



## Course Syllabus

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**COURSE NUMBER:** NURS 6358  
**COURSE TITLE:** Population Health a Context of Culture

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### COURSE FACULTY

**Instructor's Name:** Colleen Marzilli, PhD, DNP, MBA, RN-BC, CCM, PHNA-BC, CNE, NEA-BC  
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**Office Hours:** M, W, F: 8:30-11:30 and at your request

[University Policies referenced in Syllabus can be found at:

<http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>]

## **COURSE DESCRIPTION**

Health outcomes for rural and underserved populations are examined. Social and cultural determinants of health and factors that increase risk for poor health outcomes are emphasized. Interventions related to clinical prevention and population health, the use of information systems, and interdisciplinary methodologies for improving health care delivery will be evaluated. The student will utilize strengths to identify implementation strategies used in the DNP scholarly project to address population health needs.

## **COURSE OBJECTIVES**

1. Understand the role of behavior change and behavioral economics to improve the health of populations
2. Describe the various health advocacy and assistance programs available to patients and how these are delivered
3. Understand the key health drivers, cost and care implications of moving from acute to chronic care models
4. Explain the concepts of quality and safety in the context of population health
5. Appreciate the powerful role of health information technology in shaping the population health experience
6. Learn about key metrics for decision support in making healthcare decisions
7. Explore several successful models of population health in action

## **DNP COMPETENCIES**

### **Learning Outcomes - NONPF Competencies**

#### **Quality**

1. Uses best available evidence to continuously improve quality of clinical practice.
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.
3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.

#### **Technology and Information Literacy**

1. Integrates appropriate technologies for knowledge management to improve health care.
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.

#### **Ethics**

1. Integrates ethical principles in decision-making.
3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

#### **Policy**

6. Evaluates the impact of globalization on health care policy development.

#### **Health Delivery System**

4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment

### **DNP Essentials Addressed**

**Essential II:** Organizational and Systems Leadership for Quality Improvement and Systems Thinking

**Essential IV:** Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

**Essential VI:** Inter-professional Collaboration for Improving Patient and Population Health Outcomes

### **GRADING POLICY**

Grades will be based upon the following:

DNP Synthesis Project 30%

DNP EPIP Project 30%

Discussion board 20%

Narrative Reflection 10%

Leadership Development Plan 10%

The weighted average of the graded assignments must be 80% or above to pass the course. All assignments should be submitted prior to the pre-determined due date, unless prior arrangements have been made with the course faculty and a new due date determined. If an assignment is submitted after the due date and no prior arrangements with the course faculty were made, five points will be deducted each day the assignment is past due.

### **GRADING SCALE**

Final grades for the course will be determined based upon the following numerical grade scale:

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Below 60

Grades will not be rounded when calculating the average. (79.5 is not rounded to 80 and 89.5 is not rounded to 90.)

The student must achieve an average of 80% to successfully complete the course.

### **CLASS PARTICIPATION & PREPARATION**

#### **Communication Guidelines**

- Students are expected to check the Class Discussion Board (CDB) and their University email at least every 48 hours for announcements and new information.
- Students may communicate with the class and ask questions about general topics on the "Course Communication & Questions" Discussion Board.
- It is expected that all communication and conduct within the course is professional at all times.
- Students and faculty will use Blackboard and Patriot email for private communication.
- Students must use Patriot email when emailing faculty from outside the course.
- Students and faculty are expected to respond to Patriot email within 24-48 hours during regular "office hours" of Monday - Friday, 8am-5pm CST. If you do not receive a response within the timeline, email faculty by Patriot email again or contact us by phone call or text. Faculty will notify the class if they are expected to be out of communication for more than 48 hours.

#### **Evidence of Class Participation & Preparation**

- Students will be required to attend the summer doctoral program on the Tyler campus.
- Students will participate in a variety of online and face-to-face activities.

#### **Discussion Board Evaluation Criteria**

- Contributes content and resources relevant to the topic
- Participates in discussion in a meaningful way (e.g. more than "I agree")
- Comments reflect thoughtfulness and critical thinking
- References and resources are provided to support ideas
- Poses thought provoking and relevant questions for peers and faculty
- Adheres to Discussion Board closing dates listed in the Course Schedule
- Late postings do not count toward the Discussion Board grade (unless faculty has been notified prior of extenuating circumstances)

#### **Narrative Reflection Journals (each module)**

Narrative Reflections are used in this course derived from John's (2009) model for structured reflection (MSR). The model is a technique that guides use of reflection for learning through experience. The student should use the John's MSR to reflect on course activities and clinical experiences in each module; relate your experiences to personal goals, course readings, the state of literature and feedback from faculty and peers. All reflective journal assignments are due by the closing date of the module.

#### **Synthesis of Narrative Reflections (not a discussion board posting)**

During the last week of the semester, review your reflective narratives and activities during this course. Discuss themes from your reflections and changes in your understanding of the DNP role as you progressed through the semester. Discuss how the engaging in the processes of self-reflection, self-assessment, development of a leadership plan, and creation of the EPIP component project in this course served to inform your evolving understanding of population health within the context of culture. Submit the Synthesis of Narrative Reflections to Blackboard by the due date in the course schedule.

