

**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:laboratory 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:

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\*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)

UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING

**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\\_plagarism](#)  
[Community\\_assessment\\_paper](#)  
[Course\\_description](#)  
[Course\\_schedule](#)  
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[Recommended\\_resources](#)  
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[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)  
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## **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:**

Anderson, E.T., & McFarlane, J.M. (2000). *Community as Partner: Theory and practice in nursing* (3<sup>rd</sup> edition). Philadelphia: Lippincott.

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

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: The Noonday Press.

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

Witkin, B.R. & Altschuld, J.W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage Publications, Inc.

**RECOMMENDED RESOURCES:**

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.

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

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.

Turnock, B.J. (2001). *Public health: What it is and how it works* (2<sup>nd</sup> ed). Gaithersburg, MD: Aspen Publishers.

*Who's What in Kentucky Government, 2001-2002*. (2001). Frankfort, KY: Kentucky Roll Call.

#### RECOMMENDED WEB LINKS

<http://www.health.gov/healthypeople/> (Health 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://www.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)

#### **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/> (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/nchswww/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://www.lrc.state.ky.us/HOME.HTM> (KY state legislature home page)  
<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.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 information)  
<http://publichealth.state.ky.us/data-warehouse.htm> (County Health Profiles and Vital Statistics by county)  
<http://www.unitedhealthgroup.com/stateranking/index.html> (UnitedHealth Group State Health Ranking)  
<http://www.communityhealth.hrsa.gov/> (Community Health Indicators Project)

## 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](mailto:Brenda@pop.uky.edu) by e-mail at [Brenda@pop.uky.edu](mailto: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](mailto:Brenda@pop.uky.edu) by e-mail at [Brenda@pop.uky.edu](mailto: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**

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 D.C.: 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 Community Health Nursing Educators (1991). *Essentials of master's level nursing education for advanced community health nursing practice*. Louisville, KY: Author.

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.

Broyles, R.W., McAuley, W.J., & Baird-Homes, D. (1999). The medically vulnerable: Their health risks, health status, and use of physician care. *Journal of Health care for the Poor and Underserved*, 10(2), 186-200.

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.

Farquhar, J.W., Behnke, K.S., Detels, M.P., & Albright, C.L. (1997). Short- and long-term outcomes of a health promotion program in a small rural community. *American Journal of Health Promotion*, 11(6), 411-414.

- 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. (1996). Preparing currently employed public health nurses for changes in the health system. New York: Columbia University School of Nursing, Center for Health Policy and Health Sciences Research.
- Jacobs, L.R. (1996). Talking heads and sleeping citizens: Health policy making in a democracy. *Journal of Health Politics, Policy and Law*, 21(1), 129-135.
- 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. & Goeppinger, 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.

**NUR 732 Class Schedule**

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

<i>Date</i>	<i>Special Assignments</i>	<i>Activities</i>
Week 1	<b>5 PM – 8:50 PM: COURSE MEETING IN LEXINGTON</b>  Read before class meets: 1. Chapters 1 & 2 in Ervin 2. Entire Fadiman book	<i>Course Overview: Advanced Practice in Public Health</i>  <b>Scope and Practice Standards of Advanced Practice</b> 1. Core functions of public health 2. Healthy People 2010, Primary care vs. primary health care 3. <i>Race, Class, and Health” video</i>  <b>Group Exercise on Scope and Standards</b>  <b>Introduce Module I: Determinants of Health and Module II: Essential Functions of Public Health Nursing</b>
Week 2	<i>On-Line</i>	<b>Module I: Determinants of Health</b> 1. Health indicators 2. Reducing disparities in health 3. Assessment of politics and government
Week 3	<b>On-Line</b>	<b>Module II: Essential Functions of Public Health Nursing</b> 1. Public health systems 2. Managed care and public health
Week 4	<b>5 PM – 8:50 PM: COURSE MEETING IN LEXINGTON</b>	<b>Discuss topics: Module I &amp; II. Introduction to Module III: Community Assessment Models &amp; IV: Database Development</b>  <b>Group Exercise Related to Module III, Community Assessment Models</b>
Week 5	<b>On-Line</b>	<b>Module III: Community Assessment Models</b> 1. Community as Partner 2. Helvic’s Energy Theory 3. Epidemiologic Frameworks 4. Equity Models
Week 6	<b>Clinical</b>	Observation at KY General Assembly

Week 7	<b>On-Line</b> <b>**CASE ANALYSIS</b> <b>PAPER DUE**</b>	<b>Module IV: Database Development</b> 1. Epidemiology Review 2. Assessment of the community core: a. History b. Demographics c. Vital statistics, values, beliefs, religion
Week 8	<b>On-Line and Clinical</b>	<b>Module IV, Continued:</b> 3. Assessment of the physical environment 4. Assessment of health and social services 5. Assessment of economics, safety and Transportation 6. Assessment of communication, education, recreation
Week 9	<b>5 PM – 8:50 PM:</b> <b>COURSE MEETING IN</b> <b>LEXINGTON</b>	<b>Discuss topics Module III &amp; IV:</b> <b>Introduction Module V: Community Analysis and</b> <b>Population Diagnosis, Module VI: Policy and Research,</b> <b>&amp; Module VII: Future Challenges for Public Health</b>  <b>Group Exercise Related to Module V, Community</b> <b>Analysis and Population Diagnosis</b>
Week 10	<b>On-Line and Clinical</b> <b>**POLITICAL</b> <b>ENVIRONMENT</b> <b>PAPER DUE**</b>	<b>Module V: Community Analysis and Population</b> <b>Diagnosis</b>
Week 11	<b>On-Line and Clinical</b>	<b>Module VI: Policy and Research</b> 1. Outcomes assessment 2. Criteria for developing outcomes assessment
Week 12	<b>On-Line and Clinical</b>	<b>Module VI, Continued:</b> 3. The role of data in public health 4. Dissemination of health information
Week 13	<b>On-Line and Clinical</b>	<b>Module VII: Future Challenges for Public Health</b>

Week 14	<b>**COMMUNITY ASSESSMENT PAPER DUE**</b>	<b>Community Assessment</b>
Week 15	<b>5 PM – 8:50 PM: COURSE MEETING IN LEXINGTON</b>	<b>**ORAL CLASS PRESENTATIONS **</b>