MEMORANDUM

DATE: March 31, 2003

TO: Dr. James Holsinger, Jr.
   Senior Vice President and Chancellor, Medical Center
   Chair, Academic Council for the Medical Center
   Deans, Department Chairs, Members of the University Senate

FROM: Dr. Carolyn A. Williams
       Dean, College of Nursing

SUBJECT: Proposal for change in NUR 732 credit hour distribution

The faculty of the College of Nursing have approved and submit for your approval a proposal for a change in the distribution of credit hours in NUR 732 as described below.

NUR 732 Advanced Practice Public Health Nursing: Assessment (3 CH) – The credit hours in this course are currently allocated for seminar only. Faculty propose changing the distribution of credit hours to 2 credits for seminar and 1 credit for clinical practice. This will better reflect the nature of the course.

Effective Date: Fall, 2003

Rationale for proposal:

Currently the students in this course assess vulnerable and multicultural populations. They apply public health and related models to the assessment of the health status of the populations, using comprehensive community databases for the purpose of assessing trends in health, morbidity, mortality, and health resources. A change from the current credit allotment of 3 credits seminar to the proposed allocation of 2 credits seminar and 1 credit clinical would better reflect the course description, objectives, and assignments.

Thank you for your consideration of this proposal.
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of _______ Nursing ____________ Date __3/31/03
   Department/Division offering course College of Nursing

2. Changes proposed:
   (a) Present prefix and number NUR 732 Proposed prefix and number No change
   (b) Present Title Advanced Practice in Public Health Nursing: Assessment
   (c) New Title No change
   (d) Present credits: 3 Proposed credits: No change
   (e) Current lecture:labatory ratio NA - no laboratory Proposed: 2 cr. seminar; 1 cr. clinical
   (f) Effective Date of Change: (Semester & Year) Fall, 2003

3. To be Cross-listed as N/A

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):

   The public health nurse in advanced practice completes a three-course sequence. Each course builds upon one of the three core functions of public health and nursing as identified by the Public Health Service of the U.S. This seminar addresses the first core function of assessment in advanced nursing practice in public health including the collecting, analyzing and dissemination of information about the health conditions, risks and resources in communities, or a population in targeted health care environments, such as home health or managed care. Advanced community level assessment concepts, models, theories and research findings are used. Assessing vulnerable and multicultural populations, using informatics in the assessment process, and distinguishing between decisions based on individual and aggregate data are emphasized.

   Prerequisite: NUR 653, Pathophysiology
   Co-requisite: NUR 629, Epidemiology

   (b) New description: No change

   (c) Prerequisite(s) for course as changed: Pre or co-requisite: No change

5. What has prompted this proposal?

   Currently the students in this course assess vulnerable and multicultural populations. They apply public health and related models to the assessment of the health status of the populations, using comprehensive community databases for the purpose of assessing trends in health, morbidity, mortality, and health resources.

   A change from the current credit allotment of 3 credits seminar to the proposed allocation of 2 credits seminar and 1 credit clinical would better reflect the course description, objectives, and assignments.
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

No changes are proposed in the content or teaching objectives of this course.

7. What other departments could be affected by the proposed change? None

8. Will changing this course change the degree requirements in one or more programs? No
   If yes, attach an explanation of the change.*

9. Is this course currently included in the University Studies Program? No
   If yes, please attach correspondence indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g. correspondence) that the community College System has been consulted.

11. Is this a minor change? No
   (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the department, who should be consulted for further information on the proposed course change?
   Name: Dr. Julie Sebastian
   Phone Extension: 3-6685

   ACTION OTHER THAN APPROVAL:

   ____________________________________________________________

   *NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

   **If applicable, as provided by the Rules of the University Senate.

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   The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:
   a. change in number within the same hundred series;
   b. editorial change in description which does not imply change in content or emphasis;
   c. editorial change in title which does not imply change in content or emphasis;
   d. change in prerequisite which does not imply change in content or emphasis;
   e. crosslisting of courses under conditions set forth in item 3.0;
   f. correction of typographical errors. (University Senate Rules, Section III – 3.1)

