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American Public University System

The Ultimate Advantage is an Educated Mind

**School of Health Sciences
Nursing Program
NURS502
POPULATION-BASED HEALTH CARE
3 Credit Hours
Length of Course: 8 weeks
Prerequisite: NURS503**

Instructor Information

Course Description (Catalog)

Nurses who are practicing at an advanced level, must have knowledge and skills to meet the challenges involved in providing effective and equitable care to diverse populations. Students build on baccalaureate-level knowledge to learn effective ways to bring leadership to national and global population health issues. Topics include cultural and ethical identity, genetics and genomics, socio-economic considerations, and public health.

Course Scope

This course is divided into 8 weeks and is designed to provide the learner with the key concepts of population health management and strategies for creating a culture of health and wellness for nurses who are practicing at an advanced level. Learners will write a

NURS502 Syllabus

Developed by N. Spahr 5/2015, 7/2015, 8/2015

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mini grant proposal for a health promotion project to benefit a selected vulnerable population. The population selected will reflect a Healthy People 2020 topic area. The student will learn how to develop a persuasive argument for funding of the project, based on the most current nursing research and evidenced-based practice.

Course Learning Objectives

After successfully completing this course, students will be able to:

LO1: Examine the role of the masters prepared nurse, in determining the healthcare needs of vulnerable populations.

LO2: Compare and contrast population health, public health, and community health.

LO3: Interpret the impact of social and economic variations on the health of populations.

LO4: Apply the nursing process to population health in local, national and global communities.

LO5: Design culturally responsive programs to deliver health promotion and wellness information to populations and aggregates.

Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook:

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

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Additional Required Readings:

Calzone, K.A., Cashion, A., Feetham, S., Jenkins, J., Prows, C.A., Williams, J.K., & Wung, S. (2010). Nurses transforming health care using genetics and genomics. *Nursing Outlook*, 58. 26-35.

<http://ezproxy.apus.edu/login?url=http://dx.doi.org/10.1016/j.outlook.2009.05.001>

Lea, D. H., Skirton, H., Read, C.Y., Williams, J. K. (2011). Implications for educating the next generation of nurses on genetics and genomics in the 21st century. *Journal of Nursing Scholarship*, 43(1) 3–12

http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/858240953?ac_countid=8289

Hunt, M. G. & Swedberg, C. (2015). Coordinating care: Transforming the delivery process (chapter 8), as found in *Clinical integration: Accountable care and population health* (3rd ed.), Virginia Beach, VA: Convurgent Publishing

Academic Writing Requirements:

The School of Health Sciences requires the use of APA format and style, and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

- Healthy People 2020: <http://www.healthypeople.gov/>
- IOM Report: The Future of Nursing: Leading Change, Advancing Health <http://www.thefutureofnursing.org/IOM-Report>
- HRSA grant information <http://www.hrsa.gov/grants/apply/TechnicalAssistance/tipsforgoodgrantapplications.pdf>

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- Quality and Safety Education for Nursing: <http://qsen.org/>
- Healthcare Communities <http://www.healthcarecommunities.org/>
(You can register and sign up to become part of a healthcare community that is of interest to you. There is no cost for this. It is for information sharing only.)
- Community Tool Kit: Tools to Change the World (Free on-line tools to support community work. This includes an extensive tool kit for grant writing.)
<http://ctb.ku.edu/en>
- CDC <http://www.cdc.gov/>
- IHI Levels of Prevention <http://www.iwh.on.ca/wrmb/primary-secondary-and-tertiary-prevention>
- Source for systematic reviews evaluating the effectiveness of public health interventions <http://health-evidence.ca/>
- American Public Health Association website <http://www.apha.org/about-apha>
- The Guide to Community Preventive Services <http://www.thecommunityguide.org/index.html>
- Agency for Healthcare Research and Quality <http://www.ahrq.gov/>
- The Joint Commission <http://www.jointcommission.org/toc.aspx>
- Transitions of Care: Joint Commission Hot Topics http://www.jointcommission.org/assets/1/6/TOC_Hot_Topics.pdf

Evaluation Procedures

Forum

Please join the forums each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Forum Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.

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- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Initiate your peer response in each forum by 11:55 pm, ET, Friday
- Complete a minimum of 2 peer responses in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 200 words.
- Responses to classmates are significant to advance the forum. Responses to peers should include such elements as: thought-provoking questions, additional supporting information, and unique or contrasting point of view. All peer responses should demonstrate critical thinking and should include appropriate citations.
- Forums should be written in a scholarly manner, and should include APA formatted citations and references as appropriate for the topic.
- All forum questions and responses can be accessed in the **Forums** section of the course.
- Forums posted after the week has ended (i.e. after Sunday), will receive no points. The discussion is over and you will not receive credit for participation.

