



Transcultural Nursing Society

Population Health Course Syllabi and Bibliography

The Scholars Education Interest Group was formed in 2020 to address the integration of population health, social determinants and social justice in Transcultural Nursing and culturally competent care. The group published a white paper (Pacquiao et al., 2023) articulating the rationale for this initiative and proposed recommendations for incorporating these topics in TCN education, research and practice.

Using the AACN toolkit on Social Determinants of Health as a guide, the group developed two course syllabi on Population Health for a one-semester offering and a modular syllabus for flexible adaptation in existing courses. A comprehensive topical bibliography with books, book chapters, articles, website, and videos was compiled for faculty and students.

The syllabi and bibliographic sources are suggested template for users. They should be adapted to your local curricular offerings and setting specific context. For international members, modify the content to reflect your own context. Use terms, sample policies, data sources, etc. specific to your country and curricula. The sample learning activities should be selected and modified to suit your own curricula and setting.

We encourage our TCNS members to download the documents and determine relevant implementation in their own setting. Please, share your experiences in using the syllabi and bibliography in terms of lessons learned in implementing and evaluating the course outcomes. Email your feedback to ldobson@tcns.org. Attention: SEIG

Reference:

Pacquiao, D.F., Maxwell, J., Ludwig-Beymer, P., Steviano, A., Sagar, P., Purnell, L., Daub, K., & Halabi, J. (2023). Integration of population health, social determinants and social justice in Transcultural Nursing and culturally competent care – White Paper by the Scholars Education Interest Group. *Journal of Transcultural Nursing*, 1-3. DOI:10.1177/10436596231163878

Scholars Education Interest Group

Pacquiao, Dula-Chair

Maxwell, Joanna -Co-Chair

Brown, Raquel

Burgman, Fiona

Burke, Patricia

Calabria, Roxanne

Caldwell, Geneva
Chiatti, Beth
Daub, Kathryn
Fowler-Kerry, Susan
Graf, Maria
Katz, Janet
Lee, Rebecca
Ludwig-Beymer, Patti
Maloney, Allison
Morris, Denise
Purnell, Larry
Sagar, Priscilla
Srivastava, Rani
Stephen, Jennifer
Stievano, Alessandro
Strange, Kari
Taylor, Eunice
Tiesel, Melissa
Wehbe-Alamah, Hiba

Population Health- Modular Syllabus

Modules	Content	Learning Activities
<p>Module I Analyze factors that create population health vulnerabilities.</p>	<p>Definitions: population, community, vulnerable, disadvantaged, underrepresented, diversity, equity, inclusion, population and community strengths</p> <p>Examples of groups: migrants, refugees, asylees, border populations, seasonal farm workers, population with physical disabilities or mental illness, etc.</p> <p>Social determinants of health</p> <ul style="list-style-type: none"> • Theories of social pathways to health vulnerability <ul style="list-style-type: none"> ○ Fundamental Cause theory ○ Ecosocial or Embodiment theory ○ Life Course theory ○ Allostatic Load or Toxic Stress Theory ○ Historical Trauma ○ Epigenetics • Ethnohistory (trauma, structural/institutional racism) • SES (income education, occupation) • Neighborhood environment • Effects of climate change • Impact of healthcare financing and delivery structure • Related Sustainable Development Goals • Epidemiology; health disparities • Health indicators (burden of disease, mortality and morbidity rates, death and birth rates, life expectancy) • Sustainability of local and national initiatives 	<p>Community Assessment (strengths and deficits): windshield survey, comprehensive assessment, shadow CHN on home visit</p> <p>Guest speakers: PHN, local DOH</p> <p>Environmental health assessment; visits with county epidemiologist, sanitary inspectors</p> <p>Exploration of population-based data bases (EPA, American Community Surveys, CDC, OECD, WTO, CIA World Factbook, WHO country profiles, World Bank, NHANES, YRBSS, BRFSS, NSCH, NHS, NIS, etc.)</p> <p>Secondary data analysis of large data sets</p> <p>Ethnographic skills</p> <ul style="list-style-type: none"> • Comparative ethnography of healthcare systems • Travel learn <p>Collaborative assessment, planning and research with PHN, epidemiologist</p> <p>Use of preceptors/mentors in policy development, implementation and outcomes evaluation</p>

