



Undergraduate/Graduate Course Syllabus

NUR410/IHP505: Community and Global Health/Global Health and Diversity

Center: Online

Duration: 11 Weeks

6 Credits

Course Prerequisites

Admission into the Graduate MSN or MSM Programs

Instructor

Refer to the **My Instructor** link in Blackboard for your instructor's contact information and office hours.

Course Description

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

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 **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 **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

- Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family, and community values
- 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
- Integrate leadership and critical thinking skills in advocating for the improvement of community health care systems and global communities' health
- Analyze the interaction between environment and the health of individuals, families, groups, and communities
- Analyze the impact of the globalization of society on global health
- Evaluate the effectiveness of national and international health care systems
- Describe the role of the nurse in health promotion and health restoration of global populations
- Understand the impact of international health organizations on global health

Graduate Course Objectives

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

Required Materials

Global Health 101

Richard Skolnik

American Public Health/Jones & Bartlett

2nd Edition

2012

ISBN 978-0-7637-9751-5

Community and Public Health Nursing: Evidence for Practice

Harkness and DeMarco

Wolters Kluwer Health/Lippincott Williams & Wilkins

2012

ISBN 978-0-7817-5851-2

Publication Manual of the American Psychological Association

2nd printing of 6th edition

2010

ISBN-13-978-0-8036-2045-2

Methods of Evaluation

Assignments	Total Points
Discussions (5 discussions at 4 points each)	20 points
Debate (1 at 20 points)	20 points
Debate Group Process (1 at 5 points)	5 points
Group Book Report and Participation in the Book Club (1 at 10 points)	10 points
Windshield Survey (1 at 10 points)	10 points
WHO Guidelines (1 at 15 points)	15 points
Self Reflections (10 at 2 points each)	20 points
	Total Course Points: 100

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 brief 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 Assignment Guidelines 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. All assignments are due by 11:59 p.m. EST on Sunday evening.

Brief Description of Assignments

Discussion Posts

We believe that each student comes to learning environment with his or her own experiences, culture, and learning. Students are both a resource and a learner. In the **discussion** threads, we ask students to bridge the concepts learned in class to real-world experiences. The goal of the discussion threads is to increase your expertise with articulating your thoughts, increasing your credibility through the use of citations from the literature, and hone your skills with discourse. In this course, you will complete five discussion threads.

Reflection Journal

In the RN-BSN program, reflecting 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. Each week, you will have a graded assignment to reflect on the learning activities of the week. You will complete an entry into your Reflection Journal according to the weekly instructions. Please review the Journal Rubric for how you will be evaluated on your journal entries.

Debate

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 pro and con issues with implications for global health. The debates will be done using Adobe Connect; practice time and tutorials on how to use the software will be provided to you as we get closer to presenting the debates. This presentation is due in Module Ten.

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 Guidelines

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 three books and will be placed in 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 voice-over Powerpoint in Tegrity (video recording tool). The presentation and documentation are due in Module Seven.

Undergraduate Students

Undergraduate 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.

Graduate Students

Graduate students should reflect on the selected book in relation to the role of environment, economics, human security, and global governance in the context of health as their focus of analysis.

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).

University Grading System

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
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

UC-COCE Graduate 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
C+	77-79	2.33
C	73-76	2.00
F	0-72	1.67

*Incomplete and Incomplete/Failure: Any student requesting an "I" grade must complete see the Nursing Handbook.

Topical Outline by Module

- 1. Welcome to Global Health and Community**
- 2. The Evidence in Community of Global Health**
- 3. Culture, Health, and Community**
- 4. Systems and Functions of National and International Actors in Global and Community Health**
- 5. Planning for Change**
- 6. Poverty and Equity at the Community and Global Levels**
- 7. Risk Management at the Community and Global Level**
- 8. Environmental Factors and Disaster Recovery**
- 9. Children and Women's Health**
- 10. Professional Practice in Community and Global Health**
- 11. Ethics and the Future Agenda/Geriatrics and Elderly Populations**

