WILMINGTON UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
COURSE OUTLINE & SCHEDULE OF ASSIGNMENTS

COURSE NUMBER: NUR 423
COURSE TITLE: GLOBAL HEALTH CARE
PREREQUISITES: ENG 310, NUR 303, NUR 313, NUR 323, NUR 333, NUR 343, NUR 363, NUR 413.
CURRENT AND UNENCUMBERED RN LICENSE ON FILE IN STUDENT’S CREDENTIALING PROFILE

IDEA ESSENTIAL ITEMS:
Learning fundamental principles, generalizations, or theories.

Learning to Apply Course Material (to improve thinking, problem solving,

IDEA IMPORTANT ITEMS:
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Developing skill in expressing myself orally or in writing.

Learning how to find and use resources for answering questions or solving problems.

I. TOPICAL OUTLINE

1. Objective: Differentiate community-as-client and population-focused care from individual and family-focused health.
   A. Elements in definition of community
      (1) Public vs. private interest
      (2) Bond between members
      (3) Human interaction
   B. Examples of communities
   C. Definition of community health
   D. Historical development of community health
   E. Influence of population diversity on population-focused care

2. Objective: Characterize the multi-dimensional community health nursing roles based on literature and research.
   A. Historical development of community health roles
   B. Definitions of community health nursing
   C. Standards of practice (ANA) for community health nursing, accountability issues
   D. Major differences between community health and hospital nursing practice
settings
E. Examples of community health nursing practice settings
   (1) School
   (2) Occupational/environmental
   (3) Hospice
   (4) Home health
   (5) Public health
F. Various role functions in community health nursing
   (1) Direct client care
   (2) Health education
   (3) Counseling, crisis resolution
   (4) Referral/resource
   (5) Care coordinator/case manager
   (6) Collaborator/team member
   (7) Case finding & reporting
   (8) Extended practice
   (9) Advocate
   (10) Research

3. Objective: Appraise the influence of a variety of global trends on community health nursing practice.
   A. Impact of population growth, migration, and distribution on community health nursing
   B. Technology, societal, economic, political, legislative, ethical, research, and cultural influences
   C. Impact of global health care systems

4. Objective: Integrate community health concepts into a systematic approach to community health care for aggregate populations.
   A. Role of community health in four levels of health care
      (1) Promotion
      (2) Prevention
      (3) Diagnosis and treatment
      (4) Rehabilitation
   B. Three levels of prevention (primary, secondary, tertiary)
   C. Levels and examples of community health organizations
      (1) Local, state, federal, international, including role, funding, responsibilities
      (2) Public vs. private
      (3) Official vs. voluntary
   D. Upstream thinking
   E. Epidemiological concepts
      (1) Compare/contrast nursing process, research process, epidemiologic method
      (2) Historical changes in focus of epidemiology
      (3) Concept of population-at-risk and rates
      (4) Major models
5. Objective: Evidence critical thinking skills in class discussion, written work, online assignments, and oral/visual/voice-enhanced presentations.
   A. Use community health terminology in communications
   B. Evidence analysis of contributory/supporting data with integration of community health concepts into discussions, projects, and papers
   C. Utilize appropriate informational resources

I. METHODOLOGY

A. Teaching Methods

Power Point Presentations; On-line activities; Videos; Discussion Board; Group Activities; Student Presentations

B. Evaluation Methods

Rubrics and grading criteria are provided for all assignments. Please read the rubrics and the grading criteria before completing the assignments. Following the assignment criteria will optimize your efforts toward successful course completion.

Student Seminar (Objectives 1-5) 30%

This seminar asks students to explore in-depth a current global health issue, develop a seminar product, and facilitate classmate discussion about the issue. Specific guidelines will be provided by the course faculty. Must obtain faculty approval for seminar topic.

Seminar Peer Review (Objectives 1-5) 5%

Seminar group members will provide input on each individual’s contribution to the project. Faculty will provide further instructions.

Migrant and Environmental Case Study (Objectives 1-5) 15%

This case study addresses rural/urban, environmental, and emergency preparedness community and population health issues. Students will determine needs, interventions, and relevant resources and services, including Healthy People 2020. Specific guidelines will be provided by the course faculty.

Review of Literature (Objectives 1-5) 30%

***This assignment is used for outcomes assessment and cannot be altered. Use of rubric required for grading. Faculty will submit copies of completed outcomes templates to the College’s Administrative Assistant.***

This term paper provides the opportunity to complete an in-depth exploration of a contemporary community population health issue. Students must orient their topic towards the area of community health in which they will be involved in NUR 433 (Global Health Care Practicum). Students then use their NUR 423 ROL to inform and support their NUR 433 practicum learning
experiences. Satisfactory completion of this paper demonstrates student integration of course material and appropriate utilization of informational resources. Faculty will provide further instructions.

**Participation** (Objective 5) 20%

Active involvement in class is integral to learning. It is expected that students will be able to participate fully in all class activities. A variety of small assignments and activities will be completed. Faculty will discuss these assignments in class/online.

**Please Note: A minimum grade of C- is required to pass this course.**

II. COURSE OUTLINE/SCHEDULE

NOTE: Discussion Board guidelines: unless otherwise noted, post your own post by Wednesday @ 11:59PM and post your responses by Sunday @ 11:59PM.

Please note any special directions for Discussion Boards to which you just have to post your choice or activity worksheet/exercise and do not have to respond to your classmates' posts.

As always, each student needs to submit timely work. Each student needs to consider that their classmates depend on the posts in order to complete thoughtful and timely responses.

Faculty expect you to carefully read and follow the Discussion Board rubric expectations and grading criteria. Your Discussion Board work “must” indicate thoughtful, scholarly, and well-informed responses. You enhance your work when you incorporate course readings, literature sources, and/or web sources to support your posts and responses to your classmates’ posts.

Faculty will return feedback comments with each Discussion Board grade. Faculty may not return a completed Discussion Board rubric with each Discussion Board grade (unless faculty note a student’s need to enhance their work for particular rubric criteria).

* The instructor reserves the right to change or add assignments as needed

II. COURSE POLICIES:

**College of Health Professions Attendance Policy:** Because class sessions are highly interactive, any student’s absence diminishes the quality of learning for everyone.

Students are expected to attend all in-class sessions and to log on and participate in all online sessions as the course format requires. Failure to do so may be considered an unexcused absence. Be apprised that faculty have the ability to monitor your access to Blackboard sessions. Please note that your weekly attendance is electronically tracked and is a criterion for your final course grade. Communication with your course faculty is essential.

**College of Health Professions Response Time Policy:**
Faculty will generally respond to all student communication within 24-48 hours unless a weekend or holiday. Please refer to your course faculty’s specific availability as noted within the course.

**Online Learning Considerations:**

Online learning courses are offered in a seven week format which is designed to move the motivated student through the nursing curriculum at an accelerated pace. A significant amount of the student learning is done via independent assignments and requires the use of the Internet and the Blackboard course learning management system.

Resources for Online Students, including Blackboard Technical Support, can be accessed at: [http://www.wilmu.edu/onlinelearning/dl_current.aspx](http://www.wilmu.edu/onlinelearning/dl_current.aspx)


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