3301C-19&21
Revised: July 17, 1989
NUR 732 - Advanced Practice Public Health Nursing: Assessment
Tuesdays – Once Per Month, 5-8:50 PM CON/HSLC 504

A Distributed Learning Course

Absence_policies
Case_analysis_paper
Cheating_plagiarism
Community_assessment_paper
Course_description
Course_schedule
Distributed_learning_instructions
Evaluation
Faculty
Grading_scale
Learning_methods
Objectives
Oral_class_presentation
Outline
Political_environment_assessment_paper
Recommended_resources
References
Required_textbooks
Student_expectations
Student_learning_disabilities
Topics
Web_links
Website_addresses

CREDITS: 3 credits (2 credits seminar; 1 credit clinical)

PREREQUISITES: NUR 653

PRE OR CO REQUISITES: NUR 629

FACULTY:

Debra Anderson, PhD, RN,
Associate Professor
College of Nursing, Room 551
(859) 257-3410 (O) (859) 381-0369 (H)
(859) 323-1057 (FAX)
danders@uky.edu
**COURSE DESCRIPTION:**

The public health nurse in advanced practice completes a three-course sequence. Each course builds upon one of the three core functions of public health and nursing as identified by the Public Health Service of the U.S. This seminar addresses the first core function of assessment in advanced nursing practice in public health including the collecting, analyzing and dissemination of information about the health conditions, risks and resources in communities, or a population in targeted health care environments, such as home health or managed care. Advanced community level assessment concepts, models, theories and research findings are used. Assessing vulnerable and multicultural populations, using informatics in the assessment process, and distinguishing between decisions based on individual and aggregate data are emphasized.

**COURSE OBJECTIVES:**

1. Analyze the scope and standard of advanced public health nursing and the core public health functions.

2. Evaluate public health and related models and theories for their appropriateness to the community assessment process.

3. Apply public health and related models and theories to the assessment of the health status of communities, or targeted populations within a targeted health care environment, such as managed care or home health.

4. Use a comprehensive community database for the purpose of assessing trends in health, morbidity, mortality and health resources.

5. Analyze determinants of health needs for etiologic and contributing factors that adversely affect communities, or target populations.

6. Identify populations at risk as the basis for developing community diagnosis and program efforts.

7. Introduce data collection, electronic data management and interactive communication systems in community assessment.

**LEARNING METHODS:**

Seminar discussion
Lecture
Case analysis
Self-study
Web assignments
Experiential learning
Clinical

EVALUATION:
1. Case Analysis Paper: Selected Vulnerable Population 15%
2. Political Environment Assessment Paper: The Kentucky General Assembly 15%
3. Community Assessment Paper 30%
4. Oral Class Presentation 10%
5. Clinical 30%

GRADING SCALE:

90 - 100 = A
80 - 89 = B
70 - 79 = C
BELOW 70 = E

REQUIRED TEXTBOOKS:


RECOMMENDED RESOURCES:


**RECOMMENDED WEB LINKS**

- [http://www.apha.org](http://www.apha.org) (American Public Health Association)
- [http://www.astho.org](http://www.astho.org) (Association of State and Territorial Health Officials)
- [http://www.healthfinder.gov](http://www.healthfinder.gov) (helps consumers find reliable health information)
- [http://www.naccho.org](http://www.naccho.org) (National Association of County and City Health Officials)
- [http://www.nalboh.org](http://www.nalboh.org) (National Association of Local Boards of Health)
- [http://www.nhic-nt.health.org](http://www.nhic-nt.health.org) (National Health Information Center; national health promotion events)
- [http://www.phf.org](http://www.phf.org) (Public Health Foundation; research information)
- [http://www.4woman.gov](http://www.4woman.gov) (Dept. of Health and Human Services, Office on Women’s Health)
- [http://www.lrc.state.ky.us/home.htm](http://www.lrc.state.ky.us/home.htm) (Kentucky Legislature Home Page)

**STUDENT EXPECTATIONS**

Class attendance is a requirement for this seminar class. The success of this class requires everyone's good thinking! Students are expected to demonstrate qualities of academic integrity: a commitment, even in the face of adversity, to five fundamental values: honest, trust, fairness, respect and responsibility.

