

NUR 6339

POPULATION HEALTH AND EPIDEMIOLOGY FOR ADVANCED NURSING

SUMMER 2022



Instructor: Dr. Beverly Greenwald, PhD, MSN, APRN, FNP-BC, NP-C, CGRN, RN
Professor of Nursing

Email: beverly.greenwald@angelo.edu

Phone: (701) 261-4795

Office: Online Faculty

Office Hours: Please arrange consultation times by phone or email. I am flexible and available most times during the week *and* weekends.

Time Zone

ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST. Students working outside of CST will need to make the necessary adjustments.

Course Information

Course Description

This course explores the distribution and determinants of health and disease that affect human populations using health information and technology. Principles of genetics, genomics and epidemiological data are considered for design and delivery of evidence-based, culturally relevant clinical prevention and health promotion strategies and interventions.

Course Credits

Three Semester Credit Hours (3-0-0)

Online Class: Meets completely online using Blackboard

Prerequisite and Co-requisite Courses

None

Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Collaborative management programs such as PBwiki may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course.

MSN Program Outcomes

Upon completion of the program of study for the MSN Program, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master's prepared nurse.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to MSN Program Outcomes	Mapping to AACN Essentials	Mapping to NONPF Competencies
1 Synthesize epidemiologic evidence for practice to determine appropriate application of interventions across diverse populations throughout the lifespan.	Module 1 Module 1 & 2 Exercises Smiles for Life Courses	1	1.5	1.1
2 Incorporate current and emerging genetic/genomic evidence when providing advanced nursing care across the lifespan.	Module 3 Module 3 Exercise Smiles for Life Courses	1	1.2	1.1
3 Evaluate selected physiological, psychological, political, legal, economic, ethical, environmental and cultural influences impacting healthcare, epidemiology, and health promotion across the lifespan.	Module 4 Module 4 Exercise Smiles for Life Courses	8	8.1	7.1
4 Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve health promotion and risk reduction for patients across the lifespan.	Modules 4 & 5 Module 4 & 5 Exercises Module 5 Written Exercise: Flesch-Kincaid evaluation of education Smiles for Life Courses	4	4.1	4.3
5 Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions, guideline use, and evidence-based care to individuals, families, communities, and aggregates / clinical populations across the lifespan.	Modules 4, 5 & 6 Module 4, 5, & 6 Exercises Module 5 Written Exercise: Flesch-Kincaid evaluation of education Smiles for Life Courses	8	8.3	7.4
6 Apply leadership and decision-making skills to provide culturally responsive, high-quality nursing care, through the delivery of lifestyle change interventions to individuals, groups, and communities across the lifespan.	Module 5 Written Exercise: Flesch-Kincaid evaluation of education Module 6 Module 6 Exercise Smiles for Life Courses	2	2.1	2.5
7 Use epidemiological, social, and environmental data to perform as risk assessment and draw inferences regarding the health status of patient	Module 2 Module 2 Exercise Smiles for Life Courses	9	9.6	9.4

populations across the lifespan and interventions to promote and preserve health and healthy lifestyles.				
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Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#)

For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.

Required Texts and Materials

Library and internet resources will be used instead of a text. See the Modules for assigned reading.

Recommended Texts and Materials

None

Technology Requirements

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline

Oral Health

Risk Assessment Tools

Risk Reduction

Epidemiology

Statistics

Infectious Diseases

Chronic Diseases

Genetics and Genomics

Environmental Epidemiology

Demographic Assessment

BRFSS Data Analysis

History of Public Health

Health Promotion

Disease Prevention
Health Disparities
Health Policies
Health Behavior Change
Lifestyle change
Healthy People 2030
Individual, Group, and Community Interventions
Cultural Influences
Community Health
Emergency Preparedness

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2020) 7th edition guidelines for references.

Written communication via email: All private communication will be done exclusively through your ASU email address. *Please check your ASU email daily* for announcements and policy changes. The ASU Help Desk can help you get your ASU email on your cell phone to assist with this essential communication. The Help Desk phone number is 866-942-2911 or 325-942-2911.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Zoom, Google Hangouts, etc.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Generally, words that are all capitalized are more difficult to read. Capitalizing may be used for emphasis but *excessive* capitalizing *may* be viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Points of Total Grade
Smiles for Life Training Course Certificates (8) Course 1= The Relationship of Oral and Systemic Health Course 2 = Child Oral Health Course 3 = Adult Oral Health Course 4 = Acute Dental Problems Course 5 = Pregnancy and Women’s Oral Health Course 6 = Caries Risk Assessment, Fluoride Varnish and Counseling (30 minute video) Course 7 = The Oral Examination Course 8 = Geriatric Oral Health	40 points total (5 points each)
Module Exercises (#7) Module 1 Week 1 Module 1, Week 2 Module 2, Week 3 Module 3, Week 4 Module 4, Week 6 Module 5, Week 7 Module 6, Week 9	M1W1 = 9 M1W2 = 12 M2 = 9 M3 = 12 M4 = 12 M5 = 12 M6 = 12
Module 1: CDC’s Introduction to Epidemiology Video Exercise	12
Module 2: CDC’s 1918 Pandemic Video Exercise	14
Module 3: Public Health Law Videos Exercise	12
Module 4: CDC’s HIV Epidemic Video Exercise	13.5
Module 4: Geriatric Risk Assessment Tool	30
Module 5: Flesch-Kinkaid Evaluation of Education	20
Module 5: Student Self-Evaluation	10
Module 6: IDEA Rating of Instruction	10
Total	239.5

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. All assignments must be completed at a passing level to pass this course.

