

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences	<input checked="" type="checkbox"/>	Business	<input type="checkbox"/>	Education	<input type="checkbox"/>
Proposal Submitted By: Richard Finkelstein			Date Prepared: 1/31/13			
Course Title: Community-Public Health Nursing						
Department/discipline and course number*: NURS 420						

**This course number must be approved by the Office of the Registrar before the proposal is submitted.*

Number of credits proposed:	3	Prerequisites:	RN licensure/admission to program		
Will this be a new , <i>repeatable</i> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NOx	<input type="checkbox"/>	YES

Date of first offering of this new course: FALL SEMESTER, year 2014			
Proposed frequency of offering of the course:		2 X/ year	
List the faculty who will likely teach the course: n.a.			
Are ANY new resources required?		NO X	YES <input type="checkbox"/> <i>Document in attached impact statement</i>

This new course will be (check all that apply):			
Required in the major	X	General Elective	<input type="checkbox"/>
Elective in the major	<input type="checkbox"/>	General Education**	<input type="checkbox"/>

****AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.**

Catalog Description:	<p>This course examines the promotion of health in communities through primary, secondary and tertiary prevention and intervention. The course examines population health and the principles of public health nursing in creating healthy environments for diverse populations and communities. Social issues and public policies that impact healthy living along with Healthy People 2020 will be examined. In this course students will engage in a community clinical field work experience to examine the role of community leaders and health professionals in promoting and preserving a health community.</p> <p>This course will 16 hours of observational field work experience. This can be done in a variety of community settings that includes but is not limited to: School Nursing, Nurse Managed Clinic, Outpatient Clinic, Community Centers. During the fieldwork the student assesses the needs of the community site and designs a program that would meet its needs.</p>
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COURSE HISTORY			
Was this course taught previously as a topics or experimental course?		YES	NO
Course Number and Title of Previous Course	Semester Offered	Enrollment	
CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or			

	lower in the earlier course.
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.	

REQUIRED ATTACHMENTS:

1. **Rationale Statement** (Why is this course needed? What purposes will it serve?) please see overall BSN proposal
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.) please see overall BSN proposal
3. **Sample Syllabus** please see BSN proposal

Department Chair Approval: Dean's Office, CAS **Date:** 1/31/13

CCC Chair Approval: Brad Hansen **Date:** 2/13/13

UCC Chair Approval: _____ **Date:** _____

Community-Public Health Nursing

NURS 420

Professor

Office:

Office Phone:

Office Hours:

Course Website:

Catalogue Description

This course examines the promotion of health in communities through models of primary, secondary and tertiary prevention and intervention. It also examines population health and the principles of public health nursing in creating healthy environments for diverse populations and communities. Social issues and public policies that impact healthy living, along with Healthy People 2020, will be examined. In this course students will engage in a community clinical fieldwork experience to examine the role of community leaders and health professionals in promoting and preserving a health community.

This course will have 16 hours of observational field work experience. This can be done in a variety of community settings that include but are not limited to the following settings: School Nursing, Nurse Managed Clinic, Outpatient Clinic, Community Centers. During the fieldwork the student assesses the needs of the community site and designs a program that will meet its needs.

Course Outcomes and Objectives

- Students will be able to identify the difference between, individual, community and population health needs.
- Students will be able to describe the role of the nurse in community settings.
- Students will be able to explain the role of the community in diagnosing, planning and implementing its needs.
- Students will demonstrate an understanding of epidemiological trends and their impact on communities working to maintain health.
- Students will effectively analyze social issues and public policies that affect healthy living in the community.
- Following Healthy People 2020 guidelines, students will develop a community plan during a fieldwork experience.

Course Requirements

A) Examinations (2 on community content) 40% (2 at 20% each)

Community Test blueprint

CONTENT	LEVEL OF COGNITION
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TOPIC	R	U	AP	AN	TOTAL
The Context of Community and Public Health Nursing <ul style="list-style-type: none"> History of Community and Public Health Nursing Public Health Systems Health and the Global Environment	4	3	5	1	13
Evidenced-Based Practice and Population Health <ul style="list-style-type: none"> Frameworks for Health Promotion Epidemiology Understanding and Using Rates	2	3	4	3	12
Gathering Evidence for Practice <ul style="list-style-type: none"> Planning for Community Change Community Assessment Family Assessment	3	4	5	1	13
Challenges in Community and Public Health Nursing <ul style="list-style-type: none"> Infectious Disease Vulnerable Populations	2	3	4	3	12
TOTAL	11	13	18	8	50

Level of Cognition:

R= Remembering U = Understanding AP = Applying AN = Analyzing

B) Evidenced-Based Community Interventions Assignment- 20%

In the past in patient clinical rotations you have had experiences caring for individuals: assessing their needs, planning, developing, and implementing nursing interventions based on those needs, and then evaluating their impact and/or success. Please take some time to recall what you can about these patients, and then follow the instructions found within the rubric to create a plan for this patient.

Instructions:

This assignment has 4 sections, outlined below in the rubric. *This paper should be no more than 3 pages in length, excluding title and reference page.* This is meant to be a simple and straightforward assignment which assesses your ability to apply your nursing knowledge of diagnosis and community interventions towards preventing illness. This assignment is worth 20% of your final grade.