#### **Written Assignments**

**Leadership Development Plan:**

1. Each student will complete the Emotional Intelligence 2.0 and Strengths Finders 2.0 self-assessment tools and submit by due date in course schedule.
2. Use findings from these assessment tools to develop a personalized Leadership Development using the Leadership Development Plan Template in Module 2.
3. Students will continue to refine and revise their development plan throughout the program.
4. Students will post the Leadership Development Plan into myeFolio by the due date in the course schedule.

**myeFolio:**

The DNP student myeFolio is intended to reflect student mastery of the University of Texas at Tyler DNP Program Student Learning Outcomes, the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006), and the National Organization of Nurse Practitioner Faculties (NONPF) competencies.

The rationale for the Portfolio is based on the importance of:

1. Documenting student achievement on the 8 Essentials of Doctoral Education for Advanced Nursing Practice required by the American Association of Colleges of Nursing (AACN and the National Organization of Nurse Practitioner Faculties Core Competencies for Nurse Practitioners (NONPF).
2. Providing a systematic way for students to organize, synthesize, and reflect on aspects of their experiences in the DNP program.
3. Serving as an asset for the students as they build their career and present themselves as candidates for professional positions.
4. Demonstrating student and program outcomes.

(ACCESS INFORMATION AND ASSIGNMENT)

**DNP Synthesis Table Project:**

Students will update the synthesis table started in NURS6326 and include a specific discussion of measurement, LOE, interventions, and outcomes. Students will finalize the recommendations for implementation in practice.

**DNP EPIP Project:**

Students will transform the updated synthesis table to chapter two, which includes the emerging project protocol with specific recommendations and links of the recommendations to the EBP model and their proposed project.

**Census date: June 4, 2018**

**Last day to withdraw with no penalty: July 16, 2018**

**Course Schedule: Provided as a separate calendar**

**REQUIRED TEXTBOOK(S)**

Curley, A.L., & Vitale, P.A. (2015). *Population-based nursing: Concepts and competencies for advanced practice* (2nd ed.). New York, NY: Springer.

\*Bradberry, T., Greaves, J., Lencioni, P.M. (2008). *Emotional intelligence 2.0*. San Diego: TalentSmart.

\*Dreher, H.M., Glasgow, M.E.S. (2011). *Role development for doctoral advanced nursing practice*. New York: Springer Publishing Company.

\*Melnik, B.M., Fineout-Overholt, E. (2014). *Evidence-based practice in nursing & healthcare: a guide to best practice (3rd ed.)*. Philadelphia: Lippincott Williams & Wilkins.

\*Rath, T. (2007). *Strengths finder 2.0*. New York: Gallup Press.

\*Rath, T., Conchie, B. (2009). *Strengths based leadership: great leaders, teams, and why people follow*. New York: Gallup Press.

\*Zaccagnini, M.E., White, K.W. (2015). *The doctor of nursing practice essentials: a new model for advanced practice nursing (3rd ed.)*. Burlington, MA: Jones & Bartlett Learning.

\*Denotes books purchased in a previous course.

**GRADING SCALE:**

90-100	A		
80-89	B	60-69	D
70-79	C	<60	F

Grades will not be rounded when calculating the average. (79.5 is not rounded to 80 and 89.5 is not rounded to 90.)

The student must achieve an average of 80% to successfully complete the course.

Census Date June 4, 2018

Last Date to Withdraw July 16, 2018

**ACADEMIC INTEGRITY:** Students are expected to assume full responsibility for the content and integrity of all academic work submitted as paperwork and examinations. The official policy is available in the *Graduate Nursing Student Guide* and the *UTT Student Guide*.

**EXPECTATIONS OF STUDENTS**

1. Participate in course learning activities. These activities will focus on application of concepts presented in required reading.
2. Students are responsible being familiar with all course expectations to include information provided within the syllabus and all the information and announcements posted in Canvas.

3. **\*\*\*Students are expected to check their university email and Canvas announcements at least every 2 working days.\*\*\*** Since this is an online course much of the communication from faculty will be through Canvas and email.
4. **Course Number (NURS 6358) along with issue in subject line in any emails to faculty to facilitate responses to student email.** Properly identified student emails are first to be read and receive a response. Faculty will only correspond through **university email** (not personal or work emails nor Canvas emails or notifications).
5. Students are expected to make arrangements for online access to course even while traveling. Since this is an online course, lack of internet access during travel etc will not be considered an acceptable excuse for lack of timely participation in course activities.
6. All assignments will be turned in on the date assigned—5% will be deducted each day an assignment is past due unless prior arrangements have been made with the faculty.
7. All assignments including clinical logs and journals will be submitted to the appropriate assignment link. **NO** assignments will be accepted by email except at the discretion of the instructor.
8. Should students find it necessary to withdraw from the course for any reason, the student is strongly encouraged to notify the graduate nursing advisor and the course faculty as a matter of professional courtesy.

### **EXPECTATIONS OF FACULTY**

1. Respond to student emails and discussion board questions in a timely manner. Contact faculty again if you do not have an answer to your question after one working day.
2. Be available **by office phone or cell phone** during office hours posted under Faculty in Canvas.

### **UNIVERSITY POLICIES**

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus)

<http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>.

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

## **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

## **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Summer, the Census Date is June 4, 2018.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

## **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



## **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

## **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. Revised 05/17

## **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

## **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

## **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

## **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;

- using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

#### UT Tyler Resources for Students

- [UT Tyler Writing Center](http://www.uttyler.edu/writingcenter) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](http://www.uttyler.edu/tutoring) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](http://www.uttyler.edu/counseling) (903.566.7254)