



Undergraduate Course Syllabus

NUR 410: Community and Global Health

Center: Online

Term: 14TW1

Duration: 10 Weeks

Undergraduate Credits: 6

Graduate (Advanced Pathway) Credits: 3

Course Prerequisites (Undergraduate)

Acceptance into the undergraduate RN-BSN program and/or advanced pathway for graduate IHP 501 credit

Course Prerequisites (Graduate)

Admission into the graduate MSN or MSM programs

Instructor Availability and Response Time

As your instructor, I will be active in Blackboard at least six days each week; this is where most of our class interactions will happen. If there are times when I need to be away from the course room for more than 24 hours, I will send an announcement letting you know which faculty member will be covering the course room in my absence. Communication, when in the Blackboard environment, benefits the entire class. Emails sent directly to me should be reserved for concerns of a personal/sensitive nature. I will respond to questions—either via the discussion board or via email—within 24 hours. Please consider using the course questions and answers for general course questions. Refer to the **My Instructor** tab in Blackboard for my contact information and office hours.

Course Descriptions

Undergraduate NUR 410: In this course, students focus on developing the knowledge, skills, and techniques needed to function as effective team members in public or community service–based health-care settings. Students consider collaborative and innovative strategies for enhancing and improving current health-care system approaches based on national and global holistic needs assessments and identify ways to advocate for quality patient and community outcomes and apply tribal, community, and global wellness strategies to professional practice.

Graduate IHP 501: This 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

Essential VI: Inter-Professional 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: Inter-Professional Collaboration for Improving Patient and Population Health Outcomes

Essential VIII: Clinical Prevention and Population Health for Improving Health

Undergraduate Course Objectives

1. Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family, and community values
2. Utilize information technology in retrieving empirical and theoretical databases to support application of the nursing process to diverse individuals, families, aggregates within urban communities and global societies
3. Integrate leadership and critical thinking skills in advocating for the improvement of community health-care systems and global communities' health
4. Analyze the interaction between environment and the health of individuals, families, groups, and communities
5. Analyze the impact of the globalization of society on global health
6. Evaluate the effectiveness of national and international health-care systems
7. Describe the role of the nurse in health promotion and health restoration of global populations
8. Understand the impact of international health organizations on global health

Graduate Course Objectives for Advanced Pathway

1. Define the concepts of health and illness with regard to the changing social, historical, and cultural factors, which influence the definition of health and illness and the individual and social reactions to these phenomena
2. 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
3. Appreciate that health promotion in a global society primarily involves changing the social and physical conditions that either produce illness or disease or enhance health

4. Understand the main/international actors in global health and health promotion and their roles in service delivery
5. Compare and contrast Healthy People 2020 with the United Nations Millennium Goals

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. ISBN: 9781433805615

Harkness, G. A., & DeMarco, R. (2012). *Community and public health nursing: Evidence for practice*. Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN: 9780781758512

Skolnik, R. (2012). *Global health 101* (2nd ed.). Burlington, MA: Jones & Bartlett. ISBN: 9780763797515

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussion	5	4	20
Debate Group Presentation	1	25	25
Book Club	1	10	10
Windshield Survey	1	10	10
WHO Analysis	1	15	15
Reflection Journal	5	4	20
		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

UC-COCE Undergraduate Grading System:		
Grade	Numerical Equivalent	Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
Grades below this level are not passing in nursing courses.		
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1.00
F	0-59	0.00

Grading Guides

The nursing faculty within the online RN-BS program believes that every student comes to learning environment with his or her own unique perspective of nursing and the world at large. The faculty believes that education is a vehicle to achieve personal transformation. To achieve transformation, students must engage with the educational content, consider diverse opinions, and, through engagement and collaboration, create new understanding—transformation. A description of the course assignments can be found below. Specific activity directions and grading guides 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 lectures, readings, and additional content can be found in the folders. Initial discussion posts are expected early in the week (by Wednesday). Follow-up discussion postings are expected to be completed by 11:59 p.m. EST on Sunday evening for Modules One through Seven, and by 11:59 p.m. EST on Tuesday for Module Eight. All other assignments throughout the course are due by 11:59 p.m. EST on Sunday evening for Modules One through Seven, and by 11:59 p.m. EST on Tuesday for Module Eight. Please be mindful that faculty have one week from the submission date to evaluate your assignments.

