



# Chaminade University of Honolulu School of Nursing

Course Syllabus

NUR301 Infection and Immunity: Global Perspectives  
2019 Fall Semester

Course: **NUR 301 Infection and Immunity: Global Perspectives**  
2 Credits (blended didactic only, non-clinical)

Class Days and Times: Section 1- Mondays 3:30pm-5:20pm  
Section 2- Mondays 10:30am-12:20pm  
Section 3- Mondays 1:30pm-3:20pm

Instructor: **Eurina Yujin Cha, Ph.D., MSN, RN, PHNA-BC, CRRN**  
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Office hours: Tuesday-Wednesday 8am-10am or by appointment

**Catalog Description:** This course explores the complex challenges that globalization, population increases, transnational commerce, existing and emerging infectious diseases, and re-emerging infectious diseases pose on systems of healthcare delivery globally. Principles of immunology and epidemiology and the determinants of health will be presented. The role of the nurse as well as the role of international organizations in influencing disease control and prevention will be explored. Other topics for discussion include global healthcare policy, global health care issues, lifespan health issues, international research methods, legal issues, and ethics.

**Prerequisites:** BI 151/151L, BI 152/152L, BI 250/L, CH 250, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291

#### **Course Learning Outcomes:**

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

1. Describe immunological principles and clinical consequences in the context of bacterial, viral, and other infectious diseases;
2. Compare and contrast current critical global health issues and strategies for infection control and disease prevention in developed and developing countries;
3. Define the role of the nurse in identifying appropriate nursing assessments, interventions, and health education topics related to the diagnosis, treatment, and control of common infectious diseases;
4. Identify barriers and solutions to vaccine preventable diseases in both local and global contexts;
5. Explain the role of major international organizations in influencing disease prevention and treatment strategies;
6. Describe the role of research, ethics, and legal issues in the areas of immunology and epidemiology; and
7. Apply principles of epidemiology, biostatistics, and determinants of health in a cultural context across the lifespan.
8. Linkages between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

#### **Goals:**

**The goals of the Nursing Program are to:**

1. Provide a 4-year program leading to a baccalaureate degree in nursing, in which students will acquire the knowledge, skills, and Marianist values necessary for professional nursing practice and leadership in health care.
2. Ensure an educational foundation in the biological, physical, and social sciences as well as in the humanities, all of which are essential to professional nursing practice.
3. Foster an attitude of intellectual and critical inquiry that promotes evidence-based practice.
4. Provide an educational experience that emphasizes engagement of students through active learning.
5. Create a collegial environment that fosters professional development of students including life-long learning, scholarship, and leadership.
6. Prepare students for professional nursing roles in a dynamic health care environment.
7. Prepare the student for the National Council Licensure Examination (NCLEX) examination and practice as a professional registered nurse.
8. Provide a foundation for graduate study.

**Program Learning Outcomes:**

**The student will demonstrate the ability to:**

1. Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally, appropriate approaches;
2. Provide safe, holistic, patient-centered care, across the health-illness continuum, across the lifespan, using state-of-the-art methodologies, and in all healthcare settings;
3. Engage in dialogue about contemporary issues in healthcare, effectively advocate in the interest of patients, and lead others in the professional nursing role;
4. Communicate and collaborate effectively with patients and professionals from a variety of disciplines;
5. Critically evaluate and integrate research and reliable clinical evidence to inform nursing practice;
6. Incorporate informatics and healthcare technologies into the practice of professional nursing;
7. Use determinants of health, tools for measurement, and mechanisms to affect change in populations; and describe the elements of health care policy and finance within a regulatory environment

<b>PLO Program Learning Outcomes</b>	<b>CLO1</b>	<b>CLO2</b>	<b>CLO3</b>	<b>CLO4</b>	<b>CLO5</b>	<b>CLO6</b>	<b>CLO7</b>
PLO#1: Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally, appropriate approaches.							
PLO#2: Provide safe, holistic, patient-centered care across the health-illness continuum, across the lifespan, using state-of-the-art methodologies, and in all healthcare settings.							
PLO#3: Engage in dialogue about contemporary issues in healthcare, effectively advocate in the interest of patients, and lead others in the professional nursing role.							
PLO#4: Communicate and collaborate effectively with patients and professionals from a variety of disciplines.							
PLO#5: Integrate research and reliable clinical evidence to inform their nursing practice.							
PLO#6: Incorporate informatics and healthcare technologies into the practice of professional nursing.							
PLO#7: Use the determinants of health, tools for measurement, and interventions for health promotion and disease prevention in populations.							
PLO#8: Describe the elements of health care policy and finance within a regulatory environment.							

