APPLICATION FOR NEW COURSE

1. Submitted by the College of  Nursing Date: 11-06-08

   Department/Division proposing course: ________________________________

2. Proposed designation and Bulletin description of this course:
   a. Prefix and Number  NUR 926
   
   b. Title*  Systems Application of Advanced Health Assessment
   *If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

   c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.
   
   (  ) CLINICAL  (  ) COLLOQUIUM  (x) DISCUSSION  (  ) LABORATORY  (x) LECTURE
   (  ) INDEPEND. STUDY  (  ) PRACTICUM  (  ) RECITATION  (  ) RESEARCH  (  ) RESIDENCY
   (  ) SEMINAR  (  ) STUDIO  (x) OTHER – Please explain:

   d. Please choose a grading system:  ☒ Letter (A, B, C, etc.)  ☐ Pass/Fail

   e. Number of credit hours: 3

   f. Is this course repeatable?  YES ☐ NO ☒ If YES, maximum number of credit hours: _________

   g. Course description:

   This systems level advanced health assessment course offers comprehensive assessment and skill development opportunities for Advanced Practice Public Health Nurses and Nurse Executives. It includes intensive work on the principles and techniques of performing a comprehensive systems health assessment in the context of aggregate, population, community, and organizational parameters. Aggregate, population, community, and organizational models are analyzed for use with diverse/varied systems. Emphasis is placed on working with diverse stakeholders for achievement of aggregate, population, community or organizational health related goals.

   h. Prerequisite(s), if any:

   Admission to DNP program or consent of instructor

   i. Will this course be offered through Distance Learning?  YES ☒ NO ☐

   If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

   Internet/Web-based  Interactive video  Extended campus  Kentucky Educational Television (KET/teleweb)  Other
APPLICATION FOR NEW COURSE

The BSN-DNP delivery model for all courses including NUR 926 specifies meeting 4 times per semester with interim Blackboard work.

Please describe “Other”:

3. Teaching method: ☒ N/A or ☐ Community-Based Experience ☐ Service Learning Component ☐ Both

☐ N/A or ☐ Community-Based Experience ☐ Service Learning Component ☐ Both

4. To be cross-listed as:

Prefix and Number

☐ N/A or ☐ Community-Based Experience ☐ Service Learning Component ☐ Both

Signature of chair of cross-listing department

5. Requested effective date (term/year): fall / 2009

6. Course to be offered (please check all that apply):

☐ Fall ☒ Spring ☐ Summer

7. Will the course be offered every year?

☒ YES ☐ NO

If NO, please explain:

8. Why is this course needed?

It is a core specialty science course for all students enrolled in the Public Health Advanced Practice and Nursing Management-Executive options.

9. a. By whom will the course be taught? College of Nursing Faculty

b. Are facilities for teaching the course now available?

☒ YES ☐ NO

If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?

10

11. a. Will this course serve students primarily within the department?

☒ Yes ☐ No

b. Will it be of interest to a significant number of students outside the department?

☐ YES ☒ NO

If YES, please explain.

12. Will the course serve as a University Studies Program course\(^*\)?

☐ YES ☒ NO

If YES, under what Area?

\(^*\)AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.

13. Check the category most applicable to this course:

☒ traditional – offered in corresponding departments at universities elsewhere
APPLICATION FOR NEW COURSE

☐ relatively new – now being widely established
☐ not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at UK? ☑ Yes ☐ No

15. Is this course part of a proposed new program? ☑ YES ☐ NO
   If YES, please name: The Doctor of Nursing Practice (DNP) program [there are two entry levels to the DNP program; this course (NUR 926) is a required core course for students entering at the post-BSN level]

16. Will adding this course change the degree requirements for ANY program on campus? ☐ YES ☑ NO
   If YES†, list below the programs that will require this course:

†In order to change the program(s), a program change form(s) must also be submitted.

17. ☑ The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.

18. ☐ Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

19. Within the department, who should be contacted for further information about the proposed new course?
   Name: Patricia B Howard Phone: 3-3304 Email: pbhowa00@uky.edu

20. Signatures to report approvals:
   08/21/2008 (BSN- DNP program implementation) all DNP courses approved 11/17/08
   DATE of Approval by Department Faculty
   11/10/08
   Date of Approval by College Faculty
   * DATE of Approval by Undergraduate Council
   * DATE of Approval by Graduate Council
   * DATE of Approval by Health Care Colleges Council (HCCC)
   * DATE of Approval by Senate Council
   * DATE of Approval by University Senate

   Patricia B. Howard /
   printed name Reported by Department Chair signature
   Jane Kirschling /
   printed name Reported by College Dean signature
   /
   reported by Undergraduate Council Chair signature
   /
   reported by Graduate Council Chair signature
   /
   reported by Health Care Colleges Council Chair signature
   /
   reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)
UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