Modules	Content	Learning Activities
	<ul style="list-style-type: none"> • Assessment of cultural competency of organizations <p>Professional values</p> <ul style="list-style-type: none"> • Compassion • Empathy • Advocacy for human rights • Social justice • Health equity 	<p>Tools for CCC (see Pacquiao et al (2020). Development of the Clients' Perceptions of Providers' Cultural Competency Instrument. <i>Journal of Transcultural Nursing</i> (1-2). https://doi.org/10.1177/1043659620962559</p> <p>Trauma-informed care</p> <p>Case discussion relevant to ethical values supportive of population health</p>
<p>Module II Evaluate impact of public policies and programs on population health</p>	<p>History of health care as a human right (Alma Ata)</p> <p>Pros and cons of universal health care system</p> <p>Legislative process</p> <ul style="list-style-type: none"> • Local and national political leaders • Local and national governance • Political interest groups <p>Sources of public policies, programs, laws</p>	<p>Exploration of governmental websites (Congress.gov, state.gov.)</p> <p>Organizational involvement</p> <ul style="list-style-type: none"> • Attendance at Town Hall meetings or local state nurses association political action committee meetings • Critical reflection and journaling

Modules	Content	Learning Activities
	<ul style="list-style-type: none"> • Local policies and programs • Country specific policies <p>Impact of laws, policies on population (housing, zoning, mortgage lending, land use, community investment, food safety, environmental health, etc).</p> <ul style="list-style-type: none"> • WHO Health in all policies <p>AANP and ANA tool kit on policy and advocacy</p> <p>Policy and program development process</p> <ul style="list-style-type: none"> • CBPR Community-based participatory research • Popular epidemiology • Systematic review • Mixed methods • Secondary data analysis • ArcGIS (Geographic Information Systems) • Translational research <p>Professional skill development</p> <ul style="list-style-type: none"> • Collaboration and partnerships • Civic participation • Political activism • Advocacy • Empowerment • Mentoring • Cross cultural communication <p>Personal and organizational actions for policy/program sustainability</p>	<p>Communicating with politicians; letter writing, visit to State Capitol on Lobby Day</p> <p>Precepted /mentored experiences in lobbying with State Nurses Association</p> <p>Collaborative skills: designing community projects, policy development, implementation and outcomes evaluation</p> <p>Assessment of policy impact on populations</p> <ul style="list-style-type: none"> • Systematic review <p>Discussion of personal values and organizational engagement</p>

Modules	Content	Learning Activities
<p>Module III Engage in population health promotion and empowerment</p>	<p>Bourdieu's concept of human capital (Symbolic/cultural, Economic and Social)</p> <ul style="list-style-type: none"> • Definitions: social capital, mutual reciprocity, social cohesion • Structure and process of social capital • Types of social capital (bonding, bridging and linking) • Strong vs. weak ties. <p>Leininger's Culture Care Theory WHO's concepts of advocacy, empowerment and mediation</p> <p>Local and national community resources</p> <ul style="list-style-type: none"> • Local and national organizational involvement • Local gatekeepers • Local collaboratives • Media involvement • Governance structure <p>Professional Skills and Attributes</p> <ul style="list-style-type: none"> • Cultural competence <ul style="list-style-type: none"> ○ Self-Awareness ○ Cultural humility ○ Reflexivity ○ Respect • Social justice • Advocacy • Empowerment • Cross cultural leadership 	<p>Strategies for building social capital, social cohesion, social networks and social linkages</p> <p>Assessment of structure and process of social capital in a community</p> <p>Application of Leininger's decision and action modes</p> <ul style="list-style-type: none"> • Culture care preservation and/or maintenance • Culture care accommodation and /or negotiation • Culture care repatterning and /or restructuring <p>Application of culturally competent communication with vulnerable communities</p> <ul style="list-style-type: none"> • Working with established social hierarchy • Building coalitions/allyship • Respect for diversity • Foster inclusion • Facilitating connections among community group members • Connecting local communities with community resources • Cultural humility

Modules	Content	Learning Activities
		<p>Attendance at town hall meetings, other social and cultural events (churches, meetings, celebration, pow wow, etc.)</p> <ul style="list-style-type: none"> • Critical self-reflection • Journaling <p>Designing care delivery supportive of diversity and inclusion</p> <ul style="list-style-type: none"> • Complementary and integrative health practices <p>Websites of organizational initiatives for community health promotion (RWJF, WHO, AACN, EPA, FDA, UN-SDG, ODPHP, OSHA, APHA, etc.).</p>

Other suggested teaching strategies:

- Travel learn (it is important that students learn how to access country specific health information and policies if working outside the US)
- International classroom collaborations
- Team teaching with multidisciplinary faculty and students
- Setting up an Interdisciplinary course