Students who must miss a class are expected to notify faculty before class. The latest school cancellation information will be available on UK TV Cable Channel 16, the UK INFOLINE at 257-5684, or the UK website ([www.uky.edu](http://www.uky.edu)).

Students are expected to use their “pop” e-mail accounts accessible from off-campus via U-Connect.
TOPICS:

Scope and practice standards of advanced public health/home health/managed care in nursing practice.
Core functions of public health nursing
Determinants of health
Overview of the essential functions of public health nursing
Identification of models of assessment for communities and targeted populations
Database development and use
Community/population diagnosis for planning and managing care
Criteria for developing outcomes assessment
ABOUT THE CASE ANALYSIS PAPER

The case analysis paper will give students the opportunity to analyze the needs of a selected vulnerable population. Students will compile existing data to describe the health status of the vulnerable population, critically analyze the public health problems of the selected population, and determine best practice based on evidence from science and expert opinion.

Students are expected to refer to Healthy People 2010 Objectives and other national standards and practice guidelines for this paper. Format will follow the American Psychological Association Publication Manual (5th ed.), and the paper will range from 5-10 pages in length.

Grades for the paper will be based on ability to (1) retrieve relevant descriptive data about the population and present it in a user-friendly and professional format, (2) critique research findings, and (3) clearly and succinctly summarize best practice in working with the selected vulnerable population.

ABOUT THE POLITICAL ENVIRONMENT ASSESSMENT PAPER

The political environment assessment paper will give students the opportunity to summarize their assessment of the policy making process in Frankfort during the General Assembly. Students are required to attend at least one committee meeting and a full session of the House or Senate. Students are encouraged to meet with their Representative or Senator to discuss an issue related to public health. Students will compile existing data about the political environment in Kentucky, critically analyze the policy making process, and discuss strategies for building healthy public policy in Kentucky. Students will refer to the “Scope and Standards of Public Health Nursing Practice” (1999) in discussing the role of the advanced practice nurse in shaping public policy.

Students are expected to refer to the Kentucky legislature home page for this paper, and other resources on policymaking. Format will follow the American Psychological Association Publication Manual (5th ed.), and the paper will range from 5-10 pages in length.

Grades for the paper will be based on ability to (1) retrieve relevant data about the political environment and present it in a user-friendly and professional format, (2) critique findings and observations about the General Assembly, and (3) clearly and succinctly summarize strategies for building healthy public policy in Kentucky.

ABOUT THE ORAL CLASS PRESENTATION
The oral class presentation will give students the opportunity to share their community assessment paper with the class. The presentation will follow the format expected at a professional meeting. Presentations will last 15 minutes, with 5 minutes for questions/class discussion. Students will be expected to facilitate discussion following their presentation. Students are required to use audiovisual aids (e.g., PowerPoint, slides, overheads, handouts).

Grades for the presentation will be based on ability to (1) orally and visually present the data in an appropriate and clear format, (2) facilitate discussion, and (3) be creative and innovative in the methods used to present the assessment findings and recommendations.
ABOUT THE COMMUNITY ASSESSMENT PAPER

The community paper will give students the opportunity to assess community health status, using a selected community model to guide the collection of secondary data. Students will define the community, select an appropriate community assessment model, and compile existing data to describe the health status of a community. Students will identify public health problems and population diagnoses.

Students are expected to refer to Standards for Practice (Quad Council of Public Health Nursing Organizations, 1999), Model Standards, and Year 2010 Objectives in analyzing community data. The U.S. Census and Kentucky vital statistics will be helpful sources of data. Use of the Internet is encouraged as a data source. Students are encouraged to collect personal interview data, and conduct a windshield survey of the community if possible.

The paper should include:
1. A definition of "community" and brief description of the selected community.
2. A brief, well-documented description of the selected community assessment model.
3. A clearly organized description of the community data. **Tables and/or graphs are required.**
4. A discussion of the major community health problems, based on the data.
   5. A health promotion plan to address one major health problem including objectives and evaluation strategies.

