

\* Revised Syllabus \*

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WSU Registrar

Washington State University  
MAJOR CURRICULAR CHANGE FORM -- COURSE  
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/16/2014  ~~Revise~~ New course  ~~Spring 2014~~ Temporary course  Drop service course  
(effective date cannot be retroactive)  There is a course fee associated with this course (see instructions)

- Variable credit \_\_\_\_\_
- Increase credit (former credit \_\_\_\_\_)
- Number (former number \_\_\_\_\_)
- Crosslisting (between WSU departments) (Must have both departmental signatures)
- Conjoint listing (400/500)
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in \_\_\_\_\_ (Must have GenEd Committee Approval)  Fulfills GER lab (L) requirement
- Professional course (Pharmacy & Vet Med only)  Graduate credit (professional programs only)
- Other (please list request) \_\_\_\_\_

NURS 511 Advanced Nursing Practice Competencies for Population Health  
course prefix course no. title

2	credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite
					NURS 539

Description (20 words or less) Advanced nursing and interprofessional practice competencies necessary to reduce health disparities and improve health outcomes for individuals, families, communities, populations.

**Instructor:** Catherine Van Son Phone number: (509) 324-7254 Email: vansonc@wsu.edu  
**Contact:** Cindy Fitzgerald Phone number: (509) 324-7279 Email: cefitzgerald@wsul.edu  
**Campus Zip Code:** 99210

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Cynthia E. Fitzgerald 10/15/13 Debra A. Field 10/19/13  
 Chair/date Dean/date General Education Com/date

Chair (if crosslisted/interdisciplinary)\* Dean (if crosslisted/interdisciplinary)\* Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

\*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

### Rationale for Course Change

**COURSE NUMBER:** NURS 511  
**COURSE TITLE:** Advanced Nursing Practice Competencies for Population Health  
**CREDIT HOURS:** 2

NURS 511, approved as part of the Doctor of Nursing Practice Program in 2010, has been substantially revised to include population health competencies recommended by IOM<sup>1</sup> and Interprofessional Competencies.<sup>2</sup> Thus, content related to the development of competencies related to population health was retained and emphasis on interprofessional collaboration as a strategy to improve health outcomes was added.

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<sup>1</sup> Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing at the Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*. Institute of Medicine.

<sup>2</sup> Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.

## Course Syllabus

<b>COURSE NUMBER:</b>	NURS 511
<b>COURSE TITLE:</b>	Advanced Nursing Practice Competencies for Population Health
<b>CREDIT HOURS:</b>	2 semester hours
<b>COURSE FACULTY:</b>	Catherine Van Son PhD, RN
	<b>Email:</b> vansonc@wsu.edu
	<b>Office Location:</b> 322D
	<b>Office Hours:</b> By appointment
	<b>Office Phone:</b> 509-324-7254
<b>ADDITIONAL FACULTY:</b>	TBA
	<b>Email:</b>
	<b>Office Location:</b>
	<b>Office Hours:</b>
	<b>Office Phone:</b>
<b>PREREQUISITES:</b>	NURS 539
<b>MEETING TIME:</b>	Tuesdays from 9-12 on 1/21; 2/4; 2/18; 3/4; 4/1; 4/15
<b>MEETING LOCATION:</b>	TBD

### CATALOGUE DESCRIPTION

Advanced nursing and interprofessional practice competencies necessary to reduce health disparities and improve health outcomes for individuals, families, communities, populations.

### COURSE DESCRIPTION

This course explores the nature of and need for interprofessional collaboration to improve access to healthcare and address health inequities for individuals, families, communities, and populations. Students will consider concepts such as community partnerships, social justice, cultural safety, rurality, health policy, and economics as they impact healthcare access and quality. Emphasis is placed on an exploration of the nature of and need for reflective practice and values articulation in the development of successful interprofessional teams including values/ethics, roles/responsibilities, and effective communication.

### STUDENT LEARNING OUTCOMES

1. Analyze basic concepts of roles and responsibilities, teamwork, communication, ethics, and values as they relate to effective interprofessional practice.
2. Analyze and evaluate health inequities across settings in the context of world events, politics, economics, culture, genomics, and the environment.

