FAU

FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Graduate Programs

Department Doctor of Nursing Practic

College Nursing

(To obtain a course number, contact erudolph@fau.edu)

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

Prefix NGR **Number** 7662	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code** C	**Type of Course** Lecture/Lab ▼	**Course Title** Population-Based Healthcare and Health Equity

Credits *(Review Provost Memorandum)* 3 **Effective Date** *(TERM & YEAR)*	**Grading** *(Select One Option)* Regular ● Sat/UnSat ○	**Course Description** *(Syllabus must be attached; see Guidelines)* This course offers an in-depth study of population-based health in an increasingly diverse society. Focus includes analyzing data to identify gaps in inequities in care and monitoring trends in outcomes for populations across the lifespan. Students develop plans to promote and protect the health of the most vulnerable populations, using culturally tailored organizational strategies to promote diversity equity and inclusion; and build equitable processes to promote health equity.

Prerequisites NGR 6673 Epidemiology for Advanced Nursing Practice, Translation of Evidence for Advance Nursing Practice *Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.*	**Academic Service Learning (ASL) course** ☐ Academic Service Learning statement must be indicated in syllabus and approval attached to this form.
	Corequisites	**Registration Controls** *(For example, Major, College, Level)*

Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)	**List textbook information in syllabus or here** In syllabus
Faculty Contact/Email/Phone Susan Bulfin sbulfin@fau.edu 561 297 3600	**List/Attach comments from departments affected by new course**

Approved by		**Date**
Department Chair	*Susan Bulfin*	12/6/21
College Curriculum Chair	*Kyndall A. Pritchard*	12/06/2021
College Dean	*George*	12/6/21
UGPC Chair	*Christopher Beetle*	Jan 4, 2022
UGC Chair	*Paul R. Peluso*	Jan 4, 2022
Graduate College Dean	*Robert W. Stackman Jr.* Robert W. Stackman Jr. (Jan 4, 2022 21:18 EST)	Jan 4, 2022
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

FAUnewcourseGrad, created Fall 2019

TITLE: Population-based Healthcare and Health Equity

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS

COVID-19 Statement

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit https://www.fau.edu/coronavirus/. In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

SEMESTER: SPRING

COURSE NUMBER:	NGR 7662C
COURSE TITLE:	Population-based Healthcare and Health Equity
COURSE FORMAT:	Hybrid, CANVAS Assisted
CREDIT HOURS:	3
COURSE SCHEDULE:	Monthly synchronous meetings on Saturdays or Sundays
PREREQUISITES:	NGR 6673 Epidemiology for Advanced Nursing Practice (APN), NGR 7855 Translation of Evidence for APN
COREQUISITES:	None
FACULTY:	TBD
OFFICE:	TBD
OFFICE HOURS:	TBD

COURSE DESCRIPTION:
This course offers an in-depth study of population-based health in an increasingly diverse society. Focus includes analyzing data to identify gaps in inequities in care and monitoring trends in outcomes for populations across the lifespan. Students develop plans to promote and protect the health of the most vulnerable populations, using culturally tailored organizational strategies to promote diversity equity and inclusion; and build equitable processes to promote health equity.

COURSE OBJECTIVES: Upon completion of NGR XXXX, the student will be able to:

Being competent
1. Analyze population-based data to identify gaps and inequities in care and monitor trends in outcomes for culturally and linguistically appropriate care across the lifespan. (9.6h, 3.2f, 2.7d, 3.1k)
2. Construct a plan to incorporate diversity, equity, inclusion, and protection of vulnerable populations into team practices in the practice environment. (6.4g, 3.6h)

Becoming compassionate
3. Evaluate models of social justice and the eradication of structural racism and systematic inequity to promote a culture of civility and respect (C 10.3p, C5.f)

Demonstrating comportment
4. Model advanced communication skills and techniques for effective caring interaction among diverse audiences to improve health of populations. (C 2.2g)

Becoming confident
5. Develop and lead collaborative partnerships to improve population health outcomes. (C 3.2g, 3.1n).

Attending to conscience

6. Explore conscious and implicit biases and barriers that impact population health outcomes. (C 3.2e)

7. Incorporate ethical principles in resource allocations for advanced preparedness to protect vulnerable populations. (C3.3f;C 3.6g).

