Academic Unit: School of Nursing

Course Prefix: NUR 427

Course Title: Public Health Nursing

Term Offered: Fall and Spring

Credit Hours/Clock Hours: 3 credits/45 Clock Hours

Course Prerequisite: NUR 440

Corequisite: NUR 427L

Mode of Instruction: online Blackboard Learn

Instructor Name:

Instructor Contact Information:

Instructor Availability:

Course Description: This course provides a foundation for developing and implementing public health promotion and disease prevention strategies for populations and communities within the context of a global society.

Course Purpose: As a final course in the BSN curriculum, students synthesize public health theory, research evidence and nursing practice to improve health for diverse populations in a global community. The role of the public health nurse as advocate for social justice and health equity is explored. Key concepts in public health sciences such as epidemiology are applied and population level data are analyzed to propose health promotion and risk reduction strategies. Knowledge from previous courses is integrated to improve the health of populations through prevention.
Student Learning Outcomes:
Upon successful completion of theory and clinical components of the course, individual students will be prepared to demonstrate the following competencies:

Clinical Practice and Prevention
- Synthesizes public health theory, research methodologies, and research-based evidence in the direct and indirect delivery of care within professional public health practice.
- Utilizes effective patient teaching and evaluation of learning into public health practice.

Communication
- Incorporates effective communication in professional public health practice.

Critical Reasoning
- Analyzes the complexities of providing care in the current public health care delivery system.

Global Health
- Analyzes global and societal public health trends for health promotion, risk reduction and disease prevention.
- Critiques the impact of health and social policy on global, national and state communities and the profession of public health nursing.
- Evaluates scientific evidence in environmental health to promote risk and exposure reduction strategies for healthy communities.

Leadership
- Integrates established principles of management and leadership into professional public health practice.

Professionalism and Professional Values
- Incorporates ethical and legal principles and professional standards in public health practice.
- Compares and contrasts the public health care delivery system and values in the US with systems in other countries.
- Integrates empathy and therapeutic use of self in professional public health practice.
- Incorporates cultural competency into professional public health practice in diverse settings.

Course Structure/Approach:
Varied instructional methods are used to support and enhance student learning and achieve student learning outcomes. Methods include, but are not limited to:
- Textbook and readings from current literature
- Class online discussions
• Multimedia activities
• Written assignments
• Community interaction

Textbook and Materials

Required:

Course Outline:

**Week 1: Population Centered Health Care**
• Topic 1: Introduction; Population- focused Practice & Historical Perspectives
• Topic 2: Public Health System

**Week 2: Public Health Nursing**
• Topic 3: Public Health Nursing at National, State & Local Levels
• Topic 4: Community as Partner

**Week 3: Issues and Approaches in Population Centered Nursing**
• Topic 5: Public Health Nursing in Rural and Urban Environments
• Topic 6: Cultural Diversity in the community; Vulnerable Populations

**Week 4: Conceptual and Scientific Frameworks**
• Topic 7: Epidemiology
• Topic 8: Infectious Disease Prevention and Control

**Week 5: Conceptual and Scientific Frameworks, cont.**
• Topic 9: Environmental Health
• Topic 10: Disaster Management

**Week 6: Health Promotion and Health Protection**
• Topic 11: Chronic Disease Prevention
• Topic 12: Global Health and NonCommunicable Disease

**Week 7: Influences on Health Care delivery**
• Topic 13: Economics of Health Care Delivery
• Topic 14: Public Health Policy

Students may work in advance to complete assignments; there are no assigned discussions that require interaction with classmates. Quizzes are open for the course duration. The highest score of 2 attempts is recorded.
Assessment of Student Learning Outcomes:
Individual student performance will be assessed from the following course assignments and points:

Graded assignments: Theory Possible Points
Discussions & activities (11) 70
Quizzes (6) 30
Total Points 100

Grades are calculated using the standard NAU School of Nursing grade scale as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>84-92</td>
</tr>
<tr>
<td>C</td>
<td>78-83</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 78 (failure)</td>
</tr>
</tbody>
</table>

Note: Partial points are awarded. There is no rounding. Students earning a final grade of less than 78% for the course will be required to repeat the course in order to successfully complete degree requirements.