Course Grading Outline

Grading Instrument	Percentage of Final Grade
Discussion Forums	20%
Mini Grant Part 1: Part 1 includes: Introduction, Review of the Literature to determine (a) Program Significance, (b) Background, and (c) a Review of evidence to support the population and the proposed project, and finally an Annotated Bibliography.	10%
Mini Grant Part 2: Part 2 includes: the HP 2020 objective, the level of prevention the proposal addresses, the behavioral change model/strategy that will be used, and the community partners and key stakeholders that will help to make the program a success.	10%
Final Mini Grant Application: Formal Paper The final paper includes Parts 1, 2 and 3. Part 3 includes: the	20%

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persuasive argument, the level of funding requested, the persuasive argument, the method of evaluation, and the plan for sustainability. The proposal ends with a brief conclusion which summarizes all three sections. The conclusion should end with a final persuasive statement. References: All references should be in correct APA format.	
Mini Grant Presentation (Narrated PowerPoint Presentation)	15%
Reflection Letter	5%
Final Exam	20%
TOTAL	100%

Course Outline						
Lesson	Topic	Course Objective(s)	Lesson Objectives	Readings	Assignment(s)	Forum(s)
1	Population Health and the Spectrum of Care	LO1: Examine the role of the masters prepared nurse in determining the healthcare needs of vulnerable populations. LO2: Compare and contrast population health, public health, and community health.	1. Explain the four pillars of population health and how they interact with education and practice to form the foundation of population health. 2. Define population health and identify the key components and health determinants. 3. Illustrate why a culture of wellness is integral to the success of population health management. 4. Appraise the current state of chronic care	In Nash (2016), Read: 1. Introduction: "Building Cultures of Health and Wellness, p. xxvii-xxxviii 2. Chapters 1 and 2 3. IOM Report: The Future of Nursing 4. Review the following two websites for important tips and tools for writing a grant. http://www.hrsa.gov/grants/apply/TechnicalAssistance/tipsforgoodgr	1. Review the information about grant writing from the two websites.	Week 1 Forums: -Introduction Forum - Two Discussion Forums: Forum # 1: Creating a Culture of Wellness Forum # 2: The IOM Report

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			management and disease management as they relate to population health.	antapplications.pdf Community Tool Kit http://ctb.ku.edu/en		
Lesson	Topic	Course Objective(s)	Lesson Objectives	Reading(s)	Assignment(s)	Forum(s)
2	The Role of Policy in Health Promotion	LO3: Interpret the impact of social and economic variations on the health of populations. LO5: Design culturally responsive programs to deliver health promotion and wellness information to populations and aggregates.	1. Explain the ACA and its impact on population health. 2. Evaluate the revised National CLAS standards and the impact this broadened definition of culture has on population health management. 3. Identify the components of the IHI’s “Triple Aim” and analyze the implications for health professional education. 4. Explain Federal and State policies that have had a positive impact on population health outcomes.	1. In Nash (2016) Read: Chapters 3, 4, and 5	2. Part 1 of Mini Grant Assignment is due. (See the Mini Grant directions under Assignments, for details of the required elements of this assignment.)	Week 2 Forums Discussion Forum There is one discussion forum for this week. For this forum, you will need to respond to two of the questions that are listed. You may select any two questions. Reflection Forum Please share a summary of your Health Promotion Proposal: Part 1, with your peers.
Lesson	Topic	Course Objective(s)		Reading(s)	Assignment(s)	Forum(s)

