

Nikou, Roshan

From: Graduate.Council.Web.Site@www.uky.edu
Sent: Monday, September 25, 2006 8:06 AM
To: Nikou, Roshan
Cc: Price, Cleo
Subject: Investigator Report

AnyForm User: www.uky.edu
AnyForm Document: <http://www.rgs.uky.edu/gs/GCInvestigatorReport.html>
AnyForm Server: www.uky.edu (/www/htdocs/AnyFormTurbo/AnyForm.php)

College/Department/Unit: = NUR 733

Category: = Change

Date_for_Council_Review: =

Recommendation_is: = Approve

Consent_Agenda: = YES

Investigator: = .W. W. Witt

E-mail_Address = wwitt@uky.edu

1__Modifications: = Page 4 of request, under evaluation section, Public Health Proposal, item B stated 25% when it should read 25 points as stated on page 5. This was discussed via email with Lisa Galvin

2__Considerations: =

3__Contacts: = Lisa Galvin, Asst to the Dean. 323-6533

4__Additional_Information: = This change was requested to support the Graduate Certificate in Public Health Nursing. This certificate is open to students enrolled in the graduate Nursing program, post baccalaureate non-degree nursing students and students who are nurses enrolled in the College of Public Health. This course change proposal modifies existing fixed course credit hours to variable credit and modifies course prerequisites to allow students admitted to the graduate nursing certificate to enroll in courses required for certificate completion.

It is my opinion that the change be approved. These changes allow students from various programs to receive credit and fully utilize teaching resources.

--
AnyForm/PHP3 0.1

AnyFormRandomSeqNo: 33066760

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Nursing Date 4/27/2006
Department/Division offering course Nursing

2. Changes proposed:
(a) Present prefix & number NUR 733 Proposed prefix & number No change
(b) Present Title Advanced Practice in Public Health Nursing Practicum I: Policy
New Title No change
(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
No change
(d) Present credits: 6 fixed Proposed credits: 3 or 6 variable credit
(e) Current lecture: laboratory ratio 2:4 Proposed: 2:1(3 cr hrs) or 2:4 (6 cr hrs)
(f) Effective Date of Change: (Semester & Year) Fall 2006

3. To be Cross-listed as: _____
Prefix and Number _____ Signature: Department Chair _____

4. Proposed change in Bulletin description:
(a) Present description (including prerequisite(s):
This course addresses the second public health core function: the use of assessment data in the analysis and development of policy and program plans to meet the health, illness and health resource needs of communities. Students will evaluate the use of policy as an aggregate-level intervention strategy and determine the extent to which a nursing intervention classification can be used to categorize policy strategies. Policies will be evaluated in relation to current national and state health objectives for special populations. Students will evaluate the potential impact of policies affecting communities and populations in targeted health care environments such as home health or managed care. They will use evidence from the literature to develop and implement policy recommendations designed to improve health outcomes. Working with vulnerable and multicultural communities and using informatics in policy and planning are emphasized.
Prereq: NUR 732, enrollment in the graduate program in Nursing or consent of the instructor.
(b) New description:
No change in course description.
(c) Prerequisite(s) for course as changed: Prereq: NUR 732; enrollment in the graduate program in Nursing, enrollment in graduate certificate in Public Health Nursing, or consent of instructor

5. What has prompted this proposal?
Faculty in the College of Nursing recently submitted a proposal for a graduate certificate in Public Health Nursing. This certificate is open to students enrolled in the graduate Nursing program, post baccalaureate non-degree nursing students and students who are nurses enrolled in the College of Public Health. This course change proposal modifies existing fixed course credit hours to variable credit and modifies course prerequisites to allow students admitted to the graduate nursing certificate to enroll in courses required for certificate completion. The didactic portion of the course will remain unchanged. Students in the certificate program are required to complete only one credit hour of practicum.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
No significant change to content or teaching objectives.

7. What other departments could be affected by the proposed change?
College of Public Health students will be eligible to enroll in this course once admitted to the Graduate Certificate in Public Health Nursing.

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

9. Will changing this course change the degree requirements in one or more programs? Yes No

- If yes, please attach an explanation of the change.*

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

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

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

**UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR**

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

12. Is this a minor change? Yes 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.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr. Julie Sebastian or Dr. Debra Anderson Phone Extension: 323-6685 or 257-3410

Signatures of Approval:

Julie Sebastian
Department Chair

4/26/06
Date

Carolyn A. Williams
Dean of the College

4/28/06
Date

Date of Notice to the Faculty

**Undergraduate Council

Date

**Graduate Council

Date

TOWNS

5-17-06

**Academic Council for the Medical Center

Date

**Senate Council

Date of Notice to University Senate

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

ACTION OTHER THAN APPROVAL

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:



UNIVERSITY OF KENTUCKY

College of Nursing
Office of the Dean
Chandler Medical Center
315 CON/HSLC Bldg.
Lexington, KY 40536-0232
(859) 323-6533
Fax: (859) 323-1057
www.mc.uky.edu/Nursing

