MEMORANDUM

DATE: September 13, 2001

TO: Dr. James Holsinger, Jr.
Chair, Academic Council for the Medical Center

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

SUBJECT: Application for course revision

The faculty of the College of Nursing have approved and submit for your approval an application for a change in the teaching strategies for the RN section of the following existing course within the College of Nursing:

   NUR 883  Public Health Nursing

Effective Dates:

   Spring, 2002

Rationale for proposed changes:

The faculty wish to use a distributed learning approach in a section offered to RN students, blending in-class instruction with technologically-enhanced learning activities, self-directed reading and analysis, and experiential learning activities. We have worked with an external consultant on these issues and the course proposals that are attached reflect the recommendations of the consultant. We would like to highlight that the pedagogy is technologically-enhanced, and is not solely Web-based. Hence, the syllabi include a variety of learning strategies. To date, faculty have successfully implemented five such courses in the Master’s of Science in Nursing degree program, and one course in the RN-BSN/MSN program, thus gaining experience with this approach.
MEMORANDUM

DATE: September 13, 2001

TO: Deans, Department Chairs, Members of the University Senate

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

SUBJECT: Application for course revisions

The faculty of the College of Nursing have approved and submit for your approval applications for a change in the teaching strategies for one section of the following existing course within the College of Nursing. This change affects the RN-BSN/MSN course section.

NUR 883 Public Health Nursing (5 CH)

Effective Dates:

Spring, 2002

Rationale for proposed changes:

The faculty wish to use a distributed learning approach in a section offered to RN students, blending in-class instruction with technologically-enhanced learning activities, self-directed reading and analysis, and experiential learning activities. We have worked with an external consultant on these issues and the course proposals that are attached reflect the recommendations of the consultant. We would like to highlight that the pedagogy is technologically-enhanced, and is not solely Web-based. Hence, the syllabi include a variety of learning strategies. To date, faculty have successfully implemented five such courses in the Master's of Science in Nursing degree program, and one course in the RN-BSN/MSN program, thus gaining experience with this approach.
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Nursing  
Department/Division offering course Nursing  
Date September 7, 2001

2. Changes proposed:
   a) Present prefix & number NUR 883  
   Proposed prefix & number No Change
   b) Present Title Public Health Nursing  
   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:
   __________________________________________
   d) Present credits: 5  
   Proposed credits: No Change
   e) Current lecture: laboratory ratio 3:2  
   Proposed: No Change
   f) Effective Date of Change: (Semester & Year) Spring 2002

3. To be Cross-listed as: No  
   Prefix and Number  
   Signature: Dorothy Brockopp  
   Department Chair

4. Proposed change in Bulletin description:
   a) Present description (including prerequisite(s):  
   No Change
   b) New description:
   No Change
   c) Prerequisite(s) for course as changed: __________________________________________

5. What has prompted this proposal?  
   A change in pedagogy from traditional classroom setting to web-enhanced instruction.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:  
   None

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?*  
   Yes  
   If yes, please attach an explanation of the change.*
   No

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

10. 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.
11. 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
   Appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?
   Name: Dr. Margaret Wimmer                 Phone Extension: 3-8565

Signatures of Approval:

Dorothy Brockopp                              9/13/01
Department Chair

Carolyn Williams                              9/17/01
Dean of the College

__________________________________________
Date of Notice to the Faculty

**Undergraduate Council

**Graduate Council

**Academic Council for the Medical Center

**Senate Council

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

__________________________________________
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:

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. cross-listing of courses under conditions set forth in item 3.0;
   f. correction of typographical errors. [University Senate Rules, Section III – 3.1]

Rev. 11/98
### Questions to be Answered for the Medical Center Academic Council Regarding Multi-Media or Distance Learning Courses

