HERZING UNIVERSITY

Course Syllabus

Course Title: Population Health

Course Code: NU780

Contact Hours: 45/0/0/45

Credit hours: 3

Course Description:

This course examines the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. For a selected population, students will analyze health priorities and the potential for collaboration and partnerships to provide a basis for interventions, policy, advocate strategy, and emergency preparedness.

Program: Graduate Nursing

Core Graduate Nursing Outcomes:

Upon completion of the program the student should be able to:

- Integrate scientific evidence from nursing and biopsychosocial disciplines, genetics, public health, quality improvement, and organizational sciences when designing and implementing outcome measures in diverse settings and through the lifespan.
- Demonstrate leadership skills that emphasize ethical and critical decision-making, fiscal responsibility, inter-professional relationships that promote safe, quality care within a systems framework.
- Apply methods, tools, performance measures, and evidence-based standards when evaluating quality indicators within an organizational system.
- Synthesize theories, models and research findings inherent to nursing practice, education and management to guide an organization or healthcare system towards achieving successful outcomes.
- Apply client/patient care technologies and informatics to coordinate and ensure safe quality care and promote effective communication among members of the interprofessional healthcare team.
- Analyze ethical, legal and sociocultural factors to influence policy development and healthcare delivery systems that promote the health of individuals and populations.
- Articulate a leadership role within interprofessional teams through effective communication, collaboration and consultation with other professionals to manage, coordinate care and provide safe, quality family-centered and population-based care.
- Incorporate organizational and culturally sensitive client and population centered

concepts in the planning, delivery, management and evaluation of direct and indirect evidence-based health promotion care and services to specified individuals, families and populations.

- Implement scholarly activities in selected individuals, populations, and systems

Course Learning Objectives

1. Compare models of population health.
2. Describe the role of social determinates, and gaps and inequities in care that influence the population health outcomes of a chosen population.
3. Design a population health assessment on a selected population.
4. Design a population health intervention and evaluation.
5. Conduct a cost benefit analysis of the intervention.

Topics & Learning Activities

Module	Topics & Activities	Points Possible
Module 1 Introduction to Population Health	**Topics: What is Health, Population Health, Determinants of Health, Healthcare Disparities,** **Reading**: Multiple articles, videos, and documents **Assignment(s):** • Discussion Board – State of the Health Where You Live	**100**
Module 2 Vulnerable Populations and Priorities for Care	**Topics: Vulnerable Populations, Health Disparities, Health Equity** **Reading**: Multiple articles, videos, and documents **Assignment(s)**: • Discussion Board – Community Health Resources	**100**
Module 3 Collaborations and Partnerships in Population Health	**Topics: Population Health Priorities, Importance of Successful Partnerships, Collaboration Strategies** **Reading**: Multiple articles, videos, and documents **Assignment(s):** • Discussion Board – Collaborations and Partnerships	**100**

Module 4 Advocacy and Resource Procurement	**Topics: Health Advocacy, Community Engagement and Partnerships** **Reading:** Multiple articles, videos, and documents **Assignment(s)**: Presentation - Population Identification	**150**
Module 5 Interventions to Improve Population Health	**Topics: Levels of Prevention, Policy, Effectiveness and Impact of a Population Health Intervention** **Reading**: Multiple articles, videos, and documents **Assignment(s)**: • Population Health Intervention Proposal: Part 1 Problem Identification Paper	**150**
Module 6 Informatics and Healthcare Technology in Population Health	**Topics: Technology and Population Health** **Reading**: Multiple articles, videos, and documents **Assignment(s)**: • Population Health Intervention Proposal: Part 2 Population-Based Intervention	**150**
Module 7 Population Health During Disasters and Public Health Emergencies	**Topics: Disaster Preparedness, Impact on Public Health during an Emergency** **Reading:** Multiple articles, videos, and documents **Assignment(s)**: • Population Health Intervention Proposal: Part 3 Evaluation and Cost Benefit Discussion	**150**
Module 8 Population Health Leadership	**Topics: Leadership, Reflection** **Reading**: Multiple articles, videos, and documents **Assignments:** • Discussion Board – Reflection	**100**

*Pass rates may vary by program requirement- Refer to the University Catalog

Graduate Grade Scale

A	90.00-100%
B	80.00-89.99%
F	0.00-79.99%

Grade Summary	Weight	Method of Scoring Points Rubric
Assignments (4 x 150 pts))	60%	Rubric
Discussions (4 x 100 pts)	40%	Rubric
Total	100%	

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*