MEMORANDUM

DATE: April 28, 2006

TO: David S. Watt, Ph.D.
Associate Provost for Academic Affairs
Chair, Health Care Colleges Council
Deans, Department Chairs, Members of the University Senate

FROM: Carolyn A. Williams, PhD *Carolyn A. Williams*
Dean, College of Nursing

Juliann G. Sebastian, PhD *Juliann G. Sebastian*
Assistant Dean for Advanced Practice Nursing

SUBJECT: Course Changes – NUR 733 and NUR 734 –
For Graduate Certificate in Public Health Nursing

Rationale for changes to NUR 733 and 734

Faculty in the College of Nursing recently submitted a proposal for a graduate certificate in Public Health Nursing. This certificate is open to students enrolled in the graduate Nursing program, post baccalaureate non-degree nursing students and students who are nurses enrolled in the College of Public Health. This course change proposal modifies existing fixed course credit hours to variable credit and modifies course prerequisites to allow students admitted to the graduate nursing certificate to enroll in courses required for certificate completion. The didactic portion of the course will remain unchanged. Students in the certificate program are required to complete only one credit hour of practicum.

Approved curriculum for Graduate Certificate in Public Health Nursing

- Epidemiology 3 hrs (3:0)
- NUR 732 3 hrs (2:1)
- NUR 733 3 hrs (2:1)
- NUR 734 3 hrs (2:1)

12 credit hours required for certificate completion

Effective Date:

Fall 2006

Thank you for your consideration of this proposal.

UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

**NUR 733 - Advanced Practice in Public Health Nursing Practicum I:
Policy and Program Management**

**Once Per Month, 1-5 p.m. ~~CON Bldg. Room 313~~ Lexington-Fayette County
LHD, Fall ~~2005~~2006**

A Distributed Learning Course

CREDITS: 3-6 Semester Hours (2 cr. Didactic; 4 cr. Clinical for MSN students and 1 cr. Clinical for certificate students)

PREREQUISITES: NUR 732 or consent of faculty

FACULTY:

Dr. ~~Peggy Hickman, EdD~~ Debra Gay Anderson, RN, ~~B, CCDC, PhD~~
CON Bldg., Room ~~561-551~~
~~415(859) 323-5579~~ 257-3410 (office) ~~Θ~~
(859) 333-4865 (cell)
~~(859) 323-1057~~ 1057 (FAX)
Email: ~~mjhick01@uky.edu~~ danders@email.uky.edu
Web page: <http://www.mc.uky.edu/Nursing/bios/anderson.html>

~~Marcia Stanhope, RN, DSN, FAAN~~
~~315 CON Bldg.~~
~~Lexington, KY 40536-0232~~
~~(859) 323-8071~~
Email: ~~mkstan00@uky.edu~~
Web page:

COURSE DESCRIPTION:

This course addresses the second public health core function: the use of assessment data in the analysis and development of policy and program plans to meet the health, illness and health resource needs of communities. Students will evaluate the use of policy as an aggregate-level intervention strategy and determine the extent to which a nursing intervention classification can be used to categorize policy strategies. Policies will be evaluated in relation to current national and state health objectives for special populations. Students will evaluate the potential impact of policies affecting communities and populations in targeted health care environments such as home health or managed care. They will use evidence from the literature to develop and implement policy recommendations designed to improve health outcomes. Working with vulnerable and multicultural communities and using informatics in policy and planning are emphasized.

COURSE OBJECTIVES:

At the completion of this course, students will be able to:

1. Develop community diagnoses that will mobilize community partners to solve problems.
2. Prioritize population health needs for developing plans and policies for action programs developed to provide accessible, appropriate, quality care to targeted populations.
3. Apply models of policy making and program planning to improve health, prevent disease and promote health /health resources in communities.
4. Develop skills in population-focused communication about public health issues.
5. Use data management and interactive communication systems in policy analysis and planning.
6. Evaluate strategies for increasing awareness of policy makers in public health and nursing regarding effects of health regulations, laws, budget decisions and programming on target populations.
7. Synthesize evidence from the literature to develop policy recommendations and plans designed to improve health outcomes for vulnerable and special populations.
8. Analyze leadership strategies and methodologies for collaboration with communities and targeted populations to improve their health status.
9. Examine the concepts of advocacy and empowerment in community health advanced nursing practice.
10. Plan community health intervention strategies in collaboration with community partners designed to promote the health of at risk populations.