Affirming commitment
8. Plan interventions that maximize cost-effective, accessible, and equitable resources for populations. (C 3.3e)

TEACHING LEARNING STRATEGIES: Lecture, nursing situations, group discussions, group projects with poster presentations, a practicum of 45 hours credit is required.

GRADING AND EVALUATIONS:

Assignment	Objective Evaluated	Percentage of Grade
Population Data Analysis Profile/PowerPoint	1	20%
Reflection Paper 1 Model advanced communication skills and techniques for effective caring interaction among diverse audiences to improve health of populations	4	10%
Reflection Paper 2 Develop and lead collaborative partnerships to improve population health outcomes	5	10%
Concept Paper Topic: Construct a plan to incorporate diversity, equity, inclusion	2	10%
Poster Presentation and Abstract Evaluation of Social Justice Models to Promote Culture of Civility	3	20%
Discussion Post 1 Explore conscious and implicit biases and barriers that impact population	6	10%
Discussion Post 2 Incorporate ethical principles in resource allocations for advanced preparedness	7	10%
Immersion in a healthcare or community-based organization	4,5,7	S/U
Reflection Paper 3 Reflection paper/ cost-effective interventions	8	10%
Total		100

Required Monthly synchronous meetings on Saturdays or Sundays

GRADING SCALE: A **grade below C is not passing in the Graduate Program.**

94-100 = A

90-93 = A-

87-89 = B+

84-86 = B

80-83 = B-

77-79 = C+

74-76 = C

70-73 = C-

67-69 = D+

64-66 = D

61-63 = D-

0-60 = F

REQUIRED TEXTS

Curley-Cupp, A.L. & Vitale, P.A. (Eds.). (2020). *Population-based nursing: concepts and competencies for advanced practice.* (3rd ed.). Springer Publishing Company. ISN 9780826136732

Moss, M. & Phillips, J. (Eds.). (2021). *Health equity in nursing: Achieving equity through policy, population health and interprofessional collaboration.* Springer Publishing Company.

Chinn, P. (2013). *Peace and Power.* Bartlett & Jones Publishers.

RECOMMENDED TEXTS

U.S. Department of Health & Human Services. (2020). *Healthy people 2030. Retrieved from https://health.gov/healthypeople*

TOPICAL OUTLINE

Concepts of population-based health

Identifying & analyzing population health data

Communication techniques for effective caring interaction among diverse audiences to improve health of populations

Building relationships & engaging organizations or communities through collaboration for health

Team-based approaches to diversity, equity, & inclusion to protect vulnerable populations

Population Focused Interventions across the life span

Health disparities

Health equity

Conscious and implicit biases that influence population health outcomes

Models of Social Justice

Integrating the Social Determinants of health in the clinical/organizational setting

Ethical principles in resource allocations

COURSE ASSIGNMENTS

All assignments must be created originally for this course. Papers or other assignments (i.e.

PowerPoint) developed in other courses will not be accepted. Students who present "recycled" assignments as an original work will receive a grade of zero for the assignment.

1) Population Data Analysis Profile/PowerPoint

Purpose: To provide evidence-based recommendations for a targeted population aimed at improving health related outcomes and address health disparities.

Choose a specified diverse population and provide information on the **TOP five health problems (i.e., hypertension, diabetes)** of the populations (this will be more than one disease or health condition). This should include health disparities and healthy quality indicators that are pertinent to the population. After critiquing andsynthesizing the evidence you should make **at least four** specific recommendations to improve health related outcomes for the population you selected. You should consider individual determinants of health (psychological and physical), social environmental determinants of health and environmental determinants of health (Healthy People 2030). Also, consider how racism can impact health and health care provided. You **are not** focusing on just one health problem. The minimum number of power points slides is 25 and maximum is 50. This assignment represents **20%** of the course grade.

2) Reflection Paper 1
Write a 3 page paper that describes how you modeled advanced communication skills and techniques for effective caring interaction among a diverse audience to improve health of a selected population. Use APA guidelines for writing. Reflection paper #1 represents **10%** of your grade.