3. Apply reflective practice and values articulation to develop an authentic, compassionate stance from which to develop a philosophy of practice.
4. Evaluate population health issues and outcomes from a variety of theoretical and research perspectives including power relationships and interprofessional practice as well as factors related to: biological, cultural, ethical, political, economic, environment and epidemiology.
5. Propose an innovative approach (including method & evaluation) to reduce health inequities in individuals, families, communities or populations.

### **ENDURING UNDERSTANDINGS**

1. Suspension of judgment aids in deepening understanding of the “other”.
  2. Humility\* leads to authentic cultural encounters and enhances possibilities for peace.
  3. Creating respectful, peaceful solutions to ideological, economic, political, environmental, and practice conflicts improves population health outcomes.
  4. Practices that stem from good intentions may have detrimental effects on population health.
  5. Interprofessional practice is the key to safe, high quality, accessible, patient-centered care.
- \* Humility = modesty, lacking in pretense, not seeing oneself as better than others.

### **COURSE POLICIES**

#### **Additional Work**

The instructor reserves the right to assign additional papers or activities beyond those described in the syllabus.

#### **Attendance and Participation**

This class is based on active learning concepts; therefore, students must be present and participate, both on the web and in the four video-conference sessions. Please turn pagers/phones onto vibrate during live AMS classes.

Class participation is different from attendance. Web discussions should be substantive and students should address each forum topic unless otherwise directed. By substantive, we mean postings that demonstrate thought and an attempt to discuss your personal work experiences, as they are relevant to the class discussion. Please remember that we are looking for quality. Using and citing peer reviewed resources, to back up experience or to substantiate your points is important to our scholarly dialogue.

#### **Academic Integrity Policy**

Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. In some cases, the violation also may lead to the student's dismissal from the WSU College of Nursing. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to <http://conduct.wsu.edu/academic-integrity-policies-and-resources>. Please use these resources to ensure that you don't inadvertently violate WSU's standard of conduct.

### **WSU's Campus Safety Statement**

Washington State University Spokane is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. All students should go to the zzusis portal at <http://zzusis.wsu.edu> and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the zzusis portal page. Providing multiple contact methods will help ensure you receive notifications in a timely manner, and your information will NOT be used for any other purpose.

WSU-Pullman Campus Safety Plan

<http://safetyplan.wsu.edu>

WSU-Vancouver Campus Safety Plan

<http://www.vancouver.wsu.edu/safety-plan>

WSU-Tri-Cities Campus Safety Plan

<http://www.tricity.wsu.edu/safetyplan/>

WSU-Spokane Campus Safety Plan

<http://spokane.safetyplan.wsu.edu/>

The University emergency management web site at <http://oem.wsu.edu/emergencies>.

Information about emergencies can be found on the WSU ALERT site – <http://alert.wsu.edu>. Alert notices can also be found on each campus Alert Site.

### **Spokane**

[http://spokane.wsu.edu/services/Facilities/Safety\\_Security/](http://spokane.wsu.edu/services/Facilities/Safety_Security/)

The WSU Spokane Campus Safety Plan contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The Campus Safety Plan can be found at: <http://spokane.wsu.edu/services/Facilities/campus-safety-plan/>. Please visit this site to become familiar with the campus safety and emergency information provided. A link to the WSU Pullman Safety Plan is also available on this web site. Look for the “*Spokane Emergency Information*” box on the left side of the page and click the update link to be taken to the registration page where you can enter your cell, landline, and email contact information as well as arrange for emergency text messages to be sent to your cell phone.

### **Tri-Cities**

Should there be a need to evacuate the building (e.g., fire alarm or some other critical event), students should meet the instructor at the blue light pole in the WEST or CIC Parking lot [use the parking lot for the building in which your class is located]. A more comprehensive explanation of the campus safety plan is available at [www.tricity.wsu.edu/safetyplan](http://www.tricity.wsu.edu/safetyplan). An emergency alert system is available and you can sign up for it at [tricity.alert.wsu.edu](http://tricity.alert.wsu.edu).

### **Vancouver**



WSU has made an emergency notification system available for faculty, students, and staff. Please register at zzusis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or <http://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. [Safety plan website](#).