Each section is worth the number of points indicated in boldface. Assignments will be graded based upon comprehensiveness, accuracy, and the quality of your responses. Please answer all the questions completely, referring to this rubric throughout the process to understand how your grade will be determined. Your answers should flow in

an organized manner. This paper must be submitted *in APA format, (no abstract) with a title page and reference page*

Evidenced-Based Practice Assignment

Student :Grading Section	Criteria	Points Deducted	Comments
Introduction (20 Points)	<ul style="list-style-type: none"> Introduce a patient with a chronic condition that you have cared for and who has been re-admitted into the hospital. Please include patient's age, race, ethnicity, health status, co-morbidities, religious/spiritual affiliation, socio-economic status, family involvement. 		
Social Determinants: Why does this patient have multiple re-admissions? (20 Points)	<ul style="list-style-type: none"> A discussion of the following critical points has been included: Patient's knowledge of his condition, his education level, family support, motivation, cognitive status, mental health status, addictions/ substance abuse, vulnerability, legal status, current resources 		
Two suggested community interventions for the patient (30 Points)	<ul style="list-style-type: none"> Submit 2 community interventions & suggest how each program / agency could help prevent readmission. Please provide specific, realistic programs & include their title, purpose, address & times of operation. Web addresses are not acceptable as recommendations. 		
Use of Current Literature to support the 2 interventions. (20 Points)	<ul style="list-style-type: none"> Each suggested intervention has current literature to support your recommendations. Acceptable articles should be recent, evidence-based & referenced to scientific/ nursing journals. At least 2 evidence based articles are referenced. 		
APA/spelling/grammar (10 Points)	<ul style="list-style-type: none"> Assignment completed using correct APA format. See the most recent edition of the APA manual for full information and requirements. Please use correct spelling and grammar. 		
Final Grade			

C) Participate in weekly course discussions – 40% (8 at 5%/week)

NURS 420 Discussion Board (DB) Guidelines and Rubric

- The Discussion board questions are found under the menu item labeled “discussion boards.”
- Post your initial response to the discussion board question(s) following the due dates listed in the course schedule.
- Complete that week’s posting which includes at least 2 replies by XXday to two different fellow students outside of your initial post.
- You are expected to be in the discussion board at least two different days throughout the week—not one time only because this defeats the ability to create and generate discussion in the online community.
- Discussion boards postings are graded according to the rubric below.

Discussion Board Rubric	
DB QUESTION(S): STUDENT INITIAL RESPONSE	
Demonstrates analysis of materials which includes	(3 points)
APA Reference within text and at the end of post	
Demonstrates application of materials	(1 point)
Faculty may respond to a post with further questions or clarification that the student will need to respond to because it may impact on the student’s weekly DB grade.	
REPLIES:	
Detailed and meaningful responses within timeline	(2 points)
Limited to agree/disagree statements	(0.5 point)
Replies submitted after the DB timeline will not receive any credit.	
POSTING FREQUENCY:	
Postings on at least 2 different days within DB timeline (no deductions)	
Posting all in one day	(-1 point)

TIMELINESS:	
Initial response posted after Wednesday	(-0.5/day)
TOTAL POSSIBLE POINTS: 5 per DB	

The rubric is based upon Bloom's Taxonomy of higher level thinking which may be clarified via the following link:

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Required Readings

Harkness, G., & DeMarco, R. (2012). Community and Public Health Nursing: Evidence for Practice. Philadelphia: Lippincott Williams & Wilkins.

Course Outline

Week	Content	Readings/Activities
1	The Context of Community and Public Health Nursing <ul style="list-style-type: none"> History of Community and Public Health Nursing Public Health Systems Health and the Global Environment	Harkness & DeMarco, Chapter 1 to 3
2	Evidenced-Based Practice and Population Health <ul style="list-style-type: none"> Frameworks for Health Promotion Epidemiology Understanding and Using Rates 	Harkness & DeMarco, Chapter 4-7
3	Gathering Evidence for Practice <ul style="list-style-type: none"> Planning for Community Change Community Assessment Family Assessment 	Harkness & DeMarco, Chapter 8,10, & 12

4	Challenges in Community and Public Health Nursing <ul style="list-style-type: none"> • Infectious Disease <ul style="list-style-type: none"> • Vulnerable Populations 	Harkness & DeMarco, Chapters 13-16
5	<ul style="list-style-type: none"> • Environmental Health • Disaster Management 	Harkness & DeMarco, Chapters 17-20
6	Specialty Practice <ul style="list-style-type: none"> • Case Management • School Health 	Harkness & DeMarco, Chapters 11 & 21
7	<ul style="list-style-type: none"> • Faith Oriented Communities Occupational Health Nursing	Harkness & DeMarco, Chapters 22 & 23
8	<ul style="list-style-type: none"> • Cultural Diversity • Palliative Care 	Harkness & DeMarco, Chapter 9 & 24

Academic Dishonesty

The UMW Honor System is in effect for our course. I may authorize specific exercises as collaborative work, but all other work must be your own, as per Article 1, Sections 1 and 2 of the University of Mary Washington Student Honor Code.

Accommodations

The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Services and need accommodations (note taking assistance, extended time for tests, etc.) I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540.654.1266. If there is anything about yourself that you think I should know, please see me in office hours or before/after class.