3) Reflection Paper 2
Write a 4 page paper detailing the development and leadership role in a collaborative partnership to improve population health outcomes. Document your paper with evidence from best practices and the literature. Use APA guidelines for writing. Reflection paper #2 represents **10%** of your grade.

4) Reflection Paper 3
Write a 4 page plan of interventions that maximize cost-effective, accessible, and equitable resources for populations. Document your paper with evidence from best practices and the literature. Use APA guidelines for writing. Reflection paper #3 represents **10%** of your grade.

5) Discussion Post #1*
Write a discussion post that explores conscious and implicit biases and barriers that impact population. Document the follow the rubric in Canvas for posting discussions. Use APA guidelines for writing. Discussion post #1 represents 10% of the grade.

6) Discussion Post #2*
Write a discussion post that incorporates ethical principles in resource allocations for advanced preparedness to protect vulnerable populations. Document with sources from the literature and follow the rubric in Canvas for posting discussions. Use APA guidelines for writing. Discussion post #2 represents 10% of the grade.

7) Poster Presentation and Abstract
Create a poster presentation and abstract with an evaluation of social justice models that promotes a culture of civility. Document with sources from the literature. Use APA guidelines for writing. This assignment represents 20% of the grade.

8) Immersion in a healthcare or community-based organization

Each student is expected to complete 45 documented hours with their preceptor at an identified immersion placement site. These 45 hours are to be documented in E-logs and on a paper Log form, which shows the cumulative hours signed by the preceptor. The log can be found at: DNP Clinical Hour/Residency Log Summary Sheet http://nursing.fau.edu/index.php?main=3&nav=457

Discussion Board Grading
Rubric*

Points	Threaded Discussion Grading Criteria
10 Points	Student contributions are prompt, timely, relevant, self-initiated. All postings demonstrate thoughtful consideration of the material, questions posed, and contributions of others. First posting done by Wednesday and is in-depth, thoughtful, and substantive with clear reading evidence to support rationale as directed. Citations in APA 6th ed. or 7th ed format. All comments and postings are supported with references to the text or other sources or have meaningful reflection to the topic. Student participates in the discussion at least twice during the online week or weeks, on different days. Responses to at least 2 colleagues are substantive. Spelling, grammar, writing style, and organization are outstanding.
8 Points	Student keeps up with the discussion although may need occasional prompting or clarification of postings. Participation shows an understanding of the content; however, skills are at a more basic level. First posting by Wednesday, active discussion is engaging but rationale is not clearly supported with reading evidence and or references. Online participation meets rules of engagement for the

	course. Minor issues with APA, spelling, grammar or writing style are evident.
6 Points	Student comments are short and perfunctory or do not add much to the conversation/collegial dialogue; postings demonstrate only a shallow grasp of the material. Original question responses are not done by Wednesday and/or active discussion is cursory and with lack of depth. Comments are not supported with references or reading application and student only does so when asked. Major issues with APA, spelling, grammar or writing style are evident; readability of work is affected. Online participation meets only minimal rules of engagement for the course.
4 Points	Student comments have minimal substance such as comments limited to "I disagree" or "good point". Contributions reflect only personal or anecdotal experience with no clear evidence of readings and or scholarly references as per directions. Postings are illogical. Student postings are only one day of the online week and/or all postings are on the last online day. Remember, this is like speaking to an emptying classroom!
0	Student does not participate in a required discussion during the assigned online week

ACADEMIC SERVICE-LEARNING STATEMENT (Optional): Due to the nature of the course content, this course is designated as an "academic service-learning" course. The assistance you provide to an agency/organization during your academic service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you may participate in academic service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development. To receive academic service-learning notation of hours on your transcript, your hours must be logged according to university policy. Also, pre-assessment and post-assessment surveys are required to be taken by academic service-learning students.