### ***WSU Disability Statement***

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center on your campus. All accommodations MUST be approved through the appropriate Access Center. Please stop by or call 509-335-3417 to make an appointment with an Access Advisor. For more information contact a Disability Specialist on your home campus:

WSU-Pullman Access Center  
Washington Building, Room 217  
509-335-3417

WSU-TriCities Disability Services  
<http://www.tricity.wsu.edu/disability/>  
Student Services Department, West Bldg, Room 262  
509-372-7352.

WSU-Spokane Disability Services  
<http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html>  
Academic Center, Room 130  
509-358-7534

WSU-Vancouver Disability Services  
<http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services>  
VMC, Lower Level  
360-546-9138

Distance students may contact their 'home' campus office or may wish to access information at this website:  
<http://drc.wsu.edu/default.asp?PageID=1799>

### **Late Work**

With rare exception, late assignments will not be accepted for grading. Feedback will be provided for assignments submitted after the due date and feedback will be available to students no later than the last day of the semester.

### **LEARNING MANAGEMENT SYSTEM**

Angel is the learning management system used by Washington State University to teach online portions of courses. To use the Angel course management system, you must first enroll in Angel. To enroll, you will need the user name and password assigned for use with MyWSU. To access Angel, go to: <http://lms.wsu.edu>. You will find the course syllabus in the section,

“Syllabus.” The course readings are available on electronic reserves via the library and can be accessed in the section, “Lessons.”

See <http://ams.wsu.edu/Index.aspx> for Academic Media Services to access videostreamed classes and other information related to classroom use and videoconferencing. To access videostream sessions you will need the user name and password assigned for use with MyWSU.

**TEXTBOOKS AND LEARNING MATERIALS**

**Required**

American Psychological Association. (2010). *Publication manual of the American Psychological Association*, 6<sup>th</sup> Ed. Author: Washington, D.C.

Cockerham,W.(2011). *Medical Sociology*. 12<sup>th</sup> Edition. Old Tappan, NJ: Pearson Press.

Minkler, M. & Wallerstein, N. [Eds.]. (2012). *Community Organizing and Community Building for Health and Welfare*. 3<sup>rd</sup> Edition. Rutgers, NJ: Rutgers University Press.

**Selected Additional Readings**

See course schedule.

**EVALUATION**

**Assignments and Grading Criteria**

See details about assignments below.

Graded Assignments	Points = % of Grade	Due Dates
Participation and Contributions Graded Discussions (X3)	15 points (5 points each)	1/4; 2/4; 2/28
Reflective Summaries (X3)	15 points (5 points each)	1/28; 3/11; 4/1
Class Attendance and Participation	20 points (5 points for each class)	1/21; 2/4; 3/4; 4/15
Final project – paper and presentation	Paper: 40 points Presentation: 10 points	4/25/12

**Grading Scale**

A	4.0	95-100	C+	2.3	76-79
A–	3.7	90-94	C	2.0	73-75
B+	3.3	86-89	C–	1.7	70-72
B	3.0	83-85	D+	1.3	66-69
B–	2.7	80-82	D	1.0	60-65

F – Points 59 or below – NO POINTS; NO COURSE CREDIT

***Assignment Detail***

Students will participate in a minimum of three required discussion board discussions throughout the semester. See the course calendar for dates. Prompts will be provided in materials available on the course Angel site.

Online Discussions will be evaluated based on the following rubric.



<b>Discussion Board Grading Rubric</b>			
	<b>Consistently</b> (behavior demonstrated 90-100% of the time)	<b>Occasionally</b> ( behavior demonstrated 60-89% of the time)	<b>Seldom</b> (behavior demonstrated 59% or less of the time)
<b>Quality of Evidence</b>			
Utilizes appropriate (pertinent to FNP practice) and evidence based citations to support postings.			
Postings are informative and concise serving to deepen understanding and inquiry.			
<b>Participation</b>			
Communication is professional with peers and faculty.			
Actively responds to comments/contributions of others.			
Conduct is respectful, encouraging, and supportive.			
Does not dominate discussion. Is not argumentative or dismissive of others ideas.			
<b>Evidence of Preparation</b>			
Actively participates in each discussion board.			
Postings are timely and pertinent.			
Contributes by connecting current and prior reading, activities, or discussion			
Further discussion with questions or statements that encourage dialogue.			

