

**Wilson School of Nursing**  
**Midwestern State University, College of Health Sciences and Human Services**  
**NURS 5123: Population Health in Graduate Nursing**  
**Spring 2022**

*Material contained in this document is for information purposes and is subject to change without prior notice*

**Faculty:**

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**Faculty & Staff Contact:**

Faculty and staff will respond to student emails, phone calls, etc. within a 24-hour period during routine business hours (Monday – Friday), and within 48-hours on the weekends (Saturday – Sunday).

**Pre-requisites:** Admission to MSN Program

**Credit Hours:** Three (3) credit hours (3-0)

**Course Description**

This course provides a general introduction to some of the key themes, topics, and current issues relevant to population health, with a focus on vulnerable populations across the globe. This course will explore family, group, and population dynamics from a variety of theoretical perspectives. A clinical practicum in the community setting provides an opportunity to develop theory-based population assessment, diagnoses, and plans relevant to advanced nursing practice.

**Course Objectives**

Upon successful completion of this course, the student should be able to:

<b>Objectives</b>	<b>AACN Essentials</b>	<b>NONPF Domains</b>
1. Analyze the historical evolution of theories focused on population health.	I.h	A.2; B.1; E.1
2. Apply selected theories in the assessment of vulnerable populations within developmental, cultural, ethical, legal, and economic contexts.	VIII.a IX.a,i	A.2,3; B.1; C.2,3; D.2,3; E.1,2; F.2,3
3. Operationalize theories in the promotion and protection of optimal levels of health in vulnerable populations.	I.a; IVa,d; VIII.a,c,e; IX.f,k	A.3; D.2; E.2; G.3; H.3; I.1,2; 3. a, b, c, e

4. Collaborate with faculty and peers for evaluative feedback related to interventions with vulnerable populations.	IV.a; V.c; VIII.d; IX.h,k	A.3,4; D.5; E.2; F.1; G.4; H.3; I.4.b
5. Develop strategies to promote and utilize inter-professional collaboration to enhance optimal health outcomes for vulnerable populations	IV.c; V.c; VII.d,f; VIII.b; IX. k, l	C.4; D.4; E.4; G.3
6. Synthesize theoretical concepts and principles in the formation of a personal conceptual framework and philosophy for care of vulnerable populations in advanced nursing practice.	VII.b,d,f	C.4; D.4; G.3

\* American Association of Colleges of Nursing, *Essentials of Master's Education in Nursing*

\*\* National Organization of Nurse Practitioner Faculties, *Nurse Practitioner Core Competencies*

### Learning Experiences:

1. Assigned Readings
2. Learning Modules and Activities
3. Community Snapshot
4. Family Assessment
5. Family Intervention
6. Discussions

### Grading Scale:

A	90-100
B	80-89
C	74-79*
D	65-73*
F	64 and below*

\* Refer to the Progression Policy in the MSU Graduate Catalog

### Evaluation:

The grade for the class will be based upon the following criteria:

Criteria	% Course Grade	Course Objective
Community Snapshot Assignment	15%	1
Family Assessment	20%	1, 2
Family Intervention	20%	3, 4, 5
Family Health Promotion Presentation	25%	1, 2, 3, 4, 5
Discussions (4)	20%	1, 4, 6
<b>Total</b>	<b>100%</b>	

### Required Textbooks:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> Ed.). Washington, DC: Author.

ISBN: 9781433832161

De Chesnay, M., & Anderson, B. A. (Eds). (2020). *Caring for the vulnerable: Perspectives in nursing theory, practice, and research* (5<sup>th</sup> ed.). Jones and Bartlett.

ISBN-13: 978-1284146813

Shajani, Z., & Snell, D. (2019). *Wright & Leahey's nurses and families: A guide to family assessment and intervention* (7<sup>th</sup> ed.). F.A. Davis.

ISBN-13: 978-0803669628

#### **Additional Resources:**

Behavior Risk Factor Surveillance Survey: <https://www.cdc.gov/brfss/brfssprevalence/>

City-Data.com: [www.city-data.com](http://www.city-data.com)

City Health Dashboard: <https://www.cityhealthdashboard.com/>

Community Resource Directory: <https://communityresources.trinity-health.org/>

County Health Rankings: <https://www.countyhealthrankings.org/>

Covid Act Now: [www.covidactnow.org](http://www.covidactnow.org)

Federal Interagency Forum on Child and Family Statistics: <https://www.childstats.gov/>

Healthy People 2030: <https://health.gov/healthypeople>

National Center for Health Statistics: <https://www.cdc.gov/nchs/fastats/default.htm>