The following grading scale is in use for this course:

- A = 90.00-100 percent
- B = 80.00-89.99 percent
- C = 70.00-79.99 percent
- D = 60.00-69.99 percent
- F = 0-59.99 percent (Grades are not rounded up)

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

***Please note: Rubrics for all assignments and activities are located in the Learning Modules.**

Learning Module Exercises

Six Learning Modules will include a learning exercise. Detailed instructions are found under the Exercises tab when it opens. These exercises are open-resource. The questions are of *all types* and the number of questions varies but is approximately 10. Students will have 180 minutes to complete these exercises.

Epidemiology Video

Students will complete an evaluation after watching a CDC epidemiology video.

Smiles for Life Training Courses

Smiles for Life: A National Oral Health Curriculum was originally developed in 2005 by the Society of Teachers of Family Medicine Group on Oral Health. The 4th edition of Smiles for Life was released in 2020. It continues its broad focus on all primary care clinicians, while adding a module on the oral examination and opportunities for interactive on-line learning opportunities that focus on individual learners and small groups.

Smiles for Life is now the nation's most comprehensive and widely used oral health curriculum for primary care clinicians. It has been officially endorsed by 20 national organizations, and is in wide use in professional schools and post-graduate training programs.

Course 1= The Relationship of Oral and Systemic Health

This course addresses the nature, prevalence, and consequences of oral disease throughout the life cycle with a focus on correlations between oral and systemic health. Clinicians will learn their role in preventing oral disease, addressing frequently encountered oral problems, and working as part of an inter-professional team to promote oral health.

Course 2 = Child Oral Health

This course addresses the prevalence, etiology, and consequences of early childhood caries (ECC). Clinicians will learn to assess risk factors, recognize the various stages of ECC, and counsel patients on preventive techniques. Additionally, this module will discuss common oral developmental issues in children such as teething, eruption hematomas, and non-nutritive sucking.

Course 3 = Adult Oral Health

This course addresses how adult oral health is impacted by factors such as disease, aging, medication, and substance use. Clinicians will review risk factors and etiologies of oral conditions, as well as appropriate treatment and referral procedures. This module also addresses effective oral disease prevention, dental care coordination for patients

requiring antibiotic prophylaxis, and collaborative anticoagulation management in patients undergoing oral procedures.

Course 4 = Acute Dental Problems

This course addresses the nature of oral pain, as well as acute dental problems precipitated by oral infections or trauma. Clinicians will learn to treat oral pain; accurately assess, treat, and refer patients with oral infections; recognize and triage true dental emergencies; and promote the use of protective equipment to prevent oral injuries.

Course 5 = Pregnancy and Women's Oral Health

This course addresses the importance of oral health before, during, and after pregnancy. Clinicians will explore the prevalence of oral disease during pregnancy and its consequences for both mothers and children, as well as review dental treatment guidelines for pregnant women.

Course 6 = Caries Risk Assessment, Fluoride Varnish, and Counseling

This course focuses on caries prevention. It offers a brief review of Early Childhood Caries (ECC) and address how the use of fluoride is part of a comprehensive approach to a child's oral health. Specifically, clinicians will learn the benefits, appropriate safety precautions, and dosing for fluoride, as well as how to apply fluoride varnish and provide follow-up care.

Course 7 = The Oral Examination

This course addresses how to perform consistent and thorough oral examinations of children and adults. Clinicians will learn to differentiate between normal and abnormal findings, and develop an awareness of the examination needs of special populations.

Course 8 = Geriatric Oral Health

This course addresses the vital role medical clinicians can play in promoting the oral health needs of older adults. Clinicians will learn how to perform a comprehensive oral assessment, identify and manage common geriatric oral conditions, counsel patients on effective preventive measures, and collaborate with dental professionals. Additionally, this module will address the link between oral and systemic health and review common oral side effects of medications.

Geriatric Risk Assessment Tool

Students will use the Pediatric Risk Assessment Tool as a template to create a Geriatric Risk Assessment Tool for an FNP to use in a Family Practice setting. This tool will include the identification of common oral health risk and protective factors; a guide to common oral health clinical findings; a place for appropriate documentation of an oral assessment; and a plan to improve oral health in the geriatric population.

