



NUR 440: Population Health

Student Syllabus

Course Description

This course addresses population focused health promotion and disease and injury prevention based on determinants of local, national, and global health, including lifestyle, environmental, cultural, and genetic factors. Population Health provides students with an overview of health and wellness regarding populations. It is designed to help students understand the importance of health promotion in populations, how policy and reform impacts populations, how the use of health education and marketing improves health and wellness, and trends for the future of population health.

Prerequisites: Declared Geneva College Nursing major, completed CCBC nursing program, NUR 330, and NUR 350.

Course Introduction

NUR 440 looks at case studies of successful implementations of population health interventions. Key themes of the course include assessing populations, continuum of care, eliminating health disparities, and behavior change. This course will challenge the student to think deeper about systems of care, behavior economics, and the business value of a healthy workforce.

Course Outcomes

Upon completion of this course, the learner will be able to:

1. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively.
2. Apply knowledge of social and cultural factors to the care of diverse populations.
3. Integrate evidence, clinical judgement, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
4. Advocate for high quality and safe patient care as a member of the interprofessional team.
5. Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations.
6. Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up through the lifespan.
7. Collaborate with others to develop an intervention plan that takes into account determinants of health and the prevention of illness, injury, disability, and premature death.
8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system as related to nursing practices.
9. Connect concepts with case studies that highlight real world applications.

10. Expand the nursing process and connect understanding of patient care for the individual to populations and society.
11. Identify vulnerable populations and strategize health promotion.

Course Texts

Nash, D. B., Fabius, R. J., Skoufalos, A., Clarke, J. L., & Horowitz, M. R. (2016). *Population health: Creating a culture of wellness* (2nd ed.). Jones & Bartlett Learning.

ISBN-13: 978-1284047929

ISBN-10: 128404792X

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

ISBN-13: 978-1433832161

ISBN-10: 143383216X

Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

Archiving of Online Courses

In order to provide the best service and to eliminate bandwidth bottlenecks, online courses will be removed from Moodle according to a scheduled archiving process. Students will have access in Moodle to courses taken during the current academic year and one previous academic year. Once a course is removed from Moodle, students will no longer have access to their coursework for the archived course. In preparation for the archiving of online courses, students are advised to save copies of their papers and other important coursework offline on a personal computer or other file storage location. Geneva College is not responsible for student files once a course has been archived offline.

Learning and Physical Disabilities Policy

Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive; ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to

put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided.

Accommodations for disabilities are available only as recommended by the SSC. For more details, visit Geneva's website, call 724-847-5005, or stop by the Student Success Center office. The SSC is located on the second floor of the Student Center. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC.

Geneva College also offers professional counseling services for students who are experiencing concerns with their overall mental health, either chronic or acute. These services are confidential and free of charge and are provided by Health and Counseling Services. Students can schedule an appointment through [MyGeneva](#) or by contacting Counseling Services at 724-847-4081.

The Grading System

The grading scale is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
A	93.00% - 100.00%	4.0	Excellent
A-	90.00% - 92.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	
C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	
D+	67.00% - 69.99%	1.3	
D	63.00% - 66.99%	1.0	Less than Satisfactory
D-	60.00% - 62.99%	0.7	
F	< 60.00%	0.0	No Credit Given

Policy on Academic Honesty

Because honesty is expected in all college relationships, any form of cheating on exams or any plagiarism in formal written work is punishable by failure in the course. Repeated violations may result in expulsion from the college. Please read the Academic Integrity Policy in the College Catalog.

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Integrity.

Students are encouraged to visit www.plagiarism.org in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

Turnitin Policy

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com.

Participation Policy

In the online environment, **participation is marked by the completion of an academic event in each session (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course. Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F, depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook ([Undergraduate](#) and [Graduate](#)).

Academic Grievance

For grievances related to grading and other course academic policies, the student should follow the published Academic Grievance Policy in the College Catalog.

Course Evaluation

Criteria	Points Breakdown	Points
Discussion Forums (8)	30 points each	240 points
Written Assignment (1) and Case Studies (2)	100 points each	300 points
Patient Safety Chart	One Submission	110 points
Health Promotion Program Proposal Part 1	One Submission	75 points
Health Promotion Program Proposal Part 2	One Submission	75 points
Final Health Promotion Program Proposal	One Submission	200 points
Total		1000 points

Assignment Descriptions

Discussion Forums

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.
- b. Part 2 – Respond back to your instructor's post. In addition, post a response to at least two of your fellow classmates' postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate MUST be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates' questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

Your posting and responses will be graded by your instructor.

Written Assignment and Case Studies

Throughout this course, students will complete one written assignment and two case studies that will require them to concisely respond to and apply some of the key course concepts. Specific instructions for completing these written assignments can be found in the course outline below.

- Session 2: Case Study 1
- Session 3: Eliminating Health Disparities Writing Assignment
- Session 6: Case Study 2

Each of these written assignments will be graded on content, style, and timeliness. They should adhere to all page length requirements and typical APA 7th edition style and formatting (double spacing, proper APA citations, etc.).

All written assignments are due by 11:55 pm (EST) Saturday of the designated session week.

Health Promotion Program Proposal

Throughout this course, students will complete the two-part "Health Promotion Program Proposal." In the proposal, students will develop a health promotion program designed to meet a health need of a vulnerable population in their potential concentration or community. This scholarly paper will address existing nursing knowledge related to population health promotion.

Part 1 of the proposal will identify a population health problem and apply literature supporting health promotion strategies.

Part 2 is a continuation of Health Promotion Program Proposal Part 1. This assignment is an opportunity to integrate instructor feedback from Part 1 and to expand on ideas. Part 2 will include key concepts of stakeholder buy-in. A draft of the proposal will be due in Session 7. It is expected that students will incorporate instructor feedback from this draft in their final proposal submission due in Session 8.

- Session 4: Health Promotion Program Proposal Part 1
- Session 7: Health Promotion Program Proposal Part 2
- Session 8: Final Health Promotion Program Proposal

Specific instructions for completing each of the Health Promotion Program Proposal parts can be found in the course outline below.

This project will be graded on content, style, and timeliness. Each submission should adhere to all page length requirements and typical APA 7th edition style and formatting (double spacing, proper APA in-text citations, etc.).

Each of the Health Promotion Program Proposal parts is due by 11:55 pm (EST) Saturday of the designated session week.

Patient Safety Chart

In Session 5, students will create a chart of patient safety and quality reimbursement program indicators. The chart will evaluate chosen indicators, identify the population impacted, highlight population disparities, and list outcomes and nursing interventions. Specific instructions for completing this assignment can be found in the course outline below.

This assignment will be graded on content, style, and timeliness. It should adhere to typical APA 7th edition style and formatting.

The Patient Safety Chart assignment is due by 11:55 pm (EST) Saturday Session 5.