Texas Health Steps: <http://txhealthsteps.com/>

The Community Guide: <https://www.thecommunityguide.org/guidecompass#/home>

U.S. Census Bureau: <https://www.census.gov/quickfacts/fact/table/US/PST045221>

U.S. Preventive Services Task Force: <https://www.uspreventiveservicestaskforce.org/uspstf/>

#### **Student Responsibilities and Class Requirements**

Students are accountable for policies regarding graduate nursing programs and completion of requirements for all graduate students as stated in the Graduate Catalog and Graduate Student Handbook. Students are responsible for making appointments with faculty concerning class assignments as necessary. This is an online class and students are expected to access the course via Desire2Learn on a regular basis for updates and information. All course requirements must be met in order to pass the course.

#### **Course Orientation**

The best way to get oriented to the course is to read the syllabus! In addition, each student should become familiar with the Desire2Learn layout, i.e. how to access the discussion board and submit assignments. If you have questions about the course content, please post your question in the Discussion Board on Desire2Learn under the topic of "Course Questions."

#### **Desire2Learn Based Readings and Content Modules**

The primary purpose of providing additional readings and learning exercises is to supplement the accompanying text. They are not intended as a substitute for the text information. It is intended to assist students in assimilating and integrating facts and ideas from the text and to provide additional information and current trends.

*Netiquette*. Whether you are an experienced Internet user or a novice one, there are "rules of the road." These rules are referred to as "netiquette" or "internet etiquette." Please familiarize or refresh yourself at [Rules of Netiquette](#).

*Submitting assignments.* Attach your assignments as Word documents when you post them in the Dropbox section of Desire2Learn. Please make sure your assignments are in Word 2007 or newer. Always keep a copy of your assignments for your own records. All assignments should be submitted in the format required. APA format should be utilized if a specific format is not disclosed.

*Late assignment policy.* All assignments are due at 2300 (11:00 PM) on the day due unless otherwise specified. Students are expected to submit assignments by the time they are due. Assignments submitted after the due date and time will receive a deduction of 10% of the total points possible for that assignment for each day the assignment is late. Assignments will be accepted, with penalty as described, up to a maximum of three days late, after which grade of zero will be recorded for the assignment. Students may request an extension by contacting the faculty via email prior to the due date and time. Extensions will not be granted on or after the due date.

*Course folders.* Course folders have been set up on the Desire2Learn discussion board to facilitate discussion between students and faculty. Course faculty and students can access and post messages related to this course in the folders.

### **Academic Dishonesty**

All students are expected to pursue their scholastic careers with honesty and integrity. Academic dishonesty includes, but is not limited to, cheating on a test or other course work, plagiarism (offering the work of another as one's own), and the unauthorized collaboration with another person. Students found guilty of dishonesty in their scholastic pursuits are subject to penalties that may include suspension or expulsion from the University.

*By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.*

### **Standards of Professional Conduct for Graduate Nursing Students**

Students are expected to uphold standards of professional conduct in the classroom, online, and in clinical settings. Failure of a course and/or clinical is given to students who fail to uphold standards of professional conduct, fail to maintain patient safety, or students who fail to complete clinical hours.

Behaviors that will result in a failure of the course and stop progression in the program include, but are not limited to:

- Failure of the clinical component of a course or failure to complete all assigned clinical hours;
- Arriving to a clinical setting unprepared or inappropriately dressed;
- Unprofessional/inappropriate language or gestures;
- Unprofessional/inappropriate behavior such as eye rolling, being disrespectful, chewing gum, using tobacco products in a non-smoking areas, disruptive behavior, failure to comply with a written or verbal instruction, or failure to maintain clinical compliance;

- Non-compliance with the policy to obtain written approval before attending clinical;
- An error in care or negligence that does not result in harm; or
- Cheating, collusion, and/or plagiarism.

Behaviors that will result in dismissal from the MSN or post-graduate certificate program include, but are not limited to:

- Falsifications, omissions, and/or lying about a patient care situation, including patient's current health status and/or patient documentation;
- Testing positive for alcohol, illegal drugs, or unprescribed controlled substances;
- Negligence of a patient or an error in patient care that results in harm to the patient;
- HIPAA violations;
- Failure to report a patient care error;
- Physical or verbal abuse of a patient, patient's family member, faculty, staff, or other students.
- Failure to report any activity on the RN license and/or any stipulations or restrictions placed on the RN license; or
- Falsification of clinical documents, preceptor signatures, and/or clinical hour logs.