Description of Assignments

Discussions

The nursing and healthcare professions' faculty believes that every student comes to the learning environment with a unique perspective of nursing, healthcare, and the world at large. Students are both a resource and a learner. With these two concepts in mind, high importance is placed on classroom participation and sharing of diverse opinions. Therefore, students are expected to participate in the discussion forums on at least two separate days per week. This would include a substantive initial post supported by evidence from the readings, the reading

of at least 10 other students' posts, and a substantive response to two peers that augments and extends the conversation, while including relevant citations from the literature to support the post.

In the discussion threads, we ask you to (a) bridge the concepts learned in class and bridge it to real-world experiences, (b) test your assumptions and gain insight into new knowledge, (c) develop professional communication and collaboration (as you increase your expertise with articulating yourself, your credibility increases with using citations from the literature), (d) apply critical thinking skills, and (e) hone your skills with discourse.

Reflection Journal

In the RN-BSN program, reflection leads to a developing sense of self as a learner. It is our belief that the reflection journal will provide critical opportunities for you to bear witness to your own transformational learning about community and global health. Some weeks will ask you to reflect upon a term or concept that we will explore over the weekly module. You will write an entry into the reflection journal to share your biases and assumptions about the topics. After exploring and discussing the material, at the end of the weekly module, you will complete part two of self-reflection, to consider what you have learned as a result of the weekly learning activities.

Reflection journals are an opportunity to personalize your learning. The first step is to explore what you think you understand about a topic. Think about how you came to your ideas and what influenced you; these are called assumptions and biases. Certain cultural values and things you hear about in the news, or hear from other people or the media, may cause you to formulate ideas about things. These ideas often form within the unconscious realm. Through the process of self-reflection, we want to help you bring your assumptions and biases to the forefront of your thought process for you to examine. For example, if a person said to you, "I am Irish," what would you think about? Consider images that might come to mind, such as step-dancing, red hair, leprechauns, and so on. What makes these images come to mind? In the reflection assignments, try to identify what assumptions and biases you may have about the topic. Once these have been identified, you might question them and analyze what might be influencing your assumptions. This is done in part one of the reflection. Knowing what might be influencing your thinking will help prepare for the next step—evaluating your learning. The next step starts part two of the reflection process. As you go through and review the module content each week, test your assumptions. Then evaluate your learning. Compare and contrast your assumptions and biases with the content. Were there changes in your assumptions? Perhaps there were some confirmations, further definitions, or delineations. Perhaps there were some surprises in what you learned. Provide rationales, or examples, that support your evaluation.

Please refer to the Reflection Rubric document to understand how you will be graded for these assignments.

Debates

The debate is a group activity in which students will compare and contrast important global health policy issues using theoretical frameworks and/or philosophical traditions. Students will debate issues (pros and cons) with implications for global health. The debates will be done using group collaborative resources; this presentation is due in Module Ten. The weekly modules will have prompts to encourage you to stay on track during the course.

Windshield Survey

A windshield survey is a valuable assessment tool that can assist the community health nurse in performing many facets of his or her job. This unique tool is used to collect objective and subjective data that can be used to provide a rapid overview of potential health and wellness issues faced by the city or town in which nurses work. This method is frequently used as a first-pass tool for defining key areas in need of primary, secondary, or tertiary intervention. Students will collect and analyze data, identifying two problems with which they will make one realistic, cost-effective, and evidenced-based intervention. This assignment is due in Module Eight.

WHO Analysis

This is an individual assignment that considers the international response to global health and the role of the World Health Organization. Students will address the following questions in their report:

- What are your overall thoughts on the guidelines?
- From a cursory reading of the guidelines, how well would these address and treat/cure/prevent the issue at hand?
- How current are the information technologies being discussed?
- How feasible are the guidelines on the whole? Speak to the feasibility of at least three specific guidelines.
- Does the cost of these guidelines seem appropriate, considering countries with the largest burdens' ability to pay?
- How politically acceptable do the guidelines seem? (only if applicable)
- Based on your understanding of the cultural issues with these diseases, how appropriate are these recommendations for the target population?
- Taking all these questions into consideration, analyze how well these guidelines act as a guideline for global health.