TITLE: NUR 926: Systems Application of Advanced Health Assessment

CREDITS: 3 semester hours

PREREQUISITE: Admission to DNP program or consent of instructor

PLACEMENT: Spring

CLASS MEETING DATES:
January XX
February XX
March XX
April XX

FACULTY:
CON Faculty

OFFICE HOURS: By appointment

COURSE DESCRIPTION:
This systems level advanced health assessment course offers comprehensive assessment and skill development opportunities for Advanced Practice Public Health Nurses and Nurse Executives. It includes intensive work on the principles and techniques of performing a comprehensive systems health assessment in the context of aggregate, population, community, and organizational parameters. Aggregate, population, community, and organizational models are analyzed for use with diverse/varied systems. Emphasis is placed on working with diverse stakeholders for achievement of aggregate, population, community or organizational health related goals.

COURSE OBJECTIVES:
At the conclusion of this course, students will be able to:
1. Evaluate selected aggregate, population, community, and organizational models as appropriate for assessment of varied populations.
2. Perform an accurate and culturally sensitive comprehensive systems assessment on a variety of clients.
3. Analyze systems assessment data to differentiate normal and abnormal patterns, trends, variations and risk factors for the client as a basis for the advanced practice public health nursing and nurse executive practice.
4. Report and communicate assessment findings in a format and medium appropriate to each client.
5. Incorporate ethical and legal principles into systems assessment performance and communication of findings.
6. Incorporate evidence-based and research findings into systems assessment decision support.
7. 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.
8. Use data collection, electronic data management, GIS, and interactive communication systems in community assessment.

Client refers to aggregate, population, community, and organizational settings.

STANDARDS:
1. AACN DNP Essentials: to be identified for accreditation
   I. Scientific Underpinnings of Practice
   III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice

LEARNING METHODS:
In class discussion
Small group activities
Computer and Web assisted instruction
Self-directed learning activities
DISTRIBUTED LEARNING CLASS FORMAT
This course uses a distributed learning format. There will be 4 class meeting; the remainder of the course is taught via a web-enhanced format and independent learning activities. The on-line portion of the course will be facilitated using the Blackboard Server. The course will be interactive both in class and on-line. Approximately 1/3 of the course will consist of traditional face-to-face methods and the remainder will consist of interactive learning assignments, electronic technology and experiential work.

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 online discussions with other class members.

Computer requirements: This web-enhanced course requires the following: (1) a computer with high speed access to the internet (Ethernet, broadband cable of DSL connection) and an internet browser preferably Internet Explorer (others may or may not work correctly with Blackboard); (2) an active University of Kentucky e-mail account that is not forwarded to another email address, and (3) Microsoft Office 2007, which is available free to all university students from http://download.uky.edu. Contact the University of Kentucky Instructional Technology Customer Service Center (257-1300) for download instructions.

It is important to have a basic understanding of how to use the World Wide Web (web) as well as Microsoft Office products (Word, PowerPoint, Excel, and Exchange). If you need assistance, help is available in The Hum, located in the basement of W.T. Young Library. For more information, visit http://www.uky.edu/Libraries/hum. In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

POLICIES

Teacher/Course Evaluations
The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are required to access the CoursEval website to fill out evaluations or to decline the opportunity within the designated time frame. Students who don’t visit each survey available to them within the designated time will receive an incomplete in the course that will remain until the surveys are accessed. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is not a viable option.

Dead Week
The College of Nursing follows University policy about the final week of classes prior to final examinations also known as Dead Week. During Dead Week, no examinations will be scheduled except for quizzes that are regularly scheduled as frequently as every other week and listed in the syllabus. Regular course activity, laboratory practicums and make-up exams are allowed.

Cheating and Plagiarism
Academic integrity is a core value at the University of Kentucky and strongly supported by faculty, staff, and students within the College of Nursing. Neither cheating nor plagiarism is acceptable in any form. Please refer to the Student Rights and Responsibilities Handbook for a detailed description of the University policies related to what constitutes cheating and plagiarism and how both are handled at the University. The College of Nursing adheres to these policies. Please consult the University of Kentucky Student Code of Conduct, Sections 6.3.1 - Plagiarism and 6.3.2 - Cheating, if you have any concerns.
Absence Policies
Graduate students are expected to assume responsibility for their own learning and attend all classes. Because of the limited number of class meetings, your attendance and participation are required at each class. The procedure for excused absence for this course is outlined in the evaluation section of this syllabus. S.R. 5.2.4.2 (Student Rights and Responsibilities Handbook) defines acceptable reasons and procedures for excused absences.