#### College of Nursing

**Proposal for Converting NUR 883, Public Health Nursing, to Distributed Learning Format**  
*September 7, 2001*

<table>
<thead>
<tr>
<th>1. Describe the plan for administering and monitoring examinations for the multi-media course.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan:</strong></td>
</tr>
<tr>
<td>There are ten learning modules associated with this course. Each has a quiz to be completed online. Students will be provided with passwords and a limited time frame in which to access the quizzes. Honor statements will accompany each quiz as students log on to the quizzes and enter their passwords. They will be instructed that by completing the log-in procedure, they are agreeing with the honor statement.</td>
</tr>
<tr>
<td>These procedures have been used successfully by the Biology Department in one of the web-based courses taught out of that department.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Describe the availability of related services such as laboratories, library service, research, and supplemental information.</th>
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</thead>
<tbody>
<tr>
<td><strong>Availability:</strong></td>
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<tr>
<td>Students will have been enrolled in 1-2 other web-enhanced courses prior to taking NUR 883. Students will be provided with instruction on how to access course information on the web during the first in-class session. The course web page will include supplemental instructional and trouble-shooting information.</td>
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<tr>
<td>The College employs a Manager of Instructional Technology, who has been a team member in the development of each of these courses. She also works with the course groups once the courses have been initiated to provide ongoing problem solving. Students have extensive access to electronic journals and participate in an orientation to these resources by the Director of the Medical Center Library.</td>
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<tr>
<td>Students who do not have access to the computer equipment necessary to support the course may use computers located on-campus.</td>
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<tr>
<td>Each distributed learning course group also has a Teaching Assistant to help with problem solving and course management.</td>
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</tbody>
</table>

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<tr>
<th>3. Describe the technical requirements for remote access.</th>
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<tbody>
<tr>
<td><strong>Technical Requirements:</strong></td>
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</table>
All students in each of the College of Nursing distributed learning courses receive standard information in their printed syllabi, and on the course homepage, regarding the technical requirements for the course. In this way, the College can ensure that the requirements are similar across courses, making it easier for students to acquire and maintain the equipment needed during their programs of study. This also helps students become accustomed to one set of requirements and procedures.

4. If the course is or has been offered in a standard delivery mode, provide a brief statement that provides supporting evidence that the multi-media or off-campus course is enhanced or equivalent when compared to the standard delivery version of the course in the following four areas: 1) delivery time/schedule; 2) interaction (faculty-to-faculty; student-to-student); 3) evaluation; 4) other (explain). Please provide this information in table format (example below).

<table>
<thead>
<tr>
<th></th>
<th>Standard Format</th>
<th>Multi-Media Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Time/Schedule</td>
<td>Monday, 1-3:30 PM every week</td>
<td>One day per month for four hours per day, supplemented by web-enhanced and experiential learning activities.</td>
</tr>
<tr>
<td>Interaction (faculty-to-faculty; student-to-student)</td>
<td>Lecture and seminar</td>
<td>Seminar and group work during the monthly class meetings.</td>
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<td></td>
<td></td>
<td>Threaded discussions and electronic mail interaction.</td>
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<tr>
<td>Content</td>
<td>As described by the course description and objectives</td>
<td>Same – no change in course content, course description, or course objectives. The only change is one of pedagogy.</td>
</tr>
</tbody>
</table>
5. Provide an electronic syllabus for the course using multi-media or off-campus mode (syllabus should include: a. a statement of learning objectives and, b. a description of evaluation methods).

Syllabus attached

6. Provide an electronic copy of the syllabus, if the course is being or was taught using traditional delivery formats.

Syllabus attached

i:\aadata\council\OutlineforOffCampusCourses.doc
TITLE: NUR 883 - Public Health Nursing

CREDIT HOURS: 5 hours (3 credit hours classroom; 2 credit hours clinical; 3:1 ratio or 6 hours)

PLACEMENT: First semester Senior standing in College of Nursing

PREREQUISITE: NUR 872, NUR 873, HSM 241
BCLS Certification
Required immunizations
Or consent of instructor

COURSE DESCRIPTION:
This course is designed to develop students’ skills in applying health promotion and disease prevention frameworks and in using epidemiological and public health concepts to deliver nursing care with diverse populations in a variety of settings. Emphasis will be placed on the effect of changing health care delivery systems on nursing practice.