REQUIRED TEXTBOOKS:

~~Sussman, Steve (2001) *Handbook of program development for health behavior research and practice*. Thousand Oaks, CA: Sage.~~

~~Lee, P.R. & Estes, C.L. (2003). *The Nation's Health* (7th ED). Boston: Jones & Bartlett.~~

~~Harrington, & Estes, C.L. (2004). *Health Policy* (4th ED). Boston: Jones & Bartlett.~~

~~ANA (#####). *Public Health Nursing: Scope and Standards of Practice*. Washington, DC: ANA.~~

~~Bateson, M.C. (1989). *Composing a Life*. New York: Grove Press.~~

~~Issel, L.I (2004). *Health planning and program evaluation* Boston: Jones & Bartlett.~~

~~Kettner, P.M., et al (1998) *Designing and managing programs*. Thousand Oaks, CA: Sage.~~

~~Rowitz, Louis (2003) *Public Health Leadership: Putting Principles into Practice*. Boston: Jones & Bartlett.~~

The following texts from NUR 732 will also be used in NUR 733:

Ervin, N.E. (2002). *Advanced community health nursing practice: Population-focused care*. Upper Saddle River, NJ: Prentice Hall.

Quad Council of Public Health Nursing Organizations (1999). *ANA Scope and standards of public health nursing practice*. Washington, DC: American Nurses Publishing.

Turnock, B.J. (2004). *Public health: What it is and how it works* (3rd ed). Gaithersburg, MD: Aspen Publishers.

|

CONTENT OUTLINE:

- I. Planning health care delivery by nursing and other health leaders
 - a. The context of planning programs
 - b. Problem Identification
 - c. Choosing the most appropriate conditions for programming

- II. Population-based, population-focused program planning methods/models
 - a. Definitions of planning
 - b. Community-based planning tools
 - c. Approaches to planning
 - d. Effectiveness-based planning
 - e. Partnerships, coalitions, and joint ventures
 - f. Planning steps and stages
 - g. Defining interventions and objective setting

- III. Demand and needs assessment
 - a. Types of needs
 - b. Models and methods
 - c. Community-focused demands/needs/assets assessment

- IV. Business planning
 - a. Components – planning through evaluation
 - b. Strategic analysis
 - c. Stakeholder input
 - d. Financial issues/budgets
 - e. Integration of clinical program plan and business plan

- V. Implementation theory
 - a. Planned change
 - b. Political analysis
 - c. Measures of Implementation

- VI. Issues related to budget and financial information systems
 - a. Budgetary techniques
 - b. Projection of break-even point
 - c. Financial performance indicators
 - d. Building an effective system
 - e. Clinical/financial decision-making support – effectiveness based management
 - f. Privacy issues re: HIPPA
 - g. Cost benefit analysis

- VII Policy Development
 - a. Frameworks for policy development
 - b. Trends and issues in public health policy
 - c. Methods and processes of policy development
 - d. Advocacy and empowerment

COURSE FORMAT (One time per month):

~~For the first three hours of Saturday classes students will meet with the DNP students and Dr. Stanhope to discuss the topics of the day. The fourth hour students will meet with Dr. Hickman to discuss policy issues and clinical experiences.~~

~~**Classes will meet monthly at the Lexington-Fayette County LHD.**~~

TEACHING/LEARNING METHODS:

~~The course will be taught using a combination of methods, including seminar discussion, assigned and self-selected readings, case analysis, web-based assignments, student presentations, self-study, and weekly clinical performance. Requirements for the completion of clinical expectations will be different for the certificate and the degree seeking student. For example, the certificate student, whose time is limited to 4 hours per week in clinical, might serve as a team member for the implementation of a program or policy, while the degree seeking student, who has 16 hours of clinical time per week, might develop a program or policy for the agency to which s/he is assigned.~~

LEARNING METHODS:

~~Case analysis ————— Web assignments
Student presentations ————— Seminar/discussion
Self-study ————— Assigned and self-selected readings
— Experiential learning (16 clinical hours per week) — Conferences
— Interview with nurse at clinical agency~~

EVALUATION:

	<u>Points</u>	<u>Due Dates</u>
Clinical Learning Contract		9/3/0 6 ⁵
Informed Seminar Participation	10	
Interview with Local Program Director	5	
a. Complete Interview		10/1/0 6 ⁵
b. Present and submit written paper		10/15/0 6 ⁵
Health Policy Position Paper	20	
a. One page overview		9/17/0 6 ⁵
b. Final paper		10/24 15 /0 6 ⁵ 6
Public Health Proposal (divided as below)	30	
a. Letter of Intent (5 points)		10/29/0 6 ⁵
b. Proposal (25%)		12/0 9 10 /0 6 ⁵ 6
Clinical Practice	25	
Final Presentation	<u>10</u>	12/1 2 3 /0 6 ⁵ 6
Total Points	100	

ASSIGNMENTS:

1. **Informed Seminar Participation** (10 points)
 - A. Students are expected to read extensively prior to coming to class.

- B. Students are expected to participate in all seminar discussions with insightful comments based on the readings and relevant experiences.
- C. Students will answer question on the Discussion Board.
- D. Students are expected to read newspapers, current journals, editorials, and other reports relevant to health policy issues and present one of these each class meeting for discussion during the 4th hour each Saturday class.

2. **Health Policy Position Paper** (20 points)—**Final Paper Due 10/15/0506** – (Length 15 pages)

- A. The health policy position paper will stem from the identification of a public health/health care issue related to your clinical practice.
- B. Submit a one-page policy overview answering the question “What is the policy to be explored, what is the health population problem being addressed and why is it important to public health/health care? **DUE 9/17/065**
- C. Write an expanded health policy position paper that includes:
 1. Background and description of population public health problem/issue (3 points)
 2. Comparison of policy alternatives (5 points)
 3. Policy recommendations including a list of talking points (5 points)
 4. Implementation strategy (5 points)
 5. Summary/conclusion (1 point)
 6. References, style, and format, including use of APA (1 point)

Total = 20 points

3. **Public Health Proposal** (30 points, divided as below) (Length – 10 pages)

In collaboration with your clinical agency/community partners, select an agreed-upon focus for a public health policy/practice intervention that addresses a priority goal for a population health problem or need in your clinical setting. The public health proposal may build on recommendations from the health policy analysis/position paper.

- Propose a population-focused, evidence-based public health intervention that addresses the goal/need.
- Identify current state and national public health goals and objectives also addressed by the intervention.
- Identify potential funding sources for the intervention.
- Select a funding source and related proposal format that is mutually acceptable to the clinical instructor and preceptor.
- If the funding sources do not specify a proposal format, use a standard format (e.g. format used by government agencies for research and demonstration projects) that is appropriate and mutually acceptable.
- Note: many funding sources currently limit the body of the proposal to 10 pages or less.

A. **Letter of Intent (LOI)** (5 points) –**Due 10/29/065**

Prepare a letter of intent to an identified funding source (2 page maximum) that specifies the project’s background, goals and objectives, proposed intervention, and rationale.

B. Written Public Health/Nursing Proposal (25 points) –**Due 12/0810/065**

After faculty approval of the LOI, use the agreed-upon format to develop a complete written proposal suitable for submission to the designated funding source. Include a cover letter to the selected funding source with the written proposal.

Grading: The letter of intent and proposal will be graded using the criteria and point values indicated in the materials published by the designated funding source. You must attach the specific instructions from the funding source with your proposal. If there are no proposal instructions from the funding source, your proposal will be graded using the criteria outlined below:

Proposal Criteria

Organize the Proposal Plan using the following headings:

- *Executive Summary/Abstract:* Summarize the project including the goals, objectives, project plan, and implementation/evaluation plan.
- *Goals and Objectives for the Project:* Write measurable objectives that are linked to your evaluation plan. Please consult Healthy People 2010 and/or Healthy Kentuckians 2010 Objectives in writing realistic objectives.
- *Background and Significance:* Describe the magnitude of the problem including appropriate statistics; as well as the population at risk. Identify and discuss a conceptual model or framework that will guide your Action Plan. Provide scientific evidence that supports the proposed population-based strategies designed to address the problem.
- *Action Plan:* Organize the plan for action according to both the conceptual framework and the goals/objectives. Give enough detail so the core functions of public health are obvious. This section should be similar to a “recipe” in that it should include all the ingredients of the plan including how the staff (including the advanced practice public health nurse) and partners will implement the plan using existing and new community resources. The proposed population-based interventions must be based in scientific evidence. Please include a discussion of community conditions, barriers, and policy issues that might affect implementation of the plan.
- *Evaluation Plan:* Describe the evaluation plan including measurable process and outcome objectives.

4. Interview of State Program Director (510 pages) (5 points) (**Completed 10/1/065; Present and submit 10/15/065**)

Based on the population and the problem identified the student will explore a state program directed toward resolving a health problem the student feels was an appropriate design to use to solve the identified population problem. The student will interview a state director who is involved in the identified program. The student will:

1. Summarize the interview.
2. Draw conclusions with rationale regarding the adequacy/effectiveness/efficiency/benefit and sustainability of the program to resolve the population problem.
3. Use evidence to support rationale.

4. Give references.
5. Use appropriate formatting/punctuation.

5. **Advanced Public Health Nursing Clinical Practice** (25 points, evaluation will be based on the same criteria for both degree seeking and certificate students, however, the degree seeking student will implement a project that requires more planning and policy development time, than the certificate student. Both projects will be graduate level projects, however projects will be selected based on amount of time needed for completion.)

A. Clinical Practice (4-16 hours per week): The clinical focus of this course is on the core public health function of planning/policy development and related essential public health services. Each student shall implement the public health nurse specialist (advanced practice) role in partnership with selected populations and personnel from clinical agencies by using:

- appropriate theories
- conceptual frameworks
- research findings to meet course objectives

Clinical practice shall address the clinical agency's:

- Goals
- Objectives
- Policies
- As well as related state and national health objectives

Clinical practice must fit with:

- current national standards of advanced nursing practice
- definitions and standards specific to the public health nursing specialty
- general public health practice standards

Practice will include participation both in policy development/analysis and program planning/development.

B. Clinical Hours/Attendance: Each semester credit is equivalent to four hours per week in the clinical setting. A total of 16 clinical hours per week (240 hours per semester) are required for NUR 733 for the MSN students and 4 clinical hours per week for the PHN Certificate student.

- Students may fulfill the required clinical hours each week in a time frame mutually agreeable to student, faculty, and preceptor.
- Students shall keep faculty and preceptors informed of clinical plans and activities verbally and in writing weekly as a part of the clinical log.
- Individual and group conferences will be held at regular intervals.

C. Learning contract: In the initial weeks of the semester, students shall conduct a self-assessment of learning needs (using course objectives and Quad Council PHN competencies for policy and program development) and agency/community status, goals, and priorities. By the end of the fourth week of the semester, each student will submit a learning contract that specifies how the course clinical objective(s) shall be met. (e.g. course objective, individual learning goal(s), related community/agency context and/or priorities that fit with the course objectives, and proposed strategies for meeting course/learning objectives. These contracts will reflect the student's clinical hours of 4-16 hours dependant upon whether the student is degree seeking (16 hours) or a certificate

student (4 hours). A table format for the contract would be appropriate. **Due: September 3, 2006**. (Place in Digital Drop Box)

D. Data base: Students will develop/use an organized system for recording clinical data to be used in planning, implementation, and evaluation.

E. Clinical Log – **DUE: Weekly each Friday at 12:00 p.m.**(Place in Digital Drop Box)

1. records clinical activities, identifies the theories, concepts, and/or evidence-based methods upon which clinical activities are based,
2. documents progress toward each course clinical objective
3. describes at least one evidence-based article (annotated bibliographic format), and
4. analyzes the above article in relation to advanced public health nursing practice in relation to the clinical practice focus.

Clinical logs are to be submitted weekly using the digital drop box, giving a unique name to each week’s file as follows: Yourlastname Log# (using the log number in place of #).

Following is the format for the weekly log.

Name:		Clinical Log #:		Date:	
Activities:			Theory/evidence-base used:		
Objective(s) addressed/documentation					
#1					
#2					
#3					
#4					
#5					
#6					
#7					
#8					
#9					
#10					
Annotated Bibliography:			Implications for PHN Advanced Practice:		

F. Self Evaluation: At the end of the semester, each student shall submit a written self-evaluation of her/his clinical performance that includes:

- 1) a description of how standards of advanced practice nursing as a public health nurse specialist were met, using criteria in ANA standards for advanced nursing practice and the public health nursing specialty;
- 2) an analysis of how the course and individual objectives were met through the clinical experience. This should be a concise summary developed from the weekly clinical logs.

6. **Final Presentation** (10 points) --**Due 12/123/065**

The student shall make a presentation to the faculty, preceptor, and community of interest at the end of the semester. The student will conduct a mock news press conference. The presentation shall include concise oral and written summaries of the semester's work, including data/findings, conclusions, actions, outcomes, and recommendations.

CLASS TIMES:

This course will use a distributed learning format. Using a block scheduling plan, we will have ~~5~~ 4 class meetings. The remainder of the course will be taught via a web-enhanced format and experiential learning. The on-line portion of the course will be facilitated using Blackboard. Approximately 40% of the course will consist of traditional face-to-face class meetings, with the remainder consisting of interactive learning assignments using electronic technology and experiential work.

Class dates and locations are:

~~Sat., 8/27~~

~~Sat., 9/17~~

~~Sat., 10/15~~

~~Sat., 11/19~~

Aug. 29 Lexington-Fayette County LHD

Sept. 26 Lexington-Fayette County LHD

Oct. 24 Lexington-Fayette County LHD

Dec. 12 Lexington-Fayette County LHD

~~Sat., 12/10~~

GRADING SCALE: (Based on Points)

90 - 100 = A

80 - 89 = B

70 - 79 = C

BELOW 70 = E

RECOMMENDED RESOURCES:

Anderson, E.T., & McFarlane, J.M. (2000). *Community as Partner: Theory and practice in nursing*. Philadelphia: Lippincott.

Bracht, N. (1996). *Health promotion at the community level*. Newbury, CA: Sage.

Cohen, E. L. & DeBack, V. (1999). *The outcomes mandate: Case management in health care today*. St. Louis: Mosby.

Dever, G.E.A. (1997). *Improving outcomes in public health practice*. Gaithersburg,

MD: Aspen.

Gold, R.S., Green, L.W., & Kreuter, M.W. (1998). *EMPOWER: Enabling methods of planning and organizing within everyone's reach*. Boston: Jones and Bartlett Publishers.

Kentucky Department for Public Health (2000). *Healthy Kentuckians 2010: Prevention Initiative*. Frankfort, KY: Cabinet for Human Services.

[Kettner, P.M., et al \(1998\) *Designing and managing programs*. Thousand Oaks, CA: Sage.](#)

[Rowitz, Louis \(2003\) *Public Health Leadership: Putting Principles into Practice*. Boston: Jones & Bartlett.](#)

Schneider, M.J. (2000). *Introduction to public health*. Gaithersburg, MD: Aspen.

Sebastian, J.G. & Bushy, A. (1999). *Special populations in the community: Advances in reducing health disparities*. Gaithersburg, MD: Aspen.

Smith-Mello, M., Costich, J.F., & Scutchfield, F.D. (1999). *What next for Kentucky health care?* Frankfort, KY: The Kentucky Long-Term Policy Research Center.

Stanhope, M. & Lancaster, J. (2004) *Community Health Nursing: promoting the health of aggregates, families and communities*. St. Louis: Mosby.

Timmreck, T.T. (1995). *Planning, program development, and evaluation*. Boston: Jones & Bartlett.

Who's What in Kentucky Government, 1999-2000. (1999). Frankfort, KY: Kentucky Roll Call.

WEB RESOURCES

<http://www.health.gov/healthypeople/> (Healthy People 2010 homepage)

<http://www.apha.org> (American Public Health Association)

<http://www.astho.org> (Association of State and Territorial Health Officials)

<http://www.healthfinder.gov> (helps consumers find reliable health information)

<http://www.naccho.org> (National Association of County and City Health Officials)

<http://www.nalboh.org> (National Association of Local Boards of Health)

<http://nhic-nt.health.org> (National Health Information Center; national health promotion events)

<http://www.phf.org> (Public Health Foundation; research information)

<http://www.4woman.gov> (Dept. of Health and Human Services, Office on Women's Health)

<http://www.lrc.state.ky.us/home.htm> (Kentucky Legislature Home Page)

<http://www.census.gov> (U.S. Census)

<http://www.bea.doc.gov/> (Bureau of Economic Analysis)

<http://www.cdc.gov/> (Centers for Disease Control and Prevention)

<http://www.cdc.gov/nchshttp://www/default.htm> (National Center for Health Statistics)

<http://www.fedstats.gov/regional.html> (Regional Statistics)
<http://www.cdc.gov/epo/mmwr/mmwr.html> (Morbidity and Mortality Weekly Report)
<http://www.nlm.nih.gov/> (National Library of Medicine)
<http://www.os.dhhs.gov/progorg/ophs/> (Office of Public Health and Science)
<http://www.health.org/> (National Clearinghouse for Alcohol and Drug Information)
<http://www.vote-smart.org/> (state and national government and political information)
<http://www.naco.org/counties/counties/state.cfm> (National Association of Counties: Kentucky)
<http://athena.louisville.edu/cbpa/sdc/> (KY State Data Center)
<http://athena.louisville.edu/cbpa/kpr/kidscount/kc97data.htm> (KY Kids Count)
<http://www.kde.state.ky.us/> (KY Department of Education)
<http://www.lfucg.com/> (Lexington-Fayette Urban County Government)
<http://www.moreheadonline.com/chamber/> (Morehead-Rowan County Chamber of Commerce)
<http://www.lexchamber.com/> (Lexington Chamber of Commerce)
<http://www.courier-journal.com/> (Louisville Courier Journal)
<http://www.kentuckyconnect.com/heraldleader/> (Lexington Herald Leader)
<http://www.state.ky.us/govtinfo.htm> (Kentucky State Government)
http://www.uky.edu/KGS/gis/kgs_gis.html (Kentucky Geological Survey by county)
<http://www.unitedhealthgroup.com/stateranking/index.html> (UnitedHealth Group State Health Ranking)

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 (5.0 or higher) or Internet Explorer (IE) (5.0 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 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.

COURSE POLICIES:

Students are expected to adhere to the current University of Kentucky, *Student Rights and Responsibilities* and the Medical Center *Code of Professional Ethics*.

Attendance and 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 your 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!*

Cell Phones:

Cell phones shall be turned off during class. If you are expecting an emergency call, notify the instructor prior to class and set your phone for flash or vibrate only. Respect other by not disrupting class.

Writing Format:

A course expectation is scholarly writing. For many students, NUR 601 is their first introduction to this type of writing. All written assignments must be in APA format as found in the Publication Manual of the American Psychological Association, 5th edition.

Cheating and Plagiarism

Academic integrity is required 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.~~

For details of policy, see: University of Kentucky and Lexington Community College (2000). Student Rights and Responsibilities, pp. 87-88.

Incomplete grades

Prior to taking an incomplete grade for the course students MUST have permission from the faculty. Permission for an incomplete grade will be granted for acceptable circumstances.

Students will have six months to resolve incomplete grades as follows:

1. It is expected that all incomplete assignments will be turned in within the first 3 months.
2. Within the first 3 months, earned grades for all incomplete assignments will be reduced by one letter grade (Ex. A to B, etc.).

3. If the student chooses to continue the “incomplete” beyond the first 3 months, up to and at the end of the six month period, the earned course grade will be reduced by one letter grade.
 4. After six months, if work is not completed, the course grade will become an “E”.
- This policy will apply except in those situations that are considered to be beyond the control of the student.

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 and on-line modules can be made available in alternative forms.

REFERENCES

- American Association of Colleges of Nursing (1994). *Certification and regulation of Advanced practice nurses: Position statement*. Washington, D.C.: Author.
- American Nurses Association (1995). *Nursing's Social Policy Statement*. Washington DC.: Author.
- American Public Health Association, Public Health Nursing Section (1996). *The definition and role of public health nursing*. Washington, D.C. American Public Health Association.
- Association of State and Territorial Directors of Nursing (1999). *Public health nursing: A partner for progress*. Washington, D. C.: Author.
- Barnum, B.S. (1994). Realities in nursing practice: a strategic view. *Nursing and Health Care*, 15, 400-405.
- Bryan, Y., Bayley, E., Grindel, C., Kingston, M., Tucky, M., & Woods, L. (1997). Preparing to change from acute to community-based care: Learning needs of hospital-based nurses. *Journal of Nursing Administration*, 27(5), 35-44.
- Buerhaus, P.I. & Needleman, J. (2000). Policy implications of research on nurse staffing and quality of patient care. *Policy, Politics, & Nursing Practice*, 1(1), 5-15.
- Dean, H., & Lee, J.L. (1995). Service and education: Forging a partnership. *Nursing Outlook*, 42, 119-123.
- Doenges, M.E., Moorehouse, M.F., & McCoy, S. M. (1992). *Application of Nursing Process and Nursing Diagnosis: An Interactive Text*. Philadelphia: F.A. Davis.
- Durch, J.S., Bailey, L.A. & Stoto, M.A. (Eds.) (1997). *Improving health in the community: A role for performance monitoring*. (Institute of Medicine report). Washington D. C.: National Academy Press.

- Elaine, C. (1993). *Public health nursing within core public health functions: A progress report from the public health nursing directors of Washington*. Olympia, WA: Washington State Department of Health.
- Eshleman, J. & Davidbizar, R. (1997). Community-based nursing education: A five-stage process. *International Nursing Review*, 44(1), 24-28.
- Flannery, T.P. & Williams, J.B. (1990). The shape of things to come: Part 1 – Structures and jobs in the new look health care organization. *Health Care Forum Journal*, 33(3), 14-7, 19-21.
- Gebbie, K.M. & Hwang, I. (2000). Preparing currently employed public health nurses for changes in the health system. *American Journal of Public Health*, 90(5), 716-721.
- Goldwater, M. (2000). State spotlight: Managing health care in Maryland: Lawmaker's role in health policy. *Policy, Politics, & Nursing Practice*, 1(1), 63-67.
- Green, L.W. & Kreuter, M. (1999). *Health promotion planning: An educational and ecological approach* (3rd ed.). Mountain View: Mayfield.
- Hart, S. & Jacobson, N (2000). Primer on policy. *Policy, Politics, & Nursing Practice*, 1(1), 31-33.
- National Association of County and City Health Officials (1993). *Core Public Health Functions*.
- Promoting healthy Michigan communities: The role of public health in health reform. reform* (1993, November 22). Lansing, Michigan: Nursing Administrators Forum, Michigan Association of Public Health, and Michigan Department of Health.
- Pope, A.M., Snyder, M.A. & Mood, L.H. (Eds.) (1995). *Nursing, Health, and the Environment* (Institute of Medicine report). Washington, D. C.: National Academy Press.
- Quad Council of Public Health Nursing Organizations (1999). *Scope and standards of public health nursing practice*. Washington, D. C. : American Nurses Association.
- Scutchfield, F.D. & Keck, C. W. (1997). *Principles of Public Health Practice*. Albany: Delmar Publishers.
- Sills, G.M. & Goepfinger, J. (1985). The community as a field of inquiry in nursing. *Annual Review of Nursing Research*, 3, 3-24.
- Stoto, M.A., Abel, C. & Dievler, A. (Eds.) (1996). *Healthy Communities: New*

Partnerships for the Future of Public Health. (Institute of Medicine report).
Washington D. C.: National Academy Press.

The Core Functions Project, U.S. Public Health Service (1998). Health care reform and public health: A paper on population-based core functions. *Journal of Public Health Policy*, 19(4), 394-419.

The Definition and Role of Public Health Nursing, Public Health Nursing Section, American Public Health Association, March 1996.

Thompson, L.S. & Lerner, R.M. (2000). Pursuing policies promoting healthy youth development: The role of university-community collaborations. *Policy, Politics, & Nursing Practice*, 1(1), 68-65.

Valentine, N.M. (2000). The evolving role of the chief nurse executive in the Veterans Health Administration. *Policy, Politics, & Nursing Practice*, 1(1), 36-46.

