



## Undergraduate Course Syllabus

### **NUR 410: Community and Global Health**

Center: Online

Credits: 6

#### **Course Prerequisites**

Must be enrolled in Nursing program

#### **Course Description**

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.

#### **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

#### **Course Outcomes**

- Analyze the interaction between culture, ethnicity, socioeconomic backgrounds, and the environment for its effect on the health of individuals, families, and groups at community and global levels.
- Utilize empirical and theoretical research in supporting application of the nursing process to diverse individuals, families, and aggregates within local communities and global societies.
- Employ methods of measuring health outcomes for improving design and delivery of health promotion services in community settings.
- Analyze the globalization of society for its effects on local and international health organizations and community and global health.
- Analyzing the similarities, differences, and effectiveness of national and international health care systems.
- Assess the role of the nurse in health promotion and health restoration of community and global populations.
- Assess the use of primary, secondary, and tertiary levels for its importance prevention and their importance in improving community/public and global health.

## 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*. Philadelphia (2<sup>nd</sup> Ed.) PA: Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN: 978-1-4511-9131-8

Skolnik, R. (2016). *Global health 101* (3<sup>rd</sup> 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	4	4
Discussions	2	5	10
Reflection Journals	2	5	10
Scholarly Article Summary	1	8	8
Windshield Survey	1	15	15
Quizzes	2	13	26
Debate Group Project			
Final PPT Presentation	1	15	15
Peer Evaluation	1	5	5
Group Process Evaluation	1	7	7
		<b>Total Course Points:</b>	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

<b>Grade</b>	<b>Numerical Equivalent</b>	<i>Total Points. 100</i>	
		<b>Points</b>	<b>Points Equivalent</b>
			<i>Lower Upper</i>
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.

<b>Module</b>	<b>Topics and Assignments</b>
1	<p>Welcome to Community and Global Health</p> <p>Skolnik (2016), <i>Global Health 101</i>, Chapter 1</p> <p>Harkness &amp; DeMarco (2016), <i>Community and Public Health Nursing</i>, Chapters 1 and 2</p> <p>1-1 Getting Started</p> <p>1-2 Reflection Journal: Defining Community and Global Health</p>

2	<p>The Evidence in Community and Global Health</p> <p>Skolnik (2016), <i>Global Health 101</i>, Chapter 2</p> <p>Harkness &amp; DeMarco (2016), <i>Community and Public Health Nursing</i>, Chapters 3, 4, 5, 6, and 14</p> <p>2-1 Discussion: Think Like an Epidemiologist</p> <p>2-2 Debate Group Project: Introduction</p>
3	<p>Culture, Health, and Community</p> <p>Skolnik (2016), <i>Global Health 101</i>, Chapter 6</p> <p>Harkness &amp; DeMarco (2016), <i>Community and Public Health Nursing</i>, Chapters 7, 8, 10, and 11</p> <p>3-1 Scholarly Article Summary Paper: Begin Work</p> <p>3-2 Web Safari: Community/Public Health</p>
4	<p>Systems and Functions of National and International Actors in Global and Community Health</p> <p>Skolnik (2016), <i>Global Health 101</i>, Chapter 16</p> <p>Harkness &amp; DeMarco (2016), <i>Community and Public Health Nursing</i>, Chapter 21</p> <p>4-1 Discussion: SDGs Versus Healthy People 2020</p> <p>4-2 Scholarly Article Summary Paper: Continue Work</p> <p>4-3 Debate Group Project: Continue Work</p> <p>4-4 Communication and Teaching Strategies: Health Promotion Activities: A True “Challenge” in the Community</p>
5	<p>Planning for Change</p> <p>Skolnik (2016), <i>Global Health 101</i>, Chapter 5</p> <p>Harkness &amp; DeMarco (2016), <i>Community and Public Health Nursing</i>, Chapters 9, 12, and 13</p> <p>5-1 Quiz: Harkness &amp; DeMarco Chapters 1–10</p> <p>5-2 Scholarly Article Summary Paper: Continue Work</p> <p>5-3 Windshield Survey Assignment: Begin Work</p> <p>5-4 Debate Group Project: Continue Work</p> <p>5-5 USAID Global Health Learning</p>
6	<p>Poverty and Equity at the Community and Global Levels</p> <p>Skolnik (2016), <i>Global Health 101</i>, Chapter 3</p> <p>Harkness &amp; DeMarco (2016), <i>Community and Public Health Nursing</i>, Chapters 18 and 19</p> <p>6-1 Scholarly Article Summary Paper: Submit</p> <p>6-2 Gapminder: Data Aggregator</p> <p>6-3 Video: Rosling (2009), Let My Dataset Change Your Mindset</p> <p>6-4 Debate Group Project: Continue Work</p>
7	<p>Risk Management at the Community and Global Levels</p> <p>Skolnik (2016), <i>Global Health 101</i>, Chapters 8, 12, and 13</p> <p>Harkness &amp; DeMarco (2016), <i>Community and Public Health Nursing</i>, Chapter 9, 12, and 13</p> <p>7-1 Debate Group Project: Continue Work</p>

8	Environmental Factors and Disaster Recovery at the Community and Global Levels Skolnik (2016), <i>Global Health 101</i> , Chapters 14 and 15 Harkness & DeMarco (2016), <i>Community and Public Health Nursing</i> , 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), <i>Global Health 101</i> , Chapters 9 and 10 Harkness & DeMarco (2016), <i>Community and Public Health Nursing</i> , 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), <i>Global Health 101</i> , Chapters 4, 17, and 19 Harkness & DeMarco (2016), <i>Community and Public Health Nursing</i> , Chapters 23 and 25 10-1 Reflection Journal: Incorporating Community/Public and Global Health Into Practice 10-2 Quiz: Harkness & DeMarco Chapters 11–19

### **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](mailto: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](mailto: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](mailto:assessmentcalibration@snhu.edu). See [this document](#) for more information.