Format for the paper will follow the American Psychological Association Publication Manual (5th ed.). The student is strongly encouraged to use word processing for this paper. Community papers are typically 15-20 pages in length. **The absolute maximum is 20 pages** (excluding tables, graphs, and references).

Grades for the paper will be based on use of an appropriate assessment model, clearly organized data, logical progression from data to problem identification, depth and comprehensiveness of health promotion strategies, reference documentation, creativity, grammar, and format.

**Helpful Website addresses:**
- [http://www.census.gov/](http://www.census.gov/) (U.S. Census)
- [http://www.cdc.gov/](http://www.cdc.gov/) (Centers for Disease Control and Prevention)
- [http://www.cdc.gov/nchswww/default.htm](http://www.cdc.gov/nchswww/default.htm) (National Center for Health Statistics)
- [http://www.vote-smart.org/](http://www.vote-smart.org/) (state and national government and political information)
- [http://www.naco.org/counties/counties/state.cfm](http://www.naco.org/counties/counties/state.cfm) (National Association of Counties: Kentucky)
WHAT DOES IT MEAN TO BE A “DISTRIBUTED LEARNING” COURSE?

First:
- This means that some of the course materials are available to you on the web. In-class meetings are scheduled once each month. This does not mean, however, that the course is not interactive. For example, you will participate in several threaded discussions with other class members outside of your study group.
- **Computer Requirements**: This web-enhanced course requires the following computer hard- and software:
  - Ready computer access with high-speed modem or network connection
  - Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)
  - Active e-mail account with attachment capabilities
  - Microsoft Office or MS PowerPoint Viewer

Second:
- It is important to have a basic understanding of how to use the World Wide Web. If you are not comfortable with using the web, please complete the **Internet Tutorial** by clicking the "hot link".

Third:
- Before beginning the course, you are strongly urged to read the Getting Started section to learn how to get around the Nursing Research Course. To accomplish this task, go to **Getting Started** on the course homepage.

Fourth:
- You will need to have MS PowerPoint Viewer available. This can be downloaded for free at Microsoft's **PowerPoint Viewer** Download site. Just Click on the hot link and follow the directions. You will need to save it to your hard drive and then activate it once it is downloaded. Be certain to write down the name of the file.
being downloaded and where it is being saved. Once it has been fully downloaded, to activate the program you will need to go to the file and click on its icon (picture). Then just follow the directions. If you have any problems or questions, please contact the College of Nursing’s Manager Of Instructional Technology, Brenda Ghaelian by e-mail at Brenda@pop.uky.edu.

- You will also need Acrobat Reader. It can be downloaded for free at Adobe's Acrobat Reader download site. Be certain to write down the name of the file being saved and where it is being saved. This program allows you to read .pdf files. These are special files that I use when I scan certain text and images. You will not be able to access the files without having Acrobat Reader. Follow the same directions as described in PowerPoint Viewer instructions. If you have any problems or questions, please contact Brenda Ghaelian by e-mail at Brenda@pop.uky.edu.

ABSENCE POLICIES:

As graduate students, you are expected to assume responsibility for your own learning and attend all classes. Because of the limited number of class meetings, your attendance and participation are required in EACH class meeting. If you must miss a class, you must clear this with the instructors prior to the class meeting date. For the definition of excused absences, please refer to the Student Rights and Responsibilities Handbook, pp. 47-48. You are entitled to excused absences for the purpose of observing major religious holidays. You must notify the instructor in writing prior to the date specified by University policy. Remember, by missing even one of the class meetings, you will miss 25% of the class time!

CHEATING AND PLAGIARISM:

Academic integrity is strongly supported by the faculty and students at the College of Nursing. Cheating and plagiarism are problems that are viewed with great seriousness by both the College of Nursing and the University. The minimum consequence for either cheating or plagiarism is an "E" in the course.

OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES:

If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with me to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

REFERENCES


# NUR 732 Class Schedule

Class meetings will occur once each month, Tuesday, 5-8:50 PM in Room 504 and are highlighted by shading.