<b>Program Associated Hawaiian Core Values</b>	<b>CLO1</b>	<b>CLO2</b>	<b>CLO 3</b>	<b>CLO4</b>	<b>CLO5</b>	<b>CLO6</b>	<b>CLO 7</b>
1. Patient Centered-Care, <i>Ka mālama olakino pili pono i ia kanaka</i>							
2. Community Based Care, <i>Ka mālama olakino ma o ke kaiāulu</i>							
3. Developmentally and Culturally Appropriate Care, <i>Ka mālama olakino kūpono no ka ho'omōhala a me ka mo'omeheu</i>							
4. Care Across the Lifespan <i>Ka mālama olakino o ka wā ola</i>							

(Key: I=Introduced, D= Developed, M=Mastered)

## COURSE POLICIES

*All policies stated in the Chaminade University Undergraduate Catalog AY2019-2020 and Chaminade University School of Nursing Handbook AY2019-2020 are in effect in this course.*

**Academic Honesty:** Nursing students are responsible for promoting academic honesty in all educational settings. Nursing students represent Chaminade University and the School of Nursing and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing.

**Course Atmosphere:** This course is a blended course that includes classroom lecture and online lecture and class activities. Some of the content will be presented in a lecture format; however, we will be discussing the assigned readings, sharing our reflections on what we've read and our own personal experiences, and working in small and large groups. Everyone's participation is essential as we will learn and grow from the sharing that occurs. It is important that student's come to class prepared to actively participate.

**Attendance:** Class attendance is mandatory, and students are expected to attend all classes that are offered as classroom meeting or online classroom setting. The classroom is a teaching and learning environment where there is an exchange of knowledge and experience, so it is essential that students attend class and participate in classroom activities to maximize individual learning. Students who are absent from class not only miss a part of the subject matter of the course but also diminish the opportunities for contributing to the learning environment for the entire class. Each student will be encouraged to develop a professional work ethic that reflects personal responsibility, initiative, and teamwork. Students should notify the instructor by phone or email when illness prevents them from attending class and make arrangements to complete missed assignments that are allowed to be made-up. Any student who stops attending class including classroom setting and online setting without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of class may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

**Academic Conduct:** Please refer to and follow all policies and procedures included in the Student Handbook (available in online) and carefully read all areas. Please pay attention to the sections that discuss plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading.

**Assignments:** It is expected that assignments will be handed in on time. The point deduction of the grade for any late or improperly submitted assignment will be **10% per day after the deadline. No assignments will be accepted after the 3rd day.** The instructor reserves the right to not accept any late assignments. Student should comply with all details on required area of assignment for full grade points. No make-up opportunity will be given for missed or late assignment submission.

**Writing policy:** All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program at 735-4881. All papers are to be word processed, proofread, and solely the work of the author.

**Testing policy:** Students are expected to take tests on the designated day. The format of test is either paper/pencil written test or online format through CUH Learning Management System. In case of an emergency, please contact the instructor **prior** to the test so that an alternate plan can be made. Failure to do so will result in a zero. **If a test is to be made up, it must be taken before the next class.** Approval for taking a make-up test must be granted by the instructor.

**Cell phones & Laptops:** Use of music devices and cell phone is prohibited during all Nursing classes at Chaminade unless specifically permitted by your instructor. Use of cell phones and music devices in the laboratory, simulation, or clinical settings is a safety and privacy issue. In addition, use of cell phones and music devices in any class is discourteous and may lead to suspicion of academic misconduct. Students who cannot comply with this rule will be asked to leave class and may receive unsatisfactory performance for that day. Please refer any questions to the Dean for Nursing. Laptops maybe used in class for taking notes and for in class activities as directed by the instructor. Any student found using the laptop in class for activities other than related class work (e.g. completing a paper from another course, Facebook, etc.) will be prohibited to use the laptop in class.

**ADA Accommodations:** Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the CUH Counseling Center at (808)735-4845 by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodates. Please refer any

questions to the Dean of Students and review the procedures at [http://www.chaminade.edu/student\\_life/sss/counseling\\_services.php](http://www.chaminade.edu/student_life/sss/counseling_services.php)

**Compliance:** Students are expected to comply with Chaminade University policy and procedures, particularly School of Nursing, as specified in University Catalog and the Student Handbook. If you have any question, please contact the compliance office. <https://chaminade.edu/student-consumer-information/ferpa/>

### TEACHING/LEARNING STRATEGIES

Lecture, group discussion, in-class activities, online discussion, quizzes composed of multiple choice or true-false questions, written assignments, professional presentation.