- **Description of the Project:**
  - Students choosing this assignment will engage in a minimum of 10 hours of Academic Service-Learning opportunity at approved community locations. Community locations will be approved by the Christine E. Lynn College of Nursing.
- **Relevant and meaningful service in the community:**
  - The goal of the community-based epidemiological action project is to identify a call from the community, then design and lead an epidemiological effort that meets the identified call through Academic Service-Learning.
- **Enhanced academic learning:**
  - As this course focuses on epidemiology for advance nursing practice, practical application of the course content can occur through Academic Service-Learning activities that involve the application of epidemiological tools used in advanced nursing practice to improve health by altering personal, social and/or environmental

risk factors. This will be a "real world" experience through activities such as health data collection, disease surveillance, contact tracing and health education.
- **Purposeful civic engagement:**
    - o The goal of the community-based epidemiological action project is to identify a community need, then design and lead an epidemiological effort that meets a specific need in the community and allows students to apply knowledge and work toward course objectives while meeting a distinct community need.

BIBLIOGRAPHY:

Fawcett, J, (2019) Thoughts about language if equity for population health, *Nursing Science Quarterly*, 32, 157-159.

Fortuna, R. J. et al. (2018). A community wide quality improvement project to improve hypertension control and decrease disparities, *Journal of Clinical Hypertension*, 21, 196-203.

Mendu, M.L., et al. (2019). Development of an electronic health record based chronic kidney disease registry to promote population health management, *BMC Nephrology*, 20, 2-11.

Phillips, A. (2019). Effective approaches to health promotion in nursing practice. *Nursing Standard*, 34, 43-50.

Scherban, F. L. et al. (2019). Identifying neighborhood characteristics associated with diabetes and hypertension control in an urban African American population using geo-linked electronic health records. *Preventive Medicine Reports*, 15, 1-6.

US Preventive Services Task Force. (2021). Actions to transform US Preventive Services Task Force methods to mitigate systemic racism in clinical preventive services. *JAMA*. doi:10.1001/jama.2021.17594

COURSE SPECIFIC LITERATURE: Caring Literature

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum.* Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice.* Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring.* Springer.

Buber, M. (1970). *I and thou.* Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity*

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders.* Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2ⁿᵈ ed.).* Silliman University Press.

Mayeroff, M. (1971). *On caring.* HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.).* Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing.* National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.).* FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions* Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm.* Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource.* Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences.* Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing.* University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

COURSE POLICIES & GUIDELINES

Course modules open on Sundays and close on Saturdays unless otherwise posted.
Students are reminded that the College of Nursing Professional Statement and University Policies are related to academic integrity and apply to all tests, written assignments, verbal communications and other course activities. All policies in the college and university catalogs apply to this course.
To obtain a passing grade, all course requirements and objectives must be successfully met.
Students are expected to log on to the course website **at least three times weekly** to obtain reading materials and check on course updates and announcements.

Students are expected to turn in assignments using Canvas on or before the due date assigned. Unless otherwise noted, assignments are due at the end of each unit (Saturdays at 11:59 pm).

Points may be deducted for late assignments/exams. In exceptional circumstances, students may contact the faculty member to request an extension prior to the assignment/exam due date. Please note, technical difficulties are not considered exceptional circumstances.

All assignments submitted may be scanned by a similarity software program. As such, assignments must be submitted through the course website rather than as e-mail attachments. E-mail submissions will not be accepted.

All assignments must be completed in APA format: (Publication Manual of the American Psychological Association, 7th edition).

All students are required to use their FAU e-mail address and have regular access to the internet.

All course communications must be made through the canvas platform inbox. Platforms for personal communications include Canvas Inbox, phone, or SKYPE.

A threaded discussion for general course questions has been created. Students are expected to view this discussion at least weekly.

COLLEGE OF NURSING POLICIES

The faculty reserves the right to make changes in course content and requirements.
Policies below may be found in:
a). The Christine E. Lynn College of Nursing Graduate Handbook located at:
http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20Ju
ne%202012.pdf
b). Florida Atlantic University's Academic Policies and Regulations
http://www.fau.edu/academic/registrar/FAUcatalog/academics.php and http://www.fau.edu/regul
ations

CODE OF ACADEMIC INTEGRITY:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: http://www.fau.edu/ctl/AcademicIntegrity.php
CON Academic Integrity: http://nursing.fau.edu/academics/student-resources/graduate/policiesregulations/academic-integrity-policy.php

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at http://www.fau.edu/sas/

To apply for SAS accommodations: http://www.fau.edu/sas/

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as

part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION:
In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information, see: https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf
CON Religious Accommodation: http://www.fau.edu/sas/New.php

USE OF STUDENT COURSE MATERIAL
The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

COURSE SCHEDULE

TOPIC	ASSIGNMENTS
Introduction to the course	**Read**: Course syllabus Review: Tutorials for Canvas, such as how to post a response to a question and how to respond to another student's post, and how to upload an assignment. **Assignment**: Post an introduction and describe your nursing experience. Respond to 4 postings of your peers.
Concepts of population-based health	**Read**: Curley-Cupp & Vitale , Chapter 1 **View websites**: http://www.hhs.gov/about/ http://www.hhs.gov/about/orgchart/

Identifying & analyzing population health data	**Read:** Curley-Cupp & Vitale Chapter 2-5 **View websites:** Healthy People 2030 Leading Health Indicators. Retrieved from https://health.gov/healthypeople Fast-Facts from A-Z. Retrieved from http://www.cdc.gov/nchs/fastats/ E-Stats. Retrieved from http://www.cdc.gov/nchs/products/hestats.htm Health United States: http://www.cdc.gov/nchs/hus.htm CDC Wonder. Retrieved from http://wonder.cdc.gov/
Communication techniques for effective caring interaction among diverse audiences to improve health of populations Building relationships & engaging organizations or communities through collaboration for health	**Read:** Chapters Curley-Cupp & Vitale Chapter 10 & 11 **View:** Office of Minority Health Resource Center. Retrieved from https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=1&lvlid=3 **Assignment Due:** 1) **Population Data Analysis Profile/PowerPoint**
Health disparities	**Read:** Moss & Phillips Chapters **View: PowerPoint on Health Disparities** **View website:** John Hopkins Center for Health Disparities Solutions. Retrieved from https://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-health-disparities-solutions/ **Assignment: Reflection Paper 1**
Conscious and implicit biases that influence population health outcomes	**Read:** FitzGerald, C., & Hurst, S. (2017). Implicit bias in healthcare professionals: a systematic review. *BMC medical ethics, 18*(1), 19. https://doi.org/10.1186/s12910-017-0179-8 Maina IW, Belton TD, Ginzberg S, Singh A, Johnson TJ. (2018). A decade of studying implicit racial/ethnic bias in healthcare providers using the implicit association test. *Soc Sci Med.*199, 219-229. https://doi: 10.1016/j.socscimed.2017.05.009 **View:** PowerPoint Unconscious Bias Harvard University Project Implicit. Retrieved from https://implicit.harvard.edu/implicit/takeatest.html

	Assignment Due: Discussion Post #1
Health Equity	**Read:** Moss & Phillips Chapters View Website: AMA Center for Health Equity https://www.ama-assn.org/about/ama-center-health-equity?gclid=CjwKCAiAm7OMBhAQEiwArvGi3O6SiqYsN34v5gWij N9sec7iwqoz3S_kKgdFqpn8Gx_13BU_iBpsWRoCvLUQAvD_BwE Centers for Disease Control & Prevention: Health Equity https://www.cdc.gov/chronicdisease/healthequity/index.htm **Assignment: Reflection Paper 2**
Population Focused Interventions across the life span	**Read:** Curley-Cupp & Vitale Chapters 6 & 7 Child Stats. Retrieved from: http://childstats.gov/ View Website: Healthy People 2030 age objectives
Integrating the Social Determinants of health in the clinical/organizational setting Health Literacy	**Read:** Moss & Phillips Chapters 7, 8 & 9 **View:** Health Literacy Film Assignment:
Models of Social Justice	**Read:** Chinn, Chapters 3-4, 8-12. **View websites: Social Justice & Health. Retrieve from** https://www.apha.org/what-is-public-health/generation-public-health/our-work/social-justice
Team-based approaches to diversity, equity, & inclusion to protect vulnerable populations	**Read:** Moss & Phillips Chapter 15 & 18 **Assignment: Poster Presentation and Abstract**
Ethical principles in resource allocations	**Read:** Curley-Cupp & Vitale Chapter 14 **Assignment: Discussion Post #2***
	Assignment: Reflection Paper 3

PROFESSIONAL STATEMENT

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016

FAU

FLORIDA ATLANTIC UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patters of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

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