Oral Health Promotion Education Evaluation

Students will analyze oral health evidence for its impact on the delivery of an age-appropriate oral health promotion program. The education message will be evaluated for appropriate level using the Flesch–Kincaid tool.

Self-Evaluation of Course Objectives

Students will complete a self-evaluation of meeting the Course Objectives listed in the syllabus.

IDEA Rating of Instruction

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at beverly.greenwald@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

The course is set up on weekly modules. The week begins on Monday at 1 am CST and ends on Friday at 11 pm CST (except holiday weeks; all times in this syllabus are CST). Assignment due dates are shown on the schedule. Late assignments are not accepted without prior approval of faculty. Faculty reserves the right to deduct points for late assignments *if* they are accepted past the original due date. All assignments must be completed at a passing level to pass this course, even if a grade is not allowed.

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²
- *University Graduate Nursing Handbook*, located on the Nursing website

Student Responsibility and Attendance

ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. To successfully complete this course, students have to participate in all course activities. Students are expected to engage in course activities and submit work by due dates and times. Students must complete all assignments for this course at a passing level to pass this course. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average, for a 15-week semester or **9 – 13.5 hours per week for a 10-week summer session.**

Please note: students from other institutions, taking a one-time ASU course, are bound by ASU policies in this course.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).³

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in the Houston Harte University Center, Office Suite 112, or call 325-942-2047.

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from

completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

It is unacceptable to copy word-for-word in your discussions and/or your papers without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Quotes are not allowed; rather, rephrase in your own words. The Department of Nursing uses the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁸ for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Gender discrimination, discrimination based on sexual orientation, or gender expression, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations of gender based misconduct I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You too are encouraged to report any incidents to ASU's

Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting: Michelle Miller J.D. Special Assistant to the President and Title IX Coordinator Mayer Administration Building, Room 210 325-942-2022 michelle.miller@angelo.edu You may also file a report online 24/7 at www.angelo.edu/incident-for.

Should you wish to visit with someone about your experience in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy, if you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above. For more information about Title IX in general you may visit www.angelo.edu/current-students/title-ix/.

Course Schedule

Week/Date	Topics	Assignments/Assessments DUE
Week 1: Jun 6 – Jun 10, 11 p	Learning Module 1 Oral Health Epidemiology Epidemiology	Read Module 1 View the videos on Module 1. Module 1, Week 1, Exercise Smiles for Life (SFL) Course 1= The Relationship of Oral and Systemic Health
Week 2: Jun 13 – Jun 17, 11 p		Module 1, Week 2, Exercise SFL Course 3 = Adult Oral Health CDC: Introduction to Epidemiology Video Exercise
Week 3: Jun 20 – Jun 24, 11 p	Learning Module 2 Risk Assessment Public Health	Read Module 2 View the videos on Module 2. Module 2 Exercise SFL Course 2 = Child Oral Health CDC: 1918 Pandemic Partner Video Exercise
Week 4: Jun 27 – Jul 1, 11 p	Learning Module 3 Public Health Historical Perspectives Health Equity Health Disparities Genetics Genomics Environmental Epidemiology	Read Module 3 View the videos on Module 3. Module 3 Exercise Public Health Law: A Tool to Address Emerging Health Concerns Video Exercise SFL Course 7 = The Oral Examination SFL Course 8 = Geriatric Oral Health

Week/Date	Topics	Assignments/Assessments DUE
Week 5: Jul 5 – Jul 8, 11 p Jul 4 Univ. Closed	Learning Module 4 Health Policies Health Promotion Risk Reduction	Read Module 4 View the videos on Module 4. CDC: HIV Epidemic Video Exercise SFL Course 4 = Acute Dental Problems
Week 6: Jul 11 – Jul 15, 11 p		Module 4 Exercise SFL Course 6 = Caries Risk Assessment, Fluoride Varnish and Counseling Geriatric Risk Assessment Tool
Week 7: Jul 18 – Jul 22, 11 p	Learning Module 5 Community Health Healthy People 2030 Behavior Change Theory	Read Module 5 View the videos on Module 5. Module 5 Exercise SFL Course 5 = Pregnancy and Women’s Oral Health
Week 8: Jul 25 – Jul 29, 11 p		Flesch-Kinkaid Evaluation of Education Project Student Self-Evaluation
Week 9: Aug 1 – Aug 5 12 NOON Aug 12 Last day of class and finals	Learning Module 6 Emergency Preparedness	Read Module 6 View the videos on Module 6. Module 6 Exercise IDEA Rating of Instruction

Grading Rubrics

Grading Rubrics are included in the Learning Modules.

Student Evaluation of Faculty and Course

Students in all ASU programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online, and has established a policy whereby students can complete course evaluations free from coercion.

The IDEA Learning Objectives for this course are:

Learning how to find, evaluate, and use resources to explore a topic in depth

Learning to apply knowledge and skills to benefit others or serve the public good

End of Syllabus

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://angelo.policystat.com/policy/10659448/latest>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://angelo.policystat.com/policy/10659231/latest>