Academic Unit: School of Nursing

Course Prefix: NUR 560:

Course Title: Rural Theory and Health Policy

Credit Hours/Clock Hours: 3 Credit Hours/45 Contact hours

Term Offered: Summer, Fall, and Spring

Course Pre or Co-requisites: Admission to the Nursing graduate program or non-degree seeking

Mode of Instruction: In-person Lecture

Instructor Name:

Instructor Contact Information:

Instructor Availability:

Catalog and Course Description:

Focuses on the unique characteristics and needs of rural community and related proposed plans for addressing key issues within a collaborative partnership model. Current health care policy and team leadership are emphasized.

Course Purpose: Rural health is a central component of the nursing master degree at Northern Arizona University. The purpose of this course is to analyze the impact of health policy on rural health and propose a strategic plan for health-related issues as a collaborative effort with the community. Strategies for developing successful collaboration through shared leadership is featured. A team-based rural community project pulls together the key aspects of the course.
**Student Learning Outcomes:**

The successful student will be prepared to meet the following *Essentials*:

**Clinical Practice and Prevention**

1. Within a collaborative partnership, design and plan culturally responsive strategies in the delivery of clinical prevention and health promotion services for a rural community (three-part rural community project)

**Communication**

2. Collaborate and lead teams or partnerships in effective working relationships focused on the health needs of rural communities.(three-part rural community project & analysis of team development and effectiveness paper)

**Critical Reasoning**

3. Utilize change and other self-selected theories to address the unique characteristics and health needs of rural communities to develop, prioritize and plan prioritized community interventions (three-part rural community project)

**Global Health**

4. Address health equity and social justice to reduce health disparities for rural or at risk communities-*diversity education* (three-part rural community project)

5. Assume collaborative leadership in planning, implementing and evaluating culturally reinforcing health care services in rural or at risk communities (*diversity education*) (three part rural community project)

**Leadership**

6. Analyze current health care policies in relation to underlying assumptions and the impact on individuals, families and health care providers ( topical conversation with group team assignment)

**Professionalism and Professional Values**

7. Analyze ethical dilemmas that are created by health and social policy decisions.(topical assignment with group team assignment)

**Course Structure and Approach:**

This online course is organized around three inter-related components: Group process/team building/collaboration, a rural community project which features collaborative partnerships, and current health care policy and financing within the structure of health care in the USA. The
teaching strategies are ongoing group conversations (discourse) on assigned topics and small team collaboration as well as a rural community project with three submissions.

**Required Textbook**


**Recommended Book:** Lipson and Dibble, Eds. (2005). *Culture and Clinical Care.* School of Nursing, University of California, San Francisco Press. This book is a quick reference guide for many ethnic cultures written by nurses from those cultures. It includes health and illness beliefs and practices and verbal and nonverbal communications as well as beliefs and practices with pregnancy and birth and death and dying.

**Course Content Outline:**

Module 1 (3 weeks) *Getting Started: Team Building and Theories*

Module 2 (4 weeks) *Rural Health: Concepts, Theory and Practice and*

Module 3 (3 weeks) *Health Care Policy*

Module 4 (4 weeks) *Health Care USA in Rural and At-Risk Communities*

**Assessment of Learning and Grading System:**

Passing grade is 84% or greater. If you receive less than 84% in a course, you must repeat the course in order to progress. The grade will be earned from the following:

Four Online Topical Conversations with Group Team Assignments*alternative portfolio paper*: 80 points total (20 points for each part)

Three Part Rural Community Project Paper: 60 points total (20 points for each part)

Analysis of Team Development and Effectiveness Paper *alternative portfolio paper*: 20 points

160 Total Points
Grades will be calculated using the School of Nursing grading system as follows:

A= 93-100 %  149-160
B= 84-92%  134-148
C= 78-83%  125-133* Not passing
F= <=78%  <125

School of Nursing Grading System Passing grade is 84% or greater. If you receive less than 84% in a course, you must repeat the course in order to progress. You can repeat only one required nursing course. See course repeat policy.

93-100% A  
84-92% B  
78-83% C  
Less than 78% F

Course Policies and Resources:

Communication:

Respectful listening and responding can be a challenge with online communications without the ability to see nonverbal behaviors. Take time to carefully word your responses. Plan to check for course messages and your discussion group's contributions regularly in order to be current about what is happening. Your instructor will also be actively in the course at least every other day unless designated differently for certain times. He/she will enter the discussion to provide clarity and direction as needed. Please share your questions and concerns as they arise.

Support Services for Graduate Students

Flagstaff Campus Writing Center: http://nau.edu/ssi/student-learning-centers/tutoring/  Phone: 928-523-6842. Students can make 2 appointments per week on two different days. Students with English as a second language challenges need to check with the "Master Schedule" when calling for an appointment for more intensive assistance. Location: University Union Field House.

NAU-Yuma Writing Center: https://yuma.nau.edu/WritingCenter.aspx?pageid=254  Contact Bernette for information about submitting documents online via BbLearn.

1. Tutors will work with you on any part of the writing process, from pre-writing to revising to working on theses and dissertations.
2. Our tutors will provide you with immediate, constructive responses and suggest strategies for improvement but will not rewrite or "correct" writing.
3. We are here to help you learn how to write better; however, we do not proofread for punctuation, spelling, and such.
Cline Library Resources: Kathee Rose is the resource librarian for the College of Health and Human Services. She can assist with searches. Her email address is: Kathryn.Rose@nau.edu. The Cline Library web site is http://library.nau.edu/

Bb Learn Technical Assistance: A toll free 24 hour phone line is open to students through the Student Technology Center. The number is 888-520-7215.

School of Nursing Graduate Student Handbook: http://nau.edu/CHHS/Nursing/Student-Resources/Advising/

Northern Arizona Policy Statements website: nau.edu/OCLDAA/_Forms/UCC/SyllabusPolicyStmts2-2014/

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation.

Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

ACADEMIC INTEGRITY
Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declaration that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times.

In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university’s academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy. The complete policy is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm