health and illness and the individual and social reactions to these phenomena
- Develop a critical understanding of a range of theoretical approaches to global health by analyzing and judging the merits and limitations of theories, methods, and strategies pertinent to health promotion to diverse populations

- Determine the role of key international organizations and stakeholders in promoting global health and service delivery
- Examine how health promotion in a global society primarily involves changing the social and physical conditions that either produce illness or disease or enhance health
- Examine non-governmental and governmental health and wellness programs
- Analyze the impact of funding on global health organizations for their effective service delivery and sustainability

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, MBS Direct, rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

Harkness, G. A., & DeMarco, R. F. (2016). *Community and public health nursing: Evidence for practice.* (2nd Ed.) Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN: 978-1-4511-9131-8

Skolnik, R. (2016). *Global health 101* (3rd Ed.). Burlington, MA: Jones & Bartlett. ISBN: 978-1-284-05054-7

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Getting Started	1	5	5
Discussions	3	5	15
Reflection Journals	2	5	10
Scholarly Article Summary	1	18	18
Windshield Survey	1	20	20
Debate Group Project			
Final PPT Presentation	1	15	15
Peer Evaluation	1	10	10
Group Process Evaluation	1	7	7
		Total Course Points:	100

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Undergraduate

		Total Points:	100	
Grade	**Numerical Equivalent**	**Points**	**Points Equivalent**	
			Lower	*Upper*
A	93-100	4	93	100
A-	90-92	3.67	90	92
B+	87-89	3.33	87	89
B	83-86	3	83	86
B-	80-82	2.67	80	82
C+	77-79	2.33	77	79
C	73-76	2	73	76
C-	70-72	1.67	70	72
D+	67-69	1.33	67	69
D	60-66	1	60	66
F	0-59	0	0	59
I	Incomplete			
IF	Incomplete/Failure*			
IP	In Progress (past end of term)			
W	Withdrawn			

*Please refer to the policy page for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignments and Rubrics folder.

Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	Welcome to Community and Global Health Skolnik (2016), *Global Health 101*, Chapter 1 Harkness & DeMarco (2016), *Community and Public Health Nursing*, Chapters 1 and 2 1-1 Discussion: Getting Started 1-2 Reflection Journal: Defining Community and Global Health
2	The Evidence in Community and Global Health Skolnik (2016), *Global Health 101*, Chapter 2 Harkness & DeMarco (2016), *Community and Public Health Nursing*, Chapters 3, 4, 5, 6, and 14 2-1 Discussion: The Epidemiologic Transition 2-2 Debate Group Project: Introduction
3	Culture, Health, and Community Skolnik (2016), *Global Health 101*, Chapter 6 Harkness & DeMarco (2016), *Community and Public Health Nursing*, Chapters 7, 8, 10, and 11 3-1 Scholarly Article Summary Paper: Begin Work 3-2 Web Safari: Community/Public Health
4	Systems and Functions of National and International Actors in Global and Community Health Skolnik (2016), *Global Health 101*, Chapter 16 Harkness & DeMarco (2016), *Community and Public Health Nursing*, Chapter 21 4-1 Discussion: SDGs Versus Healthy People 2020 4-2 Scholarly Article Summary Paper: Continue Work 4-3 Debate Group Project: Continue Work 4-4 Communication and Teaching Strategies: Health Promotion Activities: A True "Challenge" in the Community

5	Planning for Change
	Skolnik (2016), *Global Health 101*, Chapter 5
	Harkness & DeMarco (2016), *Community and Public Health Nursing*, Chapters 9, 12, and 13
	5-1 Discussion: Implementing Change – A Funding Conundrum; Choosing to Fund Over- or Undernutrition
	5-2 Scholarly Article Summary Paper: Continue Work
	5-3 Windshield Survey Assignment: Begin Work
	5-4 Debate Group Project: Continue Work
	5-5 USAID Global Health Learning
6	Poverty and Equity at the Community and Global Levels
	Skolnik (2016), *Global Health 101*, Chapter 3
	Harkness & DeMarco (2016), *Community and Public Health Nursing*, Chapters 18 and 19
	6-1 Scholarly Article Summary Paper: Submit
	6-2 Gapminder: Data Aggregator
	6-3 Video: Rosling (2009), Let My Dataset Change Your Mindset
	6-4 Debate Group Project: Continue Work
7	Risk Management at the Community and Global Levels
	Skolnik (2016), *Global Health 101*, Chapters 8, 12, and 13
	Harkness & DeMarco (2016), *Community and Public Health Nursing*, Chapter 9, 12 and 13
	7-1 Debate Group Project: Continue Work
8	Environmental Factors and Disaster Recovery at the Community and Global Levels
	Skolnik (2016), *Global Health 101*, Chapters 14 and 15
	Harkness & DeMarco (2016), *Community and Public Health Nursing*, Chapters 14 and 15
	8-1 Debate Group Project: Continue Work
	8-2 Windshield Survey Assignment: Submit
9	Children's and Women's Health
	Skolnik (2016), *Global Health 101*, Chapters 9 and 10
	Harkness & DeMarco (2016), *Community and Public Health Nursing*, Chapters 16, 17, and 22
	9-1 Discussion: Debate Group Project: Presentations
	9-2 Debate Group Project: Individual Grade
	9-3 Debate Group Project: Evaluation Form
10	Professional Practice in Community and Global Health
	Skolnik (2016), *Global Health 101*, Chapters 4, 17, and 19
	Harkness & DeMarco (2016), *Community and Public Health Nursing*, Chapter 23 and 25
	10-1 Reflection Journal: Incorporating Community/Public and Global Health Into Practice

Attendance Policy

Online students are required to submit a graded assignment/discussion to Blackboard during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the full attendance policy.

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the full late assignment policy.

SNHU College of Online and Continuing Education Student Handbook

Review the student handbook.

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns. We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services.

SNHU does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, citizenship, marital status, gender identity or expression, sexual orientation, veteran/military status, or genetic information in its programs and activities. Requests for disabilities accommodations within COCE should be directed to:

Disability Resource Center (DRC)
(866) 305-9430
(877) 520-8916 (fax)
drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns. We look forward to hearing from you.

Complaints regarding discrimination and accommodations should be directed to:

(603) 645-9664
(603) 645-9717 (fax)
adacompliance@snhu.edu

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the full academic honesty policy.

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the full copyright policy.

SNHU College of Online and Continuing Education Withdrawal Policy

Review the full withdrawal policy.

Southern New Hampshire University Policies

More information about SNHU policies can be found on the policy page.

Assessment Calibration and Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at assessmentcalibration@snhu.edu. See this document for more information.