

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

NURS 445

POPULATION HEALTH

COURSE DESCRIPTION

This seminar course provides an overview of genetics, genomics, geriatrics, end-of-life care, and cultural sensitivity from a Christian worldview. Through the use of evidence-based practice guidelines, the student will utilize knowledge and skills attained throughout his or her nursing education and apply it to a variety of educational activities.

RATIONALE

It is imperative that Liberty University graduating nurses have an understanding of the impact of genetics, genomics, geriatrics, end-of-life care, and cultural sensitivity. Currently, older adults account for the largest number of users of the healthcare system in America. With this aging population comes the nurse's responsibility for administering and supervising holistic care, including the end-of-life process. As technology advances, patients expect the registered nurse to provide genetic and genomic education. Due to cultural disparities, nurses need to provide culturally competent care to patients and their families throughout the healthcare setting. Therefore, it is vital that Liberty University graduates are adequately prepared to look at the areas of genetics, genomics, end-of-life care, and cultural sensitivity with a Christian worldview.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Evaluate interventions for genetics, genomics, end-of-life care, cultural diversity, and geriatric subject matters.

- B. Identify ways to effectively communicate and involve the client, family, and health care team workers to improve quality in genetics, geriatrics, and end-of-life care in diverse cultural populations.
- C. Formulate ways to provide competent, patient-directed care to patients and their families as an active, desirable, and important skill and an integral component of nursing care as a ministry of showing Christ's love to all people.
- D. Appraise individualized culturally-sensitive care regarding health, prevention, screening, diagnostics, prognostics, selection, and monitoring of treatment effectiveness throughout the areas of end-of-life care, gerontology, and genetics.
- E. Analyze the rights of all clients for autonomous and informed end-of-life, culturally diverse, gerontological, and genetic- and genomic-related care.
- F. Recognize the patient's active participation in all aspects of health care, including end-of-life care, cultural diversity, gerontology, and genetic- and genomic-related issues.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, lecture presentations, and journal articles
- B. Course Requirements Checklist
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (6)
Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. At least 1 scholarly source must be cited in the thread using current APA format. The student is also required to reply to at least 2 classmates' threads. Each reply must be at least 200 words.
- D. Pedigree Project
The student will compile his or her pedigree (family tree) for 3 generations, including relationship, gender, and age, with a key for the project. The student will also be tracking disease processes. If this family information is not available, the student may compile the pedigree of another individual. After developing a 3-generation pedigree and a 3-page analysis, the student will write 2 pages discussing areas of strength and growth in his or her professional knowledge and understanding of genetics and genomics.

E. End-of-Life Group Cultural Presentation

The student will be placed in a group to collaboratively organize a PowerPoint presentation discussing how a culture, other than the Christian culture, views death and dying. Specifics on end-of-life care, pain, after-death care of the body, mourning, etc. must be included. At least 5 references in current APA format must be used for the presentation. Please note that the group must choose the culture it will be presenting on in an earlier module/week.

F. Senior Mentor Project

The student will interview a senior adult and use the information from this interview to compose an 11-page paper (not including the required title page, reference page, and forms) using current APA format. The student must cite at least 5 sources and expound on the productivity and lifestyle of senior adults.

G. End-of-Life Reflective Paper

The student will write a 2–3-page paper discussing his/her beliefs on death and ways in which those beliefs will affect patient care. The paper must be written using current APA format. The student will need at least 1 reference to support spiritual beliefs.

H. Genetics/Genomics Test

There will be 1 test covering the Reading & Study material in Modules/Weeks 1–2 and the information assigned in the *Genetics Home Reference Handbook*. It will be an open-book/open-note test with 25 multiple-choice and true/false questions and a 1-hour time limit.

V. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (6 at 50 pts ea)	300
Pedigree Project (3 parts at 50 pts ea)	150
End of Life Group Cultural Presentation: Culture Submission	25
End-of-Life Group Cultural Presentation	175
Senior Mentor Project	175
End-of-Life Reflective Paper	50
Genetics/Genomics Test	125
Total	1010

A = 900-1010 B = 800-899 C = 700-799 D = 600-699 F = 0–599

B. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

BIBLIOGRAPHY

- American Association of Colleges of Nursing, *The Essentials of Baccalaureate Education for Professional Nursing Practice* (October 2008). Retrieved July 29, 2009, from <http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf>.
- American Association of Colleges of Nursing, *Cultural Competency in Baccalaureate Nursing Education* (n.d.). Retrieved July 29, 2009, from <http://www.aacn.nche.edu/Education/pdf/competency.pdf>
- American Association of Colleges of Nursing, *Recommended Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults* (July 2000). Retrieved July 29, 2009, <http://www.aacn.nche.edu/Education/pdf/Gercomp.pdf>
- American Association of Colleges of Nursing, ***Peaceful Death: Recommended Competencies and Curricular Guidelines for End-of-Life Nursing Care (November 1997)***. Retrieved July 29, 2009 <http://www.aacn.nche.edu/Education/deathfin.htm>
- American Association of Colleges of Nursing, *Essential Nursing Competencies and Curricula Guidelines for Genetics and Genomics* (September 2005). Retrieved July 14, 2014**
- <http://www.aacn.nche.edu/Education/pdf/Genetics%20%20Genomics%20Nursing%20Competencies%2009-22-06.pdf>
- The Centre for Genetics Education (online). The Importance of the Family Health Tree: A Guide for Professional Use, (Updated [2014]).
- Available at <http://www.genetics.edu.au/Publications-and-Resources/PublicationsBrochuresandPamphlets/Taking%20and%20Drawing%20a%20Genetic%20Family%20History%20A%20Guide%20For%20Professionals>. Retrieved [July 14, 2014].

COURSE SCHEDULE

NURS 445

Textbooks: *Genetics Home Reference Handbook* (Current).
Mauk, *Gerontological Nursing: Competencies for Care* (2018).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Genetics Home Reference Handbook : first half 2 presentations 2 websites	Course Requirements Checklist Class Introductions Pedigree Project: Part 1 Self-Check Survey 1	10 0 50 0
2	Genetics Home Reference Handbook : second half 2 presentations 3 websites	DB Forum 1 Pedigree Project: Parts 2 and 3	50 100
3	Mauk: chs. 1–3, 9 1 presentation	DB Forum 2 End-of-Life Group Cultural Presentation: Culture Submission Genetics/Genomics Test	50 25 125
4	Mauk: chs. 4, 6, 11–13, 15 2 presentations	DB Forum 3 Self-Check Survey 2	50 0
5	Mauk: chs: 7–8, 10, 20 2 presentations	DB Forum 4 Senior Mentor Project	50 175
6	Mauk: ch. 22 1 presentation	DB Forum 5	50
7	Mauk: ch. 27 3 presentations 1 website	DB Forum 6 End-of-Life Reflective Paper Self-Check Survey 3	50 50 0
8	2 presentations 1 website	End-of-Life Group Cultural Presentation	175
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.