### COURSE GRADING

Your grade in this course will be based on the following:

Quiz (5 x 5 point each)	25 points
Discussion (5 x 5 point each)	25 points
News article (5 x 5 point each)	25 points
Group Project	
Outline	10 points
Educational Flyer	20 points
PP slides & Summary Table	20 points
Virtual Group Presentation	25 points
	<b>150 TOTAL POINTS</b>

GRADING SCALE	COURSE POINTS
A=90-100	A=135-150
B=80-89	B=120-135
C=70-79	C=105-119
D=60-69	D=90-104
F= 59 and below	F= 89 and below

*\* Final points based on the scale will not be rounded off*

### COURSE REQUIREMENTS/METHODS OF EVALUATION

#### Overall Course Grading

Assignments	Points	Percentage/equivalent
Quiz (5 x 5 points)	25	20%
Discussion (5 x 5 points)	25	20%
News article (5 x 5 points)	25	20%
Outline	10	5%
Educational Flyer	20	5%
PP slides & Summary Table	20	10%
Virtual Group Presentation	25	20%
<b>Total</b>	<b>200</b>	<b>100%</b>

**Required Texts:** Holtz, C. (2017). *Global health care: Issues and policies*. (3rd ed). Sudbury, MA: Jones and Bartlett Publishers. / bundle with One Health

**Recommended Texts:** American Public Health Association (2008). *Control of communicable diseases in man*. (19<sup>th</sup> ed). Washington, DC: American Public Health Association.

### ASSIGNMENTS

**Quiz:** There will be 5 quizzes. The format of the quiz is an open-book self-test. Students are required to search a rationale of each answer. If you missed it without prior notification, there is NO MAKE-UP.

**Discussion Thread:** There will be 5 discussions through Canvas online learning management system. You will post your initial post and one feedback post by the due date. Detail instruction will be described on Discussion board of Canvas.

**News Article:** Students are expected to complete the news article assignment. Please follow the instruction on Canvas.

**Group Project:** You will choose group partners for a group project. Your group will select a topic of interest from a list provided by the instructor and follow the instruction to complete the group project. The group presentation will be virtual setting. You are expected to participate to evaluate other's presentation. Please check the instruction on Canvas. Please see rubric for grading/evaluation criteria. Criteria for grading/evaluation include appropriate content, thoroughness of presentation, clarity of content, professionalism including dress and manner, creativity, and delivery of presentation.

**Sample Topics for Group Project (will be TBA on the group sign-up sheet):**

Cholera	Dengue Fever	Malaria	Avian Flu	West Nile Virus
SARS	Ebola	Hepatitis	STD	Tuberculosis
MRSA	Salmonella	Scabies	Pertussis	Anthrax

**COURSE SCHEDULE**

*Important Note: The course schedule may be modified and updated by the instructor at any time. Details will be found in Canvas*

Week	Topic	Class Activity & Assignment
Week 1 8/26	Chapter 1: An Introduction of Global Health	Course Syllabus Discussion #1, Class Activity #1
Week 2	<b>Labor Day (No Class)</b>	
Week 3 9/9	Chapter 2, 3, 4: Global health in developed societies and in developing countries; Global perspectives on economics and health care	Discussion #2, Class Activity #2 Quiz #1
Week 4 9/16	Chapter 5, 6: Human trafficking; Social determinants of health	Quiz #2
Week 5 9/23	Chapter 7, 8: Global perspectives on mental health; Chronic cardiovascular diseases	Discussion #3, Class Activity #3
Week 6 9/30	Chapter 9: Infectious diseases from a global perspective	Quiz #3
Week 7 10/7	Chapter 10: HIV/AIDS, stigma, disclosure	Discussion #4, Class Activity #4
Week 8	<b>Columbus Day (No Class)</b>	
Week 9 10/21	Chapter 12, 13: Global perspectives on DM, respiratory, orthopedic; violence, injury, occupational health	Quiz #4
Week 10 10/28	Chapter 14, 15: Global perspectives on nutrition, environmental health	Discussion #5, Class Activity #5
Week 11 11/4	Chapter 17, 18, 19: Global health of infant, children, older adult	Quiz #5
Week 12	<b>Veterans Day (No Class)</b>	
Week 13 11/18	Group presentation	Peer evaluation
Week 14 11/25	Group Presentation	Peer evaluation
Week 15 12/2	Group Presentation	Peer evaluation
Week 16	Final exam week	No final exam

*Note: The course schedule may be modified by the instructor at any time and will be announced*