Health Sciences Student Professional Behavior Code
The College of Nursing ascribes to the Health Sciences professional behavior code. Please see the following web site for additional information: www.uky.edu/Regulations/AR/ar083.pdf.

Identification Badges
All students using Medical Center facilities for any purpose are issued an identification badge. If you lose or misplace the badge, you will be required to replace it at your expense. Without this badge, you will be unable to use Medical Center facilities. Graduating students will not receive final grades or transcripts until return of the ID badge to the Office of Student Services on the final day of classes. The Office of Student Services will assist with the badge process.

Licensure
Registered nurse licensure without limitations in the state in which your clinicals will take place is prerequisite to a clinical practicum or research. This means you will need a Kentucky R.N. license and a license for any out-of-state clinicals.

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 to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

ASSIGNMENTS
A course expectation is scholarly writing. All written assignments must be: typed, meet the quality of scholarly writing expected at the graduate level (accuracy of content, clarity of expression, cohesive organization and flow of content, appropriate professional wording, accuracy of grammar and spelling), and use APA format as found in The Publications Manual of the American Psychological Association (2001). All papers must be submitted to Bb Digital Drop-box prior to the beginning of class on the dates indicated. Five points will be deducted for each working day the written assignment is late, unless prior arrangements for an alternative submission date are made with the course faculty.

Reading Memoranda
The two Memoranda are the result of your class reading and any other readings that synthesize advanced PHN practice descriptions. Be prepared to use points raised in your Reading Reaction Memoranda in our class discussion. Your Memorandum should be prepared for the week due and be no more than 5 double-spaced, typed pages that discuss and evaluate the modules, assigned readings and other assigned course materials. Your papers will be evaluated on perceptiveness and writing quality, and should include the following:

Reading Memorandum 1: Based on the modules, Scope and Standards of Practice, Competencies, and other assigned readings, discuss how you propose to implement the advanced practice role of assessment in your clinical setting. Cite sources appropriately

Reading Memorandum 2: Based on your readings and what you have learned in seminars and clinical practice, revise and expand your description of advanced practice nursing care of populations and systems in relation to assessment.

Advanced Phn Clinical Practice

Community Clinical Practice – DUE Weekly
Each student shall implement the community health nurse specialist role in partnership with personnel from clinical agencies and selected community populations, using appropriate theories, conceptual frameworks, and research findings to meet course objectives.
1. Clinical practice shall address the clinical site’s goals, objectives, and policies, as well as related state and national health objectives.
2. Clinical practice is to be evidence-based and guided by appropriate theories.
3. Clinical practice must fit with current national standards of advanced nursing practice, definitions and standards specific to the public health nursing specialty, public health practice standards, and the code of professional ethics for nurses.

Clinical Hours/Attendance: DUE Weekly
Each clinical semester credit is equivalent to 4 hours per week in the clinical setting. A total of 60 clinical hours are required for this course. Students may fulfill the required clinical hours each week in a time frame mutually agreeable to student, faculty, and preceptor. Students must keep faculty and preceptors informed of weekly clinical plans and activities, including weekly clinical logs.

Clinical Log: DUE: Bi-Weekly
Clinical logs documenting weekly are to be submitted at the every two weeks using the digital drop box. Each student shall maintain a log in which s/he records weekly clinical activities, identifies the theories, concepts, and/or evidence-based methods upon which clinical activities are based, documents progress toward each course clinical objective, describes at least one theory/research-based article (annotated bibliographic format), and analyzes the above article in relation to advanced public health nursing practice and/or the clinical practice focus.

Self Evaluation/Documentation of Clinical Performance:
Part 1: Submit a documented summary of how each of the course clinical objectives was met.
Part 2: Evaluate the way you implemented the advanced practice PHN role in assessing a specific population this semester. Discuss your clinical performance in relation to the Scope and Standards of PHN Practice and your clinical role described in Reading Memorandum # 2. Describe what worked and what didn’t work, changes you might make in future practice, and lessons learned.

Informed Participation

Students are required to participate in all class discussions, face-to-face and electronic, in a manner that demonstrates critical thinking, synthesis of readings, and evidence of self-study. Weekly preparatory assignments, modules, and discussion topics will be posted on the web. Students are expected to read extensively and reflect on the information prior to class discussion. Students are also expected to seek out and share current items of interest that relate to population-focused nursing practice. Students are expected share leadership and participation in all seminar discussions with insightful comments based on the readings and relevant experiences.

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 20 minutes, with 5 minutes for questions and 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), and to provide a copy of the Executive Summary of Assessment to faculty and classmates.

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.