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<th>Date</th>
<th>Special Assignments</th>
<th>Activities</th>
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<tr>
<td>Week 1</td>
<td>5 PM – 8:50 PM: COURSE MEETING IN LEXINGTON</td>
<td>Course Overview: Advanced Practice in Public Health</td>
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<td></td>
<td>Read before class meets:</td>
<td>Scope and Practice Standards of Advanced Practice</td>
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<td></td>
<td>1. Chapters 1 &amp; 2 in Ervin</td>
<td>1. Core functions of public health</td>
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<td>2. Entire Fadiman book</td>
<td>2. Healthy People 2010, Primary care vs. primary health care</td>
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<td>3. Race, Class, and Health” video</td>
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<td>Group Exercise on Scope and Standards</td>
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<td>Introduce Module I: Determinants of Health and Module II: Essential Functions of Public Health Nursing</td>
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<tr>
<td>Week 2</td>
<td>On-Line</td>
<td>Module I: Determinants of Health</td>
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<td>1. Health indicators</td>
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<td>2. Reducing disparities in health</td>
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<td>3. Assessment of politics and government</td>
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<td>Week 3</td>
<td>On-Line</td>
<td>Module II: Essential Functions of Public Health Nursing</td>
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<td>1. Public health systems</td>
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<td>2. Managed care and public health</td>
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<td>Week 4</td>
<td>5 PM – 8:50 PM: COURSE MEETING IN LEXINGTON</td>
<td>Discuss topics: Module I &amp; II. Introduction to Module III: Community Assessment Models &amp; IV: Database Development</td>
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<td>Group Exercise Related to Module III, Community Assessment Models</td>
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<td>Week 5</td>
<td>On-Line</td>
<td>Module III: Community Assessment Models</td>
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<td>1. Community as Partner</td>
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<td>2. Helvic’s Energy Theory</td>
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<td>3. Epidemiologic Frameworks</td>
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<td>4. Equity Models</td>
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<td>Week 6</td>
<td>Clinical</td>
<td>Observation at KY General Assembly</td>
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<td>Week</td>
<td>On-Line/Location</td>
<td>Module/Topics</td>
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<td>Week 7</td>
<td>On-Line <strong>CASE ANALYSIS PAPER DUE</strong></td>
<td>Module IV: Database Development</td>
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<td>1. Epidemiology Review</td>
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<td>2. Assessment of the community core:</td>
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<td>a. History</td>
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<td>b. Demographics</td>
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<td>c. Vital statistics, values, beliefs, religion</td>
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<td>Week 8</td>
<td>On-Line and Clinical</td>
<td>Module IV, Continued:</td>
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<td>3. Assessment of the physical environment</td>
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<td>4. Assessment of health and social services</td>
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<td>5. Assessment of economics, safety and Transportation</td>
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<td>6. Assessment of communication, education, recreation</td>
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<td>Week 9</td>
<td>5 PM – 8:50 PM: COURSE MEETING IN LEXINGTON</td>
<td>Discuss topics Module III &amp; IV:</td>
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<td>Introduction Module V: Community Analysis and Population Diagnosis, Module VI:</td>
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<td>Policy and Research, &amp; Module VII: Future Challenges for Public Health</td>
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<td>Group Exercise Related to Module V, Community Analysis and Population Diagnosis</td>
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<td>Week 10</td>
<td>On-Line and Clinical</td>
<td>Module V: Community Analysis and Population Diagnosis</td>
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<td>Week 11</td>
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<td>1. Outcomes assessment</td>
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<td>2. Criteria for developing outcomes assessment</td>
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<td>Week 12</td>
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<td>3. The role of data in public health</td>
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<td>4. Dissemination of health information</td>
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<td>Week 14</td>
<td><strong>COMMUNITY ASSESSMENT PAPER DUE</strong></td>
<td>Community Assessment</td>
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<td>Week 15</td>
<td>5 PM – 8:50 PM: COURSE MEETING IN LEXINGTON</td>
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