Academic Unit: School of Nursing
Course Prefix: NUR 441
Course Title: Health Policy and Public Health Nursing
Term Offered: Spring
Credit Hours/Clock Hours: 3 credits/ (45 clock hours)
Prerequisite: NUR 390W
Co-Requisite: NUR 335, NUR 339, NUR 408, NUR 450C
Mode of Instruction: Online

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. Included is a concise introduction to the basic structure and operations of the United States health care system.

Course Purpose:
As a final course in the accelerated curriculum, students synthesize public health theory and 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, and students develop a primary prevention project. Health and demographic data are examined as well as social determinants of health. 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 completion of the course, the successful student:

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

Global Health
- Critiques the impact of health and social policy on global, national and state communities and the profession of public health nursing.

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.

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 and standards 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.
Course Structure/Approach:
The course is entirely online and asynchronous in Blackboard Learn. 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
- Web-based activities, media
- Written assignments

Textbook and Materials:

Required:


Course Outline:

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

**Week 2: Perspectives in Public Health.**
- 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 and 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
Assessment of Student Learning Outcomes:
Individual student performance will be assessed from the following course assignments and points:

**Graded assignments:** Possible Points
Discussions & activities (7 weeks) 70
Quizzes 30
**Total Points** 100

Grading System:
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>
</thead>
<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>
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</tbody>
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*Note: Partial points are awarded. There is no rounding. Students must earn a minimum final grade of 78% or higher to pass the course.*

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.

Course Policies

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

**Communication:** 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 a message in Blackboard discussions by due date and time, email the teacher immediately. Otherwise, late point deductions apply. Adjustments in due dates are made for Blackboard outages.

**Retests/makeup test:** There are no tests in this course. Assignment due dates: Assigned work is 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; discussions will have 1 point deducted for late post within assigned week and 50% point deduction for late post within 1 day after discussion closes.

**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. You may want to examine the website: [http://www.plagiarism.org/](http://www.plagiarism.org/)

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

**NAU Policy Statements**
[http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html](http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html)


**Additional Expectations:**
A very high ethical standard for individual and group behavior is expected of each student. Confidentiality of sources is to be protected from public scrutiny. Honesty and truth-telling regarding data collected and analyzed is essential for all communication. Justice and fairness are required in group work as well as with members of the public and with faculty. The American Nurses Association Code of Ethics and the Social Policy Statement provide basic guidance for students.

Students are expected to complete individual assignments by individual effort. Group assignments are clearly indicated as such and students are expected to participate fully and equitably with classmates. It is understood that in developing any course assignments, the student cites each reference source and gives the proper credit for an idea, quotation, or finding. Failure to follow these guidelines, including the citation of the source of referenced material, is unprofessional and violates the code of conduct for professional student behavior. Disciplinary action will be at the discretion of the professor, following University guidelines.

**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: Fail
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 questions with examples
   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 pages, then determine if there are credentialed experts that review accuracy of web content. Do not use BLOG information. Check for country location of web site - some content from other countries will 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; lay public material is acceptable for patient education tools from sites such as MayoClinic.com 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.