Executive Summary Of Assessment

Each student shall synthesize key findings and health priorities based on the semester’s assessment, and make recommendations for potential health promotion and/or disease/injury prevention interventions based on this evidence. The summary should be limited to two pages, single spaced. The format and wording should be appropriate for an audience of mixed professional and lay advisors in the system that was assessed.

Systems Assessment Paper

The assessment paper will give students an opportunity to assess community, population, and organizational health status, using a selected assessment model to guide the collection of primary and secondary data. Students will define the system to be assessed, select an appropriate assessment model, and compile existing data to describe the health status of a community, population, and organizational systems. Students will compile existing data to describe the health status of a selected population, analyze public health problems, assets, and resources of the selected population,
critically analyze the public health problems of the selected population, develop an evidence-based population/community health diagnoses and priorities and determine best practices in population/systems health assessment based on evidence from science and expert opinion. Students are expected to refer to Scope and Standards of Practice, specialty competencies, Healthy Kentuckians 2020, Healthy People 2010 in relation to analyzing population/systems data.

The paper should include:
1. A brief definition (conceptual & operational) and description of the selected system
2. A brief, well-documented description of the selected assessment model and how it was used.
3. A clearly organized description of the assessment data. **Tables and/or graphs are required.**
4. A discussion of the major/priority community health problems, based on the data.
5. An analysis of populations at greatest risk for poor health and/or premature death, based on the data.
6. An evidence-based analysis of system priorities for primary, secondary, and tertiary health promotion
7. An analysis of community and organizational partners having a stake in addressing the identified priorities

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>Below 69%</td>
<td>E</td>
</tr>
</tbody>
</table>

**EVALUATION:**

- Reading Memoranda (two at 10% each) 20%
- Informed Class & Online Participation 20%
- Clinical Practice 30%
- Oral Class Presentation 5%
- Executive Summary of Assessment 5%
- Community Assessment Paper 20%

**REQUIRED TEXTS:**


NACCHO. *A Strategic Approach to Community Health Improvement: MAPP (Mobilizing for Action Through Planning and Partnerships) Field Guide.* This can be downloaded at no charge from the NACCHO website - [http://www.naccho.org/prod102.cfm](http://www.naccho.org/prod102.cfm).


Scope and Standards of Practice for your Advanced Practice Nursing Specialty

**RECOMMENDED TEXTBOOKS:**


**OTHER RESOURCES:**


**CONTENT OUTLINE**

Overview: Assessment of Populations and Systems in Advanced Practice Nursing (APN)

1. Systems health
   a. Application of systems theories to community and organizational systems
   b. Determinants of community and population health
      i. Health indicators
      ii. Reducing disparities in health
   c. Roles of organizations in promoting, maintaining, and restoring population health

2. APN standards, roles, & competencies related to assessment of systems
   b. APN competencies related to assessment of systems
   c. Core functions and essential services of public health

3. Systems level data: Data collection, electronic data management, & GIS

4. Approaches to assessment:
   a. Needs-focused vs. Asset-focused
   b. Policy-focused
   c. System-focused
   d. Population-focused
e. Organization-focused
5. Ethical and legal issue within systems and population health assessment

**Models/frameworks for assessment of communities and targeted populations**
1. Models and Methods of Community Assessment (e.g. APEXPH, MAPP, PRECEDE-PROCEED, PATCH, Anderson & McFarlane’s Community as Partner, Helvie’s Energy Theory, ecological models, epidemiologic Frameworks, equity Models)
2. Models and Methods of Organizations/Systems Assessment (e.g. epidemiological models, organizational models, ecological models, equity models)

**Methods of Assessing Systems and Populations**

1. Assessing the determinants of health
   a. Epidemiological assessment methods/applications
   b. Ecological assessment
2. Developing community partnerships for assessment
3. Assessing the community system
   a. Politics, government, and health-related policies
   b. Community core:
      i. History,
      ii. Demographics
      iii. Vital statistics, values, beliefs, religion
   c. Physical environment
   d. Health and social services
   e. Economics, safety, and transportation
   f. Communication, education and recreation
   g. Social capital
4. Assessing community and organizational capacity: multiple forms of capital
   a. Primary Health Care & primary care systems
   b. Secondary care systems
   c. Tertiary care systems
5. Assessing Cultural proficiency of organizations and community systems (overview only: In-depth course [NUR 752] is available)
6. Outcomes assessment

**Synthesis: APN Systems/Population Specialty Health Assessment**
1. Evidence-based community/population diagnosis for planning and managing health care
2. Use of data for population/system level health analysis & decision-making
3. Dissemination of health information
4. Setting priorities

College of Nursing-BSN-DNP Proposal
Health Care Colleges Council, November 2008