Module #	Module Title	Readings	CO #	Evaluations
One	Welcome to Global Health and Community	Undergraduate: Skolnik, pages xxvi–xxix Harkness & DeMarco, Chapters 1 and 2	1,2	Discussion: Icebreaker Discussion
		Graduate: Skolnik, pages xxvi–xxix Harkness & DeMarco, Chapters 1 and 2	1,2,3	Reflection Journal Book Club Sign Ups
Two	The Evidence in Community and Global Health	Undergraduate: Harkness & DeMarco, Chapters 4–7 Skolnik, Chapter 2	1,2,4, 5	Discussion Book Club
		Graduate: Harkness & DeMarco, Chapters 4–7 Skolnik, Chapter 2	1,2,3	Reflection
Three	Culture, Health, and Community	Undergraduate: Harkness & DeMarco, Chapters 8–10 Skolnik, Chapter 6	1,2,4	Discussion Book Club
		Graduate: Harkness & DeMarco, Chapters 8–10 Skolnik, Chapter 6	1,2,3	Reflection Optional: Web Safari
Four	Systems and Functions of National and	Undergraduate:	2,5,6,	Discussion

	International Actors in Global and Community Health	Skolnik, pages xxiii–xxv and Chapter 15 Harkness and DeMarco, Chapters 13, 17, and 19	8	Optional: Communication and Teaching Strategies for Health Promotion Activities Formative evaluation
		Graduate: Skolnik, pages xxiii–xxv and Chapter 15 Harkness and DeMarco, Chapters 13, 17, and 19	4,5	
Five	Planning for Change	Undergraduate: Skolnik, Chapter 5 Kates, et al. (2006)	2,4,5, 6	Discussion Optional: USAID
		Graduate: Skolnik, Chapter 5 Kates, et al. (2006)	2,3,4	Book Club WHO Guideline Analysis Reflection
Six	Poverty and Equity at the Community and Global Levels	Undergraduate: Skolnik, Chapter 3	1,3,4, 7	Reflection Optional:
		Graduate: Skolnik, Chapter 3	1,3,5	Gapminder

Seven	Risk Management at the Community and Global Level	Undergraduate: Skolnik, Chapters 8, 11, and 12	3,4,7	Book Club: Presentations
		Graduate: Skolnik, Chapters 8, 11, and 12	1,3	Reflection
Eight	Environmental Factors and Disaster Recovery at the Community and Global Levels	Undergraduate: Skolnik, Chapters 11 and 14	1,2,4, 6	Discussion Windshield Survey
		Graduate: Skolnik, Chapters 11 and 14	1,3	Reflection
Nine	Children and Women's Health	Undergraduate: Skolnik, Chapters 9 and 10	4,5,6, 7,8	Reflection
		Graduate: Skolnik, Chapters 9 and 10	1,3,5	
Ten	Professional Practice in Community and Global Health	Undergraduate: Skolnik, Chapter 18	1,3,4, 5,6,7, 8	Debates Presentations Reflection
		Graduate: Skolnik, Chapter 18	1,2,3	
Eleven	Wrapping Up	Undergraduate: Skolnik, Chapters 4 and 16	1,8	Discussion
		Graduate: Skolnik, Chapters 4 and 16	1,2,3, 4	Final Reflection Paper



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

Instructor Availability and Response Time

Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases your instructor will generally provide a response within 24 hours.

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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 nursing policies can be found at
http://www.snhu.edu/files/pdfs/NSG_Student_Handbook.pdf

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) 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

<p>603.668.2211 ext.2386 h.jaffe@snhu.edu</p> <p>For questions concerning disability-related compliance matters, grievance, or legal issues:</p> <p>Ms. Jet Goldberg, ADA/504 Compliance Officer Director of Wellness Center 603-645-9679 j.goldberg@snhu.edu</p>
<p>Technical Support: Support for technology and Blackboard software issues can be found at http://www.snhu.edu/techsupport or by dialing SNHU 24/7 Live Support at 1-877-708-2909.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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>

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 and discussions.	Check the announcements on a regular basis, at least several times each week.

Course Information	The course syllabus, assignment guidelines and rubrics, technical support, Student Handbook, and advising information can be found here.	Check this area at the start of the class. It is recommended that the syllabus be downloaded for future reference.
Learning Modules	This area contains course content, including lectures, readings, resources, and assignments. This area may also contain a checklist summary of assignments for the module.	Check this area at the start of each module and throughout the module week to review course materials.
Discussion Board	This is one of the primary areas for discussion and collaboration in the class.	Participate and contribute on a regular basis. Refer to the Attendance Policy section for information.
Research/Writing	SNHU library and research information can be found here.	Check this area for links and information on different library-related resources.
My Instructor	Instructor information is located in this area.	Check this area to find out about your instructor's background and contact information.
My Grades	Assignment grades are located in this area.	Check this area to find out your grades for your course assignments.
Communication	The primary communication tool areas for the course are discussion forums and small group areas.	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 boards.