Population Health Semestral Course Syllabus

Course Objectives	Content	Learning Activities
<p>1.Explore social determinants of health using WHO SDH conceptual framework in courses where SDOH is not typically presented.</p>	<p>Definitions</p> <ul style="list-style-type: none"> • Health Disparities • Social determinants of health • Health Equity • Population <p>WHO’s Conceptual Framework for SDH</p>	<p>Undergraduate:</p> <ul style="list-style-type: none"> • Give examples of health disparities • Differentiate SDH from biomedical causes of illness • Give an example of how SDH cause health disparities <p>Graduate:</p> <ul style="list-style-type: none"> • Discuss link between structural and intermediary determinants to impact health • Give examples of SDH and potential recommendations to address them • Discuss how equal access to health may not achieve health equity
<p>2. Describe concepts and theories underlying the nature and impact of SDH on population health.</p>	<p>Theories underlying SDH effects on health</p> <ul style="list-style-type: none"> • Fundamental causes • Embodiment theory • Life course theory • Historical trauma • Social Status Syndrome • Allostatic Load theory • Weathering hypothesis • Fetal Origins theory • Epigenetics 	<p>Undergraduate:</p> <ul style="list-style-type: none"> • Discuss allostatic load and related theories (Weathering hypothesis and Fetal origins) • Discussion of video: <i>Unnatural Causes</i> for California Newsreel • Differentiate effects of acute from chronic stress • Identify sources of chronic stress <p>Graduate:</p> <ul style="list-style-type: none"> • Apply relevant theories in health assessment of population affected by health disparities. • Develop action plan to eliminate/mitigate health disparity by addressing specific SDH.
<p>3.Analyze the impact of dominant political and sociocultural philosophies</p>	<p>Social Determinants of Health</p>	<p>Undergraduate:</p>

Population Health Semestral Course Syllabus

Course Objectives	Content	Learning Activities
<p>on health of local and global communities.</p>	<p><u>Political Economy, Sociocultural Philosophies and Health</u></p> <p>Dominant US philosophies</p> <ul style="list-style-type: none"> • Capitalism • Neoliberalism • Individualism <p>Global trade and financial organizations</p> <ul style="list-style-type: none"> • World Bank • IMF • WTO • Global corporations (pharma) • Corporatization of health care • Impact on global, national and local policies <p>Impact on health care infrastructure, environment and health disparities</p> <ul style="list-style-type: none"> • Access to quality health services • Distribution of health resources and risks • Environmental hazards • Climate change 	<ul style="list-style-type: none"> • Cite examples of how the political economy and specific health policy impact health of individuals and families • Identify sources of data to supplement health assessment. <p>Graduate:</p> <ul style="list-style-type: none"> • Analyze the impact of capitalistic economy on healthcare financing and infrastructure, and health equity • Critique specific (local, state or federal) public policy’s impact on health and environmental safety/quality of populations. • Recommend potential strategies to promote health equity.
<p>4. Analyze effects of discrimination, oppression on SES and health.</p>	<p><u>SES, Discrimination, Oppression and Health</u></p> <ul style="list-style-type: none"> • Constructs of SES (income, education, occupation) • Social construction of race 	<p>Undergraduate:</p> <ul style="list-style-type: none"> • Differentiate bias from discrimination • Differentiate types of discrimination • Explain social construction of race

Population Health Semestral Course Syllabus

Course Objectives	Content	Learning Activities
	<ul style="list-style-type: none"> • Race vs. genetics • Types of discrimination (individual, institutional and internalized) • Examples of bias and discrimination • Pathology of chronic stress from discrimination • Groups affected by discrimination (Racial/ethnic minorities, migrants, indigenous people, incarcerated, refugees/asylees, LGBTQ, disabled, homeless, gender-based, age-based, etc.) <p>Apply relevant theories (above) to link discrimination with poor health</p>	<ul style="list-style-type: none"> • Reflect on the health impact of historical trauma and oppression on indigenous and enslaved populations from the video, <i>Unnatural Causes</i>. • Cite examples of discrimination observed in health care. <p>Graduate:</p> <ul style="list-style-type: none"> • Apply selected theories linking discrimination with health disparities in a specific population group. • Propose relevant recommendations to address SDH of poor health in these populations.
<p>5. Analyze the link between physical environment and population health disparities.</p>	<p><u>Physical Environment and Health</u></p> <p>Epigenetics</p> <ul style="list-style-type: none"> • Nature of epigenes • Impact of health • Examples of epigenetic changes <p>Pros and cons of residential environment</p> <ul style="list-style-type: none"> • Rural vs. urban environments <p>Impact of policies on environment</p> <ul style="list-style-type: none"> • Risks from climate change • Air, soil and water pollution • Zoning, land use • Community divestment • Racial residential segregation 	<p>Undergraduate:</p> <ul style="list-style-type: none"> • Give examples of epigenes, their sources and impact on health. • Identify large data sources specific to the environment • Include specific assessments of patients’ environment impacting their health and access to health services • Identify specific public policies promoting environmental safety and quality • Reflect on individual actions to mitigate climate change • Develop a personal plan for behavioral changes related to sustainability.