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **Campus Carry Rules/Policies**

Refer to: [Campus Carry Rules and Policies](#)

### **Adding and Dropping Courses**

A graduate student who wishes to change a schedule by either dropping or adding a course must first consult with his/her Program Coordinator. Refer to the Graduate Catalog for additional information on adding and dropping courses. Note: there is no late registration or change in schedule for summer courses.

## **Grade Item Descriptions**

### **A. Community Snapshot**

The student will complete an assessment of the health of the community in which the selected family resides. This community snapshot should include a brief selection of the chosen family, rationale for selection of family, and the geographic location of the community. The snapshot should include general demographic information such as total population, percent of population by gender, race, age, average household income, educational level, number of insured (health

insurance), etc. The student will also identify additional measures of population health from a variety of reputable sources such as the National Center for Health Statistics (NCHS), Behavior Risk Factor Surveillance Survey (BRFSS), National Health and Nutrition Examination Survey (NHANES), etc. The student will complete the [Community Snapshot Worksheet](#) that is provided in the course. All data should be referenced. The student should include a title page, reference page, and appendices where indicated. This is not a formal paper; however, all reference citations should be in APA format, and correct grammar and spelling are expected. The Community Snapshot Worksheet should be submitted to the appropriate assignment Dropbox in D2L (due dates are listed on the Course Calendar). The Community Snapshot Rubric will be used for grade criteria.

### **B. Family Assessment**

The student will select a family with which to complete a family assessment. The selected family cannot be a member of the student's immediate family and should be a family with a suspected or known health promotion and/or disease prevention need. The student is expected to interview the family in person\* or using a virtual visual platform, i.e. Zoom, Skype, Facetime, etc. The student will perform the family assessment using the provided [family assessment template](#), which is based on the Calgary Family Assessment Model as discussed in *Wright & Leahey's Nurses and Families: A Guide to Family Assessment and Intervention*. The student should include a title page, reference page, and appendices where indicated. This is not a formal paper; however, all reference citations should be in APA format, and correct grammar and spelling are expected. The completed template should be submitted to the appropriate assignment Dropbox in D2L by the due date. The Family Assessment Assignment Rubric will be used for grade criteria.

\* COVID-19 Guidelines should be followed.

### **C. Family Intervention**

The student will develop a family intervention plan based on the health promotion/disease prevention needs identified in the family assessment (i.e. weight loss, smoking cessation, improve fitness or nutrition, improve communication, getting preventative healthcare, etc.). The student is expected to develop the intervention plan with the family via a second interview. The student will complete the intervention plan using the provided [family intervention template](#), which is based on the Calgary Family Intervention Model as discussed in *Wright & Leahey's Nurses and Families: A Guide to Family Assessment and Intervention*. The student should include a title page, reference page, and appendices where indicated. This is not a formal paper; however, all reference citations should be in APA format, and correct grammar and spelling are expected. The completed template should be submitted to the appropriate assignment Dropbox in D2L by the due date. The Family Intervention Assignment Rubric will be used for grade criteria.

### **D. Family Health Promotion Presentation**

Each student will develop a PowerPoint presentation about the family that was assessed. This presentation should be comprehensive and include relevant information from the Community Snapshot, Family Assessment, and Family Intervention. Specific emphasis should be placed on identifying appropriate community resources and strategies for the family to assist them in achieving their health promotion/disease prevention goals. The student should expect the "audience" of the presentation to have no former knowledge of the family. The Family Health Promotion Presentation Rubric will be used for grade criteria.

**E. Discussions**

Each student is expected to respond to the discussion topics posted by faculty in the Desire2Learn discussion section. The purpose of this discussion is to take the place of classroom discussion. Each student should lead a discussion on the topic, posing challenging questions that would support or refute your position or seek solutions. These are collegial, peer-review type discussions, providing evidence of both depth and breadth of the issue. Grading is based on the discussion you lead, as well as your contribution to two (2) other students' initial discussion posts. You should post your peer responses 4-6 days prior to the due date to allow time for discussion to occur. Discussion due dates are listed in the Course Calendar. Refer to the Discussion Grade Rubric for specific grade criteria.

**F. Texas Health Steps Modules**

On the Course Calendar you will find some Texas Health Steps modules listed for assigned readings. These modules are available (for free) from the Texas Health Steps online provider education at <http://www.txhealthsteps.com/cms/>. The assigned modules are relevant to various learning activities and discussion topics throughout the course. In addition, you will earn free continuing nursing education (CE) hours for some of the modules. I suggest you keep a copy of the CE or completion certificate to include in your graduate education portfolio as many organizations in Texas require their providers to complete Texas Health Steps education.