If a student’s performance does not meet criteria for passing at any time during the semester, the instructor will advise the student and schedule a meeting to develop a plan for improvement. An academic advisement form will be initiated outlining the required performance plan for success in meeting course outcomes. A copy will be sent to the advisor and placed in the student’s file. Successful achievement of all criteria in a learning improvement contract is required to pass the course.

Grade Criteria for Discussions:
Score of 5: Meets all criteria
1. All questions thoroughly addressed.
2. There is evidence of application of assigned readings with substantive discussion.
3. New insights and information, application to practice contributes to discussion.
4. Main points are supported with evidence based research and reliable sources.
5. Sources cited as indicated in assignment.

Score of 4.0- 4.5: Satisfactory
1. Most questions answered; one is not substantive
2. Minor APA style or grammatical errors
3. Sources omitted or not evidence based
**Score of 3.0 – 3.5: Satisfactory**
1. Response to questions incomplete.
2. Inaccurate content in discussion
3. 30% - 50 % restatements or quotes

**Score of 2.0 - 2.5: Needs Improvement**
1. Several answers omitted or responses not substantive
2. Evidence not provided
3. No new information or mostly inaccurate information
4. Multiple grammatical errors; disrupts flow of paragraph

**Score of 1.0- 1.5: Needs improvement**
1. Minimal content, most questions not answered or not relevant
2. Significant errors in writing
3. Mostly quotes, restatements

**Score of 0: Does not meet minimum standards**
1. Student fails to address questions and assigned topic
2. 100% copied content /quotations
3. Quality of writing is unacceptable for college level

**Quality of discussions:**
A substantive discussion will meet one or more of following criteria:
   a. accurate and complete answers to all questions; examples included when required
   b. state a position to include support for or against
   c. present a similar case and apply to current practice
   d. present current research findings on topic; share a useful resource
   e. problem solve with evidence based resources

**Important note about sources:**
As senior nursing students you are expected to identify, appraise and utilize valid, reliable professional sources that reflect a standard of scholarship. Wikipedia and many other online web sources do not meet this standard. Tips: look for “about us” tabs on web site pages, then determine if there are credentialed experts that review accuracy of web site content. Review accuracy of BLOG information. Check for country location of web site - content from other countries may not apply to US. Then check for the “last updated” date, usually at bottom of page-we want current content for health materials. Always choose professional sources for research references. Many sites have a professional section tab that is most appropriate for our purposes.

**Final word:** Wikipedia as a source for any assignment will result in zero credit. Using other clearly unreliable sources will result in point deductions as well.
Course Policies

The syllabus is subject to change with advanced written notice to students

Students are expected to complete individual assignments by individual effort, cite each reference source and give the proper credit for an idea, quotation, or finding.

Assignment due dates:

Assigned work is expected to be submitted on the due dates specified in the course calendar or syllabus. Alternate due dates may be arranged in extenuating circumstances but this must be approved prior to the due date (except in emergency situations). Written health provider excuses may be requested when illness or activity restrictions require adjustments in due dates for medical reasons. Point deductions for late submissions will be applied to Theory assignments and Practicum assignments; 1 point deducted for late post within 24 hours after due date. Late posts are not accepted beyond this time frame.

Communication:

Please check email every 48 hours for important notices. Faculty will respond to emails within 48 hours for time sensitive content. If technical difficulties occur with home/office computers and you are unable to submit assignments in Blackboard by due date/time, email the instructor immediately or late point deductions may apply. Adjustments in due dates are made for Blackboard outages.

Withdrawal Policy:

Withdrawal from the course for any reason will be the responsibility of the student. See the school calendar or check with registrar for dates and criteria.

Policy on Plagiarism and Cheating:

Standards for plagiarism as set forth in the NAU Academic Dishonesty Policy and 6th edition of the Publication Manual of the American Psychological Association (APA); these will be strictly enforced. An additional reference on plagiarism: http://www.plagiarism.org/

Plagiarizing another’s work will result in failure of the course.

NAU Policy Statements

https://policy.nau.edu/policy/results.aspx?type=u