Book Clubs

Students will form Book Clubs to read and discuss selected books. The purpose of the Book Club is to allow students time to discuss and critically appraise themes relevant to the book. Students will have the opportunity to select one of five books and I will assign groups according to book. Every other week, members will take turns to lead the discussion with guiding questions that will help students prepare for the book club presentations. During Module Six, the group will prepare a final presentation that provides a review of their book with a critical analysis of its most salient points. The group will select one member to record the voiceover PowerPoint in PowerPoint's voice recording tool. Students will focus their analysis of the book as related to culture as an essential dimension of health. Understanding culture from a social-ecological perspective is important to transcultural understanding and is critical to develop culturally appropriate care at both the individual and population level. The books selected allow the reader to view the influence of culture on shaping individual health beliefs and behaviors as well as the population health implications of cultural values and beliefs shaped by historical, political, and gender power differences. The presentations and documentation are due in Module Seven.

All students will receive a group grade on part of this assignment, based on the degree to which the presentation critically appraises the selected book. Students will also receive an individual grade on the other part of this assignment, based on the quality of the individual's analysis of group process and peer evaluation (It will not depend on how well the group worked together). Please refer to the Book Club Guidelines and Rubric document as well as the group process analysis form for more details about grading criteria. The links about groups and group dynamics are in the Resources for Nursing and Healthcare document.

Topical Outline by Module

1. Welcome to Global Health and Community
 - a. Introduction
 - b. Similarities and differences between community and global health
 - c. Assessing and measuring health
2. The Evidence in Community and Global Health
 - a. Epidemiology
 - b. Demographic and epidemiologic transition
 - c. Risk reduction frameworks applied to the three levels of prevention
 - d. Burden of health
3. Culture, Health, and Community
 - a. Medical anthropology (culture effect)
 - b. Theories of health and development
 - c. Cultural competence
 - d. Country ownership (interventions)
4. Systems and Functions of National and International Actors in Global and Community Health
 - a. National and international actors
 - b. Current policies (national and global)
 - c. MDGs and Healthy People 2020
5. Planning for Change
 - a. Influences and interventions
 - b. Health systems and health services
 - c. Funding public and global health
6. Poverty and Equity at the Community and Global Levels
 - a. Social determinants of health
 - b. Cost-effective analysis/expenditures
 - c. Poverty and equity

7. Risk Management at the Community and Global Levels

- a. Communicable and non-communicable disease
- b. Nutrition

8. Environmental Factors and Disaster Recovery at the Community and Global Levels

- a. Water, sanitation, and hygiene
- b. Injuries
- c. Emergency health

9. Children's and Women's Health

10. Professional Practice in Community and Global Health

- a. The nurse's role in global health
- b. Community mental health
- c. School health
- d. Occupational health

Module #	Module Title	Readings	CO	Evaluations
One	Welcome to Global Health and Community	Skolnik, pages xxvi–xxix Harkness & DeMarco, Chapters 1 and 2 American Nurses Association (2007), Standards of Public Health Nursing practice Fried et al. (2010)	1, 2	Icebreaker
			1, 2, 3	Discussion Reflection Journal Book Club Sign-Ups
Two	The Evidence in Community and Global Health	Skolnik, Chapter 2 Harkness & DeMarco, Chapters 4–7 CDC home page; explore two links Healthy People 2020; explore two links Graduate Additional Readings: Karar et al. (2009) Harvard University Library (2012)	1, 2, 4, 5	Discussion
			1, 2, 3	Book Club
Three	Culture, Health, and Community	Skolnik, Chapter 6 Harkness & DeMarco, Chapters 8–10 HHS: Office of Minority Health (2007) Ramin (2007) Sridhar (2009) Miller (2001)	1, 2, 4	Book Club
			1, 2, 4	Reflection Journal Optional: Web Safari

Four	Systems and Functions of National and International Actors in Global and Community Health	Skolnik, pages xxiii–xxv and Chapter 15 Harkness and DeMarco, Chapters 13, 17, and 19 Szlezak et al. (2010) WHO (2013) Millennium Development Goals (MDGs) Healthy People 2020 Graduate Additional Reading: Centers for Disease Control and Prevention, Diseases and Conditions	2, 5, 6, 8	Discussion Debate Group Activity Optional: Communication and Teaching Strategies for Health Promotion Activities Student Formative Evaluation
			4, 5	
Five	Planning for Change	Skolnik, Chapter 5 Kates et al. (2006) Battice (2010) Graduate Additional Readings: DeCapua (2012) Taykhman and Lutz (2011)	2, 4, 5, 6	Discussion Optional: USAID Book Club Windshield Survey (Begin) WHO Analysis Submission
			2, 3, 4	
Six	Poverty and Equity at the Community and Global Levels	Skolnik, Chapter 3 CDC (2012) Frist (2012) Dwyer (2010)	1, 3, 4, 7	Optional: Gapminder Optional: Rosling (2009) Reflection Journal Book Club
			1, 3, 5	
Seven	Risk Management at the Community and Global Levels	Skolnik, Chapters 8, 11, and 12 Center for Global Development (2004) Cash and Narasimhan (2000)	3, 4, 7	Book Club Presentations
			1, 3	