Reflective Summaries

- ❖ Purpose
  - Develop philosophies and rationale for integrating DNP practice with decreasing health inequities across settings in the context of world events, politics, economics, culture, genomics, and the environment
  - Reflect on learning experiences and to process and clarify understanding
  - Evaluate and reflect on professional practice to make informed decisions
  
- ❖ Process
  - You will present 3 brief reflective summaries that describe what you learned from the readings, research, activities, and assignments at intervals of every 4-5 weeks during this course. Please see the due dates for these in the course schedule.
  
- ❖ Requirements
  - Your summary should include at least three paragraphs describing:
    - what you learned from the course materials
    - what you learned from your classmates and
    - what you've learned about yourself and your practice.

- ❖ See Grading Criteria, above. Grades are awarded based on the extent to which you address the three requirements, above.

Class Attendance and Participation

See Attendance policy, above. Class participation will be evaluated using the following rubric.

<b>Class Participation Rubric</b>				
	<b>Exemplary</b>	<b>Very good</b>	<b>Passing</b>	<b>Needs Improvement</b>
	2.5 points	2 points	1.83 points	1.5 points
<b>Frequency of Contributions</b>  Note: Quality is important. Content and depth of analysis make a posting substantive-- not length.	Presents ideas and analysis succinctly within a reasonable number of postings.  Posted more than three substantive postings (within discussion period).	Presents ideas and analysis succinctly within a reasonable number of postings.  Posted a minimum of two substantive postings.	Posted at least one substantive posting relevant to discussion.	Fails to post. Late in posting so there is no opportunity for others to benefit from their contribution or to respond.
<b>Preparation and Engagement in Dialogue</b>	Postings are crafted after acquiring information and considering alternatives; demonstrates preparation.  Logged on to Angel 2x per week.	Informed speaker who has reviewed current literature before posting  Postings reflect preparation.  Logged on to Angel 2x per week.	Does not add to the discussion. Postings are limited to one's work setting or individual perspective and not about a broader perspective.  Logged on to Angel 1 x time per week.	Non-substantive postings (such as "I agree" or anecdotes)

Final Project

The final project includes a paper and a class presentation of information presented in the paper.

- ❖ Assessment of the quality of the project will be based on the extent to which these criteria are addressed:
  - Analysis of evidence/research
  - Presentation of literature review
  - Original and critical thinking
  - Evidence of interprofessional collaboration or community perspective in analyzing issues and proposing solutions
  - Effectiveness of the value of the project in addressing problems of access and/or other health inequities
- ❖ Formal Paper Guidelines
  - Prepare a 5-7 page paper, double spaced, using APA format.

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- The following steps should guide development of the paper. Additional information will be provided in class and on the course Angel site.
  - Identify a non-profit community organization serving a population known to experience health disparities. (faculty approved)
  - Visit and interview one or more individuals working in the identified organization.
  - Evaluate population health issues and outcomes from a variety of theoretical and research perspectives including power relationships and interprofessional practice as well as factors related to: biological, cultural, ethical, political, economic, environment and epidemiology
  - Explore the literature related to the history of the population and issues surrounding their ongoing experience of health disparities.
  - Propose an innovative approach (including method & evaluation) to reduce health inequities using interprofessional and community-based collaborative approaches/interventions that would address one or more of the issues identified.
- Submit a draft of the paper by the date indicated in the Course Calendar. The paper will be returned with recommendations that will help guide your revisions and the development of final paper
- Submit the final paper on or before the date indicated in the Course Calendar.
- Prepare a presentation, not to exceed 15 minutes, describing the contents of your final paper.