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3	Population Health and the Patient: Changing Behavior and Patient Engagement	LO1: Examine the role of the masters prepared nurse in determining the healthcare needs of vulnerable populations.	1. Explain the stages of behavioral change as they relate to the Transtheoretical Model of behavior change. 2. Explore the concepts of the Patient Engagement Framework and discuss how it can be used to improve the health of designated populations. 3. Expand upon the importance of developing and utilizing community partners and key stakeholders when developing a population health promotion strategy or program.	1. In Nash (2016), Read: Chapters 6, 7, and the case study (Appendix 3, p. 427). 2. Review the three levels of prevention as discussed from the IHI website: http://www.iwh.on.ca/wrmb/primary-secondary-and-tertiary-prevention	Continue to work on Part 2 of the Mini Grant Assignment	Week 3 Forums: Discussion Forums Forum # 1 Transtheoretical change strategies Forum # 2 Patient Engagement Framework
Lesson	Topic	Course Objective(s)		Reading(s)	Assignment(s)	Forum(s)
4	Population Health and the Patient: Behavioral Economics and Advocacy	LO1: Examine the role of the masters prepared nurse in determining the healthcare needs of vulnerable populations. LO5: Design	1. Explain the basic tenets of behavioral economics 2. Analyze ways that behavioral economics can influence health decisions 3. Evaluate the factors	1. In Nash (2016), Read: Chapters 8 & 9	Part 2 of the Mini Grant Assignment is due. (See the Mini Grant directions under Assignments, for details of the required elements of this portion of the	Week 4 Forum: Discussion Forum Select one of the two questions to respond to in the discussion forum for this week. Both questions relate to behavioral

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		culturally responsive programs to deliver health promotion and wellness information to populations and aggregates.	that continue to drive the need for health advocacy		assignment.)	economics.
Lesson	Topic	Course Objective(s)		Reading(s)	Assignment(s)	Forum(s)
5	Transitions of Care; Quality and Safety	LO4: Apply the nursing process to population health in local, national and global communities.	<ol style="list-style-type: none"> 1. Define what is meant by “Care Coordination”. 2. Analyze the interaction between the three pillars of the Population Health Conceptual framework (Health Outcomes, Health Determinants, and Policies and Procedures). 3. Evaluate some of the new models of chronic care management and primary care delivery systems. 4. Explain strategies that are used to improve quality across a variety of healthcare settings. 	<ol style="list-style-type: none"> 1. In Hunt: Read Chapter 8, 2. In Nash: Read Chapters: 10 & 11 3. Review the Transitions of Care: Hot Topics from the Joint Commission. http://www.jointcommission.org/assets/1/6/TOC_Hot_Topics.pdf 	Continue to work on the final Mini Grant Proposal.	<p>Week 5 Forum: Discussion Forums</p> <p>Forum # 1 Care Coordination</p> <p>Forum # 2 Transitions of Care</p>
Lesson	Topic	Course Objective(s)		Reading(s)	Assignment(s)	Forum(s)

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6	Genetics and Genomics	LO2: Compare and contrast population health, public health, and community health. LO5: Design culturally responsive programs to deliver health promotion and wellness information to populations and aggregates.	1. Define the terms genetics and genomics. 2. Justify the need for advance practice nurses to understand the principles of genetics and genomics in relationship to population health management. 3. Explain some of the barriers that prevent patients from benefiting from the rapidly expanding knowledge of genetics and genomics	1. Read the article by Calzone et al. (2010) 2. Read the article by Lea, Skirton, Read, & Williams. (2011)	The final Mini Grant Assignment is due. (See the Mini Grant directions under Assignments, for details of the required elements of this assignment.)	Week 6 Forum: Discussion Forum One Discussion Forum question related to Genetics and Genomics
Lesson	Topic	Course Objective(s)		Reading(s)	Assignment(s)	Forum(s)
7	Legal Implications of Reform, and the Business Value of having a Healthy Workforce	LO3: Interpret the impact of social and economic variations on the health of populations. LO5: Design culturally responsive programs to deliver health promotion and wellness information to populations and aggregates.	1. Explain the interrelationship between legal counsel, risk managers, and population health programs. 2. Dissect the pros and cons of having a national certification and licensing system for all health care professionals. 3. Evaluate the economic effects of having a healthy workforce.	1. In Nash: Read Chapters: 15 & 16	Health Promotion Proposal Presentation is due. (Please see the Directions for the Presentation, for details of the requirements of this assignment.)	There are no discussion forums for this week to allow time to complete the Mini Grant Health Promotion Proposal presentation. (Note: The content of the readings for this week will be included in the final exam.)

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Lesson	Topic	Course Objective(s)		Reading(s)	Assignment(s)	Forum(s)
8	Future Issues and Reflection	LO1: Examine the role of the masters prepared nurse in determining the healthcare needs of vulnerable populations. LO5: Design culturally responsive programs to deliver health promotion and wellness information to populations and aggregates.	1. Evaluate some of the future technologies and unique programs that are being developed to promote healthy lifestyles in the workplace and the community.	1. In Nash: Read Chapter: 20	1. Reflection Letter due 2. Final Essay Exam is due	Week 8 Forum: Discussion Forum One Discussion Forum question related to the future of population health management

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

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