Eight	Environmental Factors and Disaster Recovery at the Community and Global Levels	Skolnik, Chapters 13 and 14 Bartram and Cairncross (2010) Brennan and Nandy (2001) Graduate Additional Readings: Krantz (2002)	1, 2, 4, 6	Discussion Windshield Survey
			1, 3	
Nine	Children's and Women's Health	Skolnik, Chapters 9 and 10 CGD (2004) Tate et al. (2010) Lester et al. (2010)	4, 5, 6, 7, 8	Reflection Journal
			1, 3, 5	
Ten	Professional Practice in Community and Global Health	Skolnik, Chapter 4, 16, and 18 Mason (2010) CGD (2004) Graduate Additional Readings: Mamlin et al. (2009) Caughley (2009) Kregg-Byers and Schlenk (2010)	1, 3, 4, 5, 6, 7, 8	Debate Presentations Reflection Journal
			1, 2, 3	

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Attendance Policy

Failure to participate during the first week of the course (12:00 a.m. Monday through 11:59 p.m. Sunday) will result in automatic withdrawal. Participation must include posting activity within the discussion forum in addition to any other assignment requirement listed in the syllabus. Students who do not participate during the first week forfeit their rights to be reinstated into the course.

While online education classes are asynchronous, they are not correspondence- or self-paced. Although only a portion of students' grades are tied to discussion, participation in discussion boards (unless otherwise indicated) is mandatory. Students are expected to participate in their Blackboard course at least two separate days per week throughout the term.

Extended absences, defined as failure to post into the Blackboard classroom for more than five days, must be coordinated with the instructor. Students who fail to coordinate any such absence with the instructor, or who fail to withdraw from the course in accordance with the COCE official drop and withdrawal policy, will receive the grade that corresponds to the points earned up to the day participation stopped.

All assignments must be submitted through the appropriate Blackboard tool by 11:59 PM Eastern Standard Time on the specified due date. Refer to the Assignment Guidelines and Rubrics folder for specific details on completing the assignments in this course.

Southern New Hampshire University Policies

More information about SNHU policies can be found at <https://my.snhu.edu/Academics/Pages/SyllabiStatements.aspx>.

Continuing Education Center Instructor Availability: All undergraduate Continuing Education instructors at all center locations (Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine) will be available to students for a minimum of four additional hours of face-to-face meeting time per term. This time is in addition to the required 20 hours of face-to-face time in hybrid classes and the required 40 hours of face-to-face time in lecture classes. How the additional meeting time is utilized is at the discretion of the instructor and may vary by course.

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. Students involved in such activities are subject to serious disciplinary action. Plagiarism is defined as the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment. Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations, or written assignments from any source not approved by the instructor. Understand that in taking this course, your assignments may be submitted to Turnitin.com or other plagiarism-detection services and reviewed for textual similarity suggestive of plagiarism. All submitted papers are subsequently included as source material in the Turnitin.com database for the purpose of detecting plagiarism in other submitted work.

Please review the Turnitin.com Usage Policy should you have any questions. For more about academic dishonesty, please refer to the undergraduate or graduate catalogs.

ADA/504 Compliance Statement: Southern New Hampshire University is committed to and concerned with meeting the needs of students challenged by physical, sensory, psychiatric and/or learning disabilities with regard to the Americans with Disabilities Act (ADA), as amended, and Section 504 of the 1973 Rehabilitation Act. At the beginning of each term, or as soon as you become aware of a disability, we encourage you to contact the Office of Disability Services to discuss accommodations for which you may be qualified.