**NURS 511: Advanced Nursing Practice Competencies for Population Health  
 COURSE MAP**

Program Outcome	Student Learning Outcome	Demonstration of Student Learning
<p>Serve as a leader in the development, implementation, and evaluation of health care policy to advance the nursing profession and to advocate for social justice, equity and ethical policies in all aspects of healthcare. (Relates to AACN Master's Essential VI and to DNP Essential 5)</p> <p>Provide leadership in collaborative efforts among health professionals and with clients and community partners. (Relates to AACN Master's Essential VII and to DNP Essential 6)</p> <p>Demonstrate mastery of professional competencies leading to certification within a practice specialty. (Relates to Master's Essential IX, to DNP Essential 8, and to NONPF Lifespan Competencies)</p>	<p>Analyze basic concepts of roles and responsibilities, teamwork, communication, ethics, and values as they relate to effective interprofessional practice.</p>	<p>Participation and Contributions            Graded Discussions (X3)            Reflective Summaries (X3)            Class Attendance and Participation            Final project – paper and presentation</p>

NURS 511 Course Outcome Map

Program Outcome	Student Learning Outcome	Demonstration of Student Learning
<p>Serve as a leader in the development, implementation, and evaluation of health care policy to advance the nursing profession and to advocate for social justice, equity and ethical policies in all aspects of healthcare. (Relates to AACN Master's Essential VI and to DNP Essential 5)</p>	<p>Analyze and evaluate health inequities across settings in the context of world events, politics, economics, culture, genomics, and the environment.</p>	<p>Participation and Contributions Graded Discussions (X3) Reflective Summaries (X3) Class Attendance and Participation Final project – paper and presentation</p>
<p>Demonstrate mastery of professional competencies leading to certification within a practice specialty. (Relates to Master's Essential IX, to DNP Essential 8, and to NONPF Lifespan Competencies)</p>	<p>Apply reflective practice and values articulation to develop an authentic, compassionate stance from which to develop a philosophy of practice.</p>	<p>Participation and Contributions Graded Discussions (X3) Reflective Summaries (X3) Class Attendance and Participation Final project – paper and presentation</p>
<p>Provide leadership in collaborative efforts among health professionals and with clients and community partners. (Relates to AACN Master's Essential VII and to DNP Essential 6)</p>	<p>Evaluate population health issues and outcomes from a variety of theoretical and research perspectives including power relationships and interprofessional practice as well as factors related to: biological, cultural, ethical, political, economic, environment and epidemiology.</p>	<p>Participation and Contributions Graded Discussions (X3) Reflective Summaries (X3) Class Attendance and Participation Final project – paper and presentation</p>
<p>Translate evidence-based research into practice. (Relates to AACN Master's Essential IV and to DNP Essential 3) Serve as a leader in the development, implementation, and</p>	<p>Propose an innovative approach (including method &amp; evaluation) to reduce health inequities in individuals, families, communities or populations.</p>	<p>Participation and Contributions Graded Discussions (X3) Reflective Summaries (X3) Class Attendance and Participation Final project – paper and presentation</p>

NURS 511 Course Outcome Map

Program Outcome	Student Learning Outcome	Demonstration of Student Learning
evaluation of health care policy to advance the nursing profession and to advocate for social justice, equity and ethical policies in all aspects of healthcare. (Relates to AACN Master's Essential VI and to DNP Essential 5)		



**NURS 511: Advanced Nursing Practice Competencies for Population Health  
 COURSE CALENDAR**

Week/ Date	Topic/Content	Class Preparation/ Reading(s)	Assignment(s)
<b>Prep for 1<sup>st</sup> Class</b>		Review course syllabus, course project directions on course Angel site Identify, review, and be prepared to discuss at least one article or source of your choice on the scope of health-related inequities in the U.S., the role of Advanced Practice Nurses in addressing healthcare inequities, OR interprofessional practice / collaboration.	
<b>Week 1 1/14</b>	INTRODUCTIONS Review of course expectations and assignments	Minkler Chapter 1 Cockerham Chapter 3 & 4  Bekemeier, B. & Butterfield, P. (2005). Unreconciled inconsistencies: A critical review of the concept of social justice in 3 national nursing documents. <i>Advances in Nursing Science</i> , 28(2), 152-162	1 <sup>st</sup> graded discussion due. (Introduction). <i>Who you are and where you come from?</i>  Articulate 3 cultural/family/ personal values.
<b>Week 2 1/21</b>	Interprofessional practice in the healthcare professions  Interprofessional collaboration core competencies Characteristics of effective interprofessional teams**  **Recognition,	Guest Speaker (s) Barbara Richardson  Cockerham Chapters 11,12, & 13 Mitchell, P., Wynia, M., Golden, R., McNellis, B., Okun, S., Webb,C. E., Rohrbach, V., & Von Kohorn, I. (2012). Core Principles & Values of Effective Team-Based Health Care <a href="https://www.nationalahec.org/pdfs/VSRT-Team-Based-Care-Principles-Values.pdf">https://www.nationalahec.org/pdfs/VSRT-Team-Based-Care-Principles-Values.pdf</a>  <a href="http://dcahec.gwumc.edu/education/session3/models.html">http://dcahec.gwumc.edu/education/session3/models.html</a>	