NUR 733 CLASS SCHEDULE – Fall ~~2005~~2006

<i>Date</i>	<i>Class Meetings and Special Assignments</i>	<i>Learning Activities</i>
Week 1 8/27/05 <u>8/29/06</u>	1 PM – 5 PM COURSE MEETING IN LEXINGTON <ul style="list-style-type: none"> Choose groups for study/assignments 	Begin Module 1 – Planning for Health Care Delivery <ul style="list-style-type: none"> Planning health care delivery by nurse leaders Introduction to course structure, syllabi, course content and learning methods
Week 2 9/3/05 <u>9/6/06</u>	<ul style="list-style-type: none"> Choose population and problem for analysis Learning Contract Due in Drop Box 	Complete Module 1 – Planning for Health Care Delivery
Week 3 9/10/05 <u>9/13/06</u>	<ul style="list-style-type: none"> Choose local program for analysis Clinical log Due in Drop Box	Begin Module 2 – Population-based, Population-focused Program Planning Models/Methods
Week 4 9/17/05 <u>9/20/06</u>	1 PM – 5 PM COURSE MEETING IN LEXINGTON <ul style="list-style-type: none"> Work on interview questions Clinical log Due in Drop Box One page Policy Overview due 9/17 	Complete Module 2 – Population-based, Population-focused Program Planning Models/Methods <ul style="list-style-type: none"> Group Exercise: The analysis of the concept of "Population Focused" Discussion: Planning Models/Policy Models
Week 5 9/24/05 <u>9/27/06</u>	<ul style="list-style-type: none"> Continue work on interview questions Make plans for 1st faculty/student conference Clinical Log due 	Begin Module 3 – Demand and Needs Assessment
Week 6 10/1/05 <u>10/4/06</u>	<ul style="list-style-type: none"> Have local program interviews completed Clinical Log due 	Complete Module 3 – Demand and Needs Assessment
Week 7 10/8/05 <u>10/11/06</u>	<ul style="list-style-type: none"> Clinical Log due 	Begin Module 4 – Business Planning
Week 8 10/15/05 <u>10/18/06</u>	1 PM – 5 PM COURSE MEETING IN LEXINGTON <ul style="list-style-type: none"> Submit written interview Health Policy Position Paper due Clinical Log due 	Complete Module 4 – Business Planning <ul style="list-style-type: none"> Discussion of Analysis of Population problem/state program interviews

Week 9 0/22/ 0506	<ul style="list-style-type: none"> Clinical Log due 	Begin Module 5 – Implementation Theory
Week 10 10/29/ 0506	<ul style="list-style-type: none"> Letter of Intent due Clinical Log due 	Complete Module 5 – Implementation Theory
Week 11 11/5/ 0506	<ul style="list-style-type: none"> Clinical Log due 	Begin Module 6 – Issues Related to Budget and Financial Information Systems <ul style="list-style-type: none"> Discussion of Implementation Theory
Week 12 11/12/ 0506	<ul style="list-style-type: none"> Clinical Log due 	<ul style="list-style-type: none"> Complete Module 6 - Issues Related to Budget and Financial Information Systems
Week 13 11/19/ 0506	1 PM – 5PM COURSE MEETING IN LEXINGTON <ul style="list-style-type: none"> Enrichment lecture/discussion Clinical Log due 	<ul style="list-style-type: none"> Bring draft of background/problem statement and specific aim/objectives for in-class discussion.
Week 14 11/26/ 0506	HAPPY THANKSGIVING!	
Week 15 12/3/ 0506	<ul style="list-style-type: none"> Clinical Log due 	Presentation to Clinical Agency on Proposal
Week 16 12/10/ 0506	1 PM – 5 PM COURSE MEETING IN LEXINGTON <ul style="list-style-type: none"> Public Health Nursing Proposal paper due with Presentation 	<ul style="list-style-type: none"> Discussion of Policy and Program Proposals Financial Information Systems
Week 17 12/17/ 0506		HAPPY HOLIDAYS!
NOTE: ALL COURSEWORK MUST BE COMPLETED BY DECEMBER 12 TH TO RECEIVE A GRADE		

UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET

Proposal Titles: (1) Course Changes in NUR 733 and NUR 734 for the Graduate Certificate in Public Health Nursing

Name/email/phone for proposal contact: *Julianne G. Sebastian, PhD*
Assistant Dean for Advanced Practice Nursing
 3-3304; *jgseba00@uky.edu*

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Public Health Nursing Track Faculty	Dr. Marcia Stanhope PHN Track Coordinator 3-8071 mkstan00@uky.edu	Recommended approval	Feb. 18, 2005	Yes
Masters Program Committee (MPC)	Dr. Sherry Warden MPC Chair, 2004-05 3-6640 lward00@uky.edu	Recommended approval	March 11, 2005	Yes
College of Nursing Graduate Faculty	Dr. Sherry Warden MPC Chair, 2004-05 3-6640 lward00@uky.edu	Graduate faculty voted approval	April 1, 2005	Yes