For questions concerning support services, documentation guidelines, or general disability issues:

Office of Disability Services, Exeter Hall, Suite 59

Hyla Jaffe, Director

603.626.9100 ext. 2386

h.jaffe@snhu.edu

For questions concerning disability-related compliance matters, grievance, or legal issues:

Ms. Jet Goldberg, ADA/504 Compliance Officer

Director of Wellness Center

603-645-9679

j.goldberg@snhu.edu

Technical Support: Support for Blackboard or other technology issues via phone, chat, and online form submission is available from the SNHU Technology Help Desk at <http://www.snhu.edu/techsupport> including 1.855.877.9919. Technical support is available 24/7.

Academic Assistance: Online students enrolled in undergraduate courses in the areas of math, writing, accounting, and statistics will have access to Smarthinking online tutoring:

<https://my.snhu.edu/offices/COCE/Tutoring/Pages/default.aspx>.

Library Resources Statement: In addition to the intellectual resources available onsite and online, <https://my.snhu.edu/Academics/Library/Pages/default.aspx>, Shapiro Library makes available group and one-on-one instruction in information literacy, enabling students to define and articulate what knowledge-based resources are relevant to their research interests. Library staff are available to assist students in effectively and efficiently accessing information from credible sources, to compare new knowledge with prior beliefs, and to consider the related ethical, legal, and socioeconomic issues that are inherent in scholarly investigation.

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. The SNHU Copyright Policy can be accessed from the Shapiro Library's Copyright LibGuide at <http://libguides.snhu.edu/content.php?pid=5411>. Questions regarding copyright may be addressed to the Dean of the University Library.

SNHU College of Online and Continuing Education Withdrawal Policy

<https://www.snhu.edu/648.asp>

SNHU College of Online and Continuing Education Guide to Student Success

<https://my.snhu.edu/Resources/StudentHandbooks/Pages/default.aspx>

More information about SNHU policies can be found at

<https://my.snhu.edu/Academics/Pages/SyllabiStatements.aspx>

Blackboard Course Tools/Areas Overview

Your course will be delivered through Blackboard. Below are the most often used Blackboard tools and areas.

Tool/Area	Description	You Should...
Announcements	This area is used to post day-to-day course details such as the status of or directions for assignments.	Check the announcements on a regular basis, at least several times each week.
Start Here	This area contains information about the course to get you started. It contains the course syllabus, expectations for students and faculty, a document of Resources for Nursing and Healthcare Professions, a link about navigating in Blackboard 9 and a request to acknowledge that you have read the contents in this area	Download the syllabus for future reference (recommended). It is detailed and provides an overview of the course. Respond that you acknowledged the content of this area. The remainder of the course will not become available until after you complete this step.
Course Information	The Technical support links, Student Handbook, and advising information can be found here.	Check this area at the start of the class.
Research/Writing	SNHU library and research information can be found here.	Check this area for links and information on different library-related resources and to get help with your writing assignments.
Assignments	The assignment descriptions and rubrics are available in this area. Listing the assignments all together allows you to anticipate the work that is required for the course. The actual links to submit your assignments are contained in the corresponding module they are due. The modules are released week-by-week, and you cannot view the assignments directions there until the module is open.	Plan to use this area as a reference. The assignment descriptions are also detailed in the syllabus and in the module they are due. However, the grading rubrics are attached to the assignments here and provide grade-point delineations for your grades.

Course Questions (Discussion Board)	This area is used for students to post questions about the course and/or content. The instructor will monitor at least daily, 6 days a week. Students may also provide answers.	Use this discussion thread to find answers to questions and to post general questions about the course. (For personal communication, email your instructor).
Discussion Board	This is one of the areas for discussion and collaboration in the class.	Participate and contribute on a regular basis if your course includes discussions.
Communication *Course Tools	The primary communication tool areas are discussion forums and small group areas (if there is group work in your course).	Limit the use of email for comments and questions of a personal or sensitive nature. All course-related questions should be posted on the discussion board.
Learning Modules	This area contains course content, including lectures, readings, resources, and assignments. This area also contains a checklist summary for the module.	Check this area at the start of each module and throughout the module week to review course materials. Progress through the module item-by-item
My Grades	Assignment grades are located in this area.	Check this area to find out your grades for your course assignments.
Tegrity	If you have a course project that involves recording a video, you may see this tab. Courses without a video project will not see it.	Only if you have a project that uses this tool, use the tutorial (Help link) to learn how to use it.
My Instructor	Instructor information is located in this area.	Check this area to find out about your instructor's background and contact information.