NURS 511 Course Calendar

Week/ Date	Topic/Content	Class Preparation/ Reading(s)	Assignment(s)
	appreciation, utilization of competencies, attitudes, and values of other healthcare professionals; recognition of the situational, cultural, and institutional constraints on IP practice Multidisciplinary perspectives/professional cultures	<p><a href="http://www.who.int/patientsafety/education/curriculum/who_mc_to_pic-4.pdf">http://www.who.int/patientsafety/education/curriculum/who_mc_to_pic-4.pdf</a> (from the WHO organization)</p> <p>Watch this team meeting from Canada  <a href="http://www.youtube.com/watch?v=hrYOAbY-Q6Q">http://www.youtube.com/watch?v=hrYOAbY-Q6Q</a> (14min)</p> <p>Read: Interprofessional Education Collaborative Expert Panel. (2011.) <i>Core competencies for interprofessional collaborative practice: Report of an expert panel</i>. Washington, D.C.: Interprofessional Education Collaborative. Available at: <a href="http://www.aacn.nche.edu/education-resources/IPECReport.pdf">http://www.aacn.nche.edu/education-resources/IPECReport.pdf</a>                      OR <a href="http://www.asph.org/userfiles/CollaborativePractice.pdf">http://www.asph.org/userfiles/CollaborativePractice.pdf</a></p>	
<b>Week 3</b> <b>1/28</b>	Health disparities/health inequities Issues in health inequities research Social determinants of health Multicultural ethics Social justice Human rights Cultural safety Challenges to cultural safety Cultural theories and models	<p>Watch Unnatural Causes videostream—Not Just a Paycheck, When the Bough Breaks, In Sicknes and In Wealth, Bad Sugar</p> <p>Watch 5 minute video:  <a href="http://www.healthypeople.gov/2020/about/DOHAbout.aspx">http://www.healthypeople.gov/2020/about/DOHAbout.aspx</a></p> <p>Read: Duke, Connor, &amp; McEldowney, (2009). Becoming a culturally competent health practitioner in the delivery of culturally safe care: A process oriented approach. <i>Journal of Cultural Diversity</i>, 16(2), 42-49.</p>	Application: Reflection 1 due—see 3 questions in criteria.
<b>Week 4</b> <b>2/4</b>	Intercultural communication. Historical trauma	<p>Guest Speaker (s) Sheila Copella &amp; Dawn Doutrich</p> <p>Read: King, M., (2009) An overall approach to health care for indigenous peoples, <i>Pediatric Clinics of North America</i>, 56, (6), 1239-1242.</p> <p>Thierry, J. Brenneman, G., Everett, R., (2009). History, law, and</p>	2 <sup>nd</sup> graded discussion due: <i>What are social determinants of health? Who are vulnerable populations?</i>