Population Health Semestral Course Syllabus

Course Objectives	Content	Learning Activities
	<ul style="list-style-type: none"> • Medically underserved areas • Obesogenic environments <p>Sustainability</p> <ul style="list-style-type: none"> • Personal action • Organizational action <p>Apply relevant theories (above) to link discrimination with poor health</p>	<ul style="list-style-type: none"> • <p>Graduate:</p> <ul style="list-style-type: none"> • Provide theoretical explanations on how discrimination and capitalism increase environmental risks/vulnerability of certain populations. • Use large data sources to identify existing environmental risks to populations • Identify strategies to eliminate environmental health risks • Collaborate with community resources to prepare for disaster response efforts • Collaborate with local community leaders to address local policy related to climate resilience
<p>6. Describe population health promotion approaches to mitigate effects of SDH of poor health</p>	<p><u>Population health promotion</u></p> <p>Building healthy communities</p> <ul style="list-style-type: none"> • Community health assessment • Health in all policies <p>WHO strategies</p> <ul style="list-style-type: none"> • Advocacy • Empowerment • Mediation <p>Building social capital</p> <ul style="list-style-type: none"> • Bonding • Bridging • Linking 	<p>Undergraduate:</p> <p>Perform community health assessment of a population affected by health disparities showing:</p> <ul style="list-style-type: none"> • Use of data sources to determine population socio demographics, health disparities, environmental risks, community resources and services, health, etc. • Identify strategies adopted by local community to address specific SDH of poor health • Recommend strategies to address gaps in existing strategies based on current health disparities data. <p>Graduate:</p>

Population Health Semestral Course Syllabus

Course Objectives	Content	Learning Activities
	<ul style="list-style-type: none"> • Cultural competence <p>Social network</p> <ul style="list-style-type: none"> • Strong and weak ties • Social cohesion • Political activism • Partnerships • Collaboration <p>Social epidemiology</p> <ul style="list-style-type: none"> • Use of large data sets • Environmental surveillance • CBPR 	<ul style="list-style-type: none"> • Perform case study of a population affected by health disparity: • Use data sources to describe population ethnohistory, sociodemographic, health disparities and environmental risks/deficits • Apply selected theories to explain the causes of health disparities in the population • Analyze impact of local and national policies and programs on population • Identify role of nurses and other healthcare professionals in addressing SDH of population health. • Identify specific collaborative strategies to address SDH of population health based on selected theories • Develop a SWOT analysis of the host community incorporating a range of cultural, economic, historical, and health contexts
<p>7. Discuss ethical implications of SDH and Health Disparities</p>	<p>Goal of health equity</p> <p>Ethical principles</p> <ul style="list-style-type: none"> • Human Rights Protection • Justice, Social Justice • Beneficence, non-maleficence • Autonomy 	<p>Undergraduate:</p> <ul style="list-style-type: none"> • Define ethical principles undergirding population health equity • Analyze ethical implications of the current US health care infrastructure. • Identify strategies to promote achievement of selected ethical principle. <p>Graduate:</p> <ul style="list-style-type: none"> • Critique organizational and public policies’ impact on selected ethical principles

Population Health Semestral Course Syllabus		
Course Objectives	Content	Learning Activities
		<ul style="list-style-type: none"> • Identify role of APNs and DNPs in promoting achievement of health equity applying specific ethical principles. • Provide examples of past, present or planned involvement in promoting population health equity

Three suggested course projects:

1. Community health assessment - **Undergraduate**
2. Policy Critique - **Graduate**
3. Population Case Study – **Graduate**

Suggested Bibliography

Books:

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Centers for Disease Control and Prevention Social Determinants of Health: <https://www.cdc.gov/about/sdoh/index.html>

Healthy People 2030 Social Determinants of Health: <https://health.gov/healthypeople/priority-areas/social-determinants-health>

National Academy of Medicine The Future of Future of Nursing 2020-2030: <https://nam.edu/publications/the-future-of-nursing-2020-2030/>

PEW Research Center: <https://www.pewresearch.org/topic/gender-lgbtq/>

Transcultural Nursing Society: <https://tens.org/journaloften/>

World Health Organization: www.who.int/

World Health Organization Institutional Repository for Information Sharing: <https://apps.who.int/iris/handle/10665/333043>

World Health Organization Social Determinants of Health: https://www.who.int/health-topics/social-determinants-of-health#tab=tab_1

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Johns Hopkins Bloomberg School of Public Health Center for Health Disparities Solutions:
<https://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-health-disparities-solutions/Events/Legal%20Case%20for%20CLAS.pdf>

National Standards for Culturally and Linguistically Appropriate Services:
https://health.wyo.gov/wp-content/uploads/2016/02/43-17343_NationalCLASStandardsFactSheet.pdf

Structural Competency: <https://structuralcompetency.org/about-2/>

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