NURS 511 Course Calendar

Week/ Date	Topic/Content	Class Preparation/ Reading(s)	Assignment(s)
		<p>policy as a foundation for health care delivery for American Indian and Alaska Native children, <i>Pediatric Clinics of North America</i>, 56,(6), 1539-1559.</p> <p>Watch: Boarding School Apology Initiative , Wellbriety Forgiveness Journey Video (1hour 13 min)  <a href="http://www.whitebison.org/boarding-school-apology/forgiveness-journey-video.php">http://www.whitebison.org/boarding-school-apology/forgiveness-journey-video.php</a></p>	
<b>Week 5</b> <b>2/11</b>	Patient/family/ population centered health care in the community	Minkler Chapters 6, 7, 8	Submit proposal draft introduction to dropbox (not graded will get feedback to revise)
<b>Week 6</b> <b>2/18</b>	<p>Identifying and assessing populations in practice.</p> <p>Primary care: what it is; what it's not.</p> <p>Relationship based practice.</p>	Minkler Chapters 9 & 11 Cockerham Chapters 7 & 8	3 <sup>rd</sup> graded discussion due:
<b>Week 7</b> <b>2/25</b>	Evaluating health models, issues, and outcomes from a multicultural and multidisciplinary perspective	Cockerham Chapter 14 & 15 Minkler Choose one (12, 13, or 14).	
<b>Preparation for Week 8</b>		<p>Consensus Panel on Genetic/Genomic Nursing Competencies (2009). <i>Essentials of Genetic and Genomic Nursing: Competencies, Curricula Guidelines, and Outcome Indicators, 2nd Edition</i>. Silver Spring, MD: American Nurses Association. ISBN-13: 978-1-55810-263-American Nurses Association. Available at:  <a href="http://www.genome.gov/pages/careers/healthprofessionaleducation/geneticscompetency.pdf">http://www.genome.gov/pages/careers/healthprofessionaleducation/geneticscompetency.pdf</a></p> <p>Committee on the future of rural health care (2005). <i>Quality</i></p>	

NURS 511 Course Calendar

Week/ Date	Topic/Content	Class Preparation/ Reading(s)	Assignment(s)
		<i>through collaboration: The future of rural health care: Executive Summary.</i> D.C., Institute of Medicine, National Academies Press.	
<b>Week 8</b> 3/4	Challenges and strengths of rural and practices. Rural nursing competencies  Application of genomics/population practice	Guest Speaker(s): Julie Postma – rural populations; Linda Ward – genomics (curricular inclusion and genomics in practice)	
<b>Week 9</b> 3/11	Evaluation of theories and research for translation to diverse settings (geographic/ clinical/ organizational/ cultural)	Minkler Chapters 3,4,5	2 <sup>nd</sup> reflection due.
<b>Week 10</b> 3/18	<b>Spring Break</b>		
<b>Week 11</b> 3/25	Sustainability, waste, and carbon footprints in practice	<ul style="list-style-type: none"> <li>• Carbon footprint and health care. <a href="http://www.uchospitals.edu/news/2009/20091110-footprint.html">http://www.uchospitals.edu/news/2009/20091110-footprint.html</a></li> <li>• <a href="http://www.footprintnetwork.org/en/index.php/GFN/">http://www.footprintnetwork.org/en/index.php/GFN/</a></li> </ul>	
<b>Week 12</b> 4/1	Translating research to practice in multicultural/ global settings  Global health competencies	Cockerham Chapter 16  Bezruchka, S. (2011). The hurrider I go, the behinder I get: The deteriorating international ranking of U.S. health status. <i>Annu Rev Public Health.</i> 2011 Apr  View the video: Global Women’s Rights at: <a href="http://www.youtube.com/watch?v=jNo9KJn5Hwg&amp;feature=related">http://www.youtube.com/watch?v=jNo9KJn5Hwg&amp;feature=related</a>	3 <sup>rd</sup> reflection due.

NURS 511 Course Calendar

Week/ Date	Topic/Content	Class Preparation/ Reading(s)	Assignment(s)
		(6:33 min) Peruse the World Health Organization Website <a href="http://www.who.int/en/">http://www.who.int/en/</a>	
<b>Week 13</b> 4/8	Developing partnerships with clients/families/ communities.	Minkler 17 & 19	
<b>Week 14</b> 4/15	Health promotion in diverse populations and environments Adapting practice to limited resource environments	Minkler 21 Class Presentations	Class Presentations
<b>Week 15</b> 4/22	Emergency preparedness: personal/practice/ population focus	Minkler Chapter 20 & 22  Visit CDC website: <a href="http://emergency.cdc.gov/planning/">http://emergency.cdc.gov/planning/</a> Read: ANA's Guide for Healthcare professionals during an Emergency <a href="http://nursingworld.org/MainMenuCategories/WorkplaceSafety/Healthy-Work-Environment/DPR/TheLawEthicsofDisasterResponse/AdaptingStandardsofCare.pdf">http://nursingworld.org/MainMenuCategories/WorkplaceSafety/Healthy-Work-Environment/DPR/TheLawEthicsofDisasterResponse/AdaptingStandardsofCare.pdf</a>	Final paper due