COURSE OBJECTIVES:
1. In collaboration with communities, assess the health needs of diverse populations according to national standards of care, and in response to the changing health care delivery system.
2. Plan, implement and evaluate population-focused services according to national standards of care.
3. Examine policy and advocacy issues.
4. Differentiate between community based nursing practice and community health nursing practice.
5. Analyze conceptual models relevant to community health nursing.
6. Analyze nursing and community responses to current and emerging public health problems.
7. Apply pharmacological knowledge within community health settings.
8. Apply strategies for population-focused communication (e.g., media advocacy).

TEACHING/LEARNING METHODS:
This is a web-enhanced course with four, 4 hour, in-class meetings and additional weekly web-based activities. Weekly web-based assignments will include reading assignments, study questions, supplementary learning materials (at a web site or on a CD-ROM), learning activities and discussion questions. These web-based activities are organized into ten topical learning modules. Modules may be completed at the learner’s own pace within course deadlines.
REQUIRED TEXTBOOKS:


RECOMMENDED TEXTBOOK:


COURSE ASSIGNMENTS

See individual assignment sheets for specific guidelines on each of these assignments.

3. Community Project 40 pts.
4. Class Participation 10 pts.
5. Course Module Quizzes 20 pts.
6. Presentation 10 pts.

100 pts.

NOTE: All written assignments are to be typewritten using APA format (4th edition). Points may be deducted for unexcused late assignments.

WHAT IS REQUIRED TO PASS THIS COURSE

1. Your course grade is the total score of the quizzes and written assignments. You must have an average score of at least 76 on course work PLUS a pass in clinical to pass the course.

2. Clinical performance is pass-fail. You must achieve a pass in clinical to pass the course no matter what your test and written assignment grades are. In order to pass clinical, you must achieve a pass in all seven categories of the clinical evaluation tool to pass clinical (see attached). In the event you fail clinical but earn a total score of 76 or higher in course work, you will receive a letter grade of "D". (A "D" is assigned for the benefit of quality points and does not constitute successful completion of a nursing course.)

3. Complete a service learning project at the direction of your clinical instructor.

Grading Scale: The final letter grade will be based on the following grading scale:

A = 92 - 100%
B = 84 - 91%
C = 76 - 83%
D = 68 - 75%
E = 67% and below
ATTENDANCE:

Attendance at lecture is required as the class meets only 4 times during the semester. Clinical attendance is also required.

EXCUSED ABSENCE:

Excused absences are defined per University policy (Student Rights and Responsibility Handbook, 5.2.4.2). If a student wishes an excused absence for the purpose of observing a major religious holiday, the course coordinator must be notified in writing by the end of the first week of classes.

For an excused absence from clinical or class, the appropriate instructor must be notified prior to the absence. Arrangements will be made with the instructor to make up the content missed. Additional assignments may be made at the discretion of the instructor in cases of absences.

UNEXCUSED ABSENCE:

Absence from any clinical or classroom session without prior notification of the instructor is an unexcused absence. Unexcused absence can result in course failure.

CPR CERTIFICATION/IMMUNIZATION COMPLIANCE

This course follows the College of Nursing policy in the Undergraduate Handbook. No student will be allowed to participate in clinical activities until their records are current.

COURSE OUTLINE:

I. Essentials of Community/Public Health Nursing Practice
   - Community as client
   - Forming and nurturing community partnerships
   - Assess, plan, implement and evaluate population-focused services, care and activities
   - Standards of community health nursing practice
   - Population-focused communication

II. Core Functions of Public Health Practice
   - Assessment
   - Policy development
   - Assurance

III. Vulnerable Populations and Public Health Issues in Communities
   - Health disparities
   - Homelessness
   - Obesity
   - Communicable diseases
   - Environmental issues
   - Tobacco
   - Violence
   - Other current health problems
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation/What is Public Health Nursing?/Core Functions of Public Health</td>
<td>Meet in Lexington</td>
<td>Complete Course Module 1 – PHN History on-line</td>
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<tr>
<td>Jan 11</td>
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<tr>
<td>Week 2</td>
<td>Foundations of Public Health Nursing: Epidemiology</td>
<td>On-line</td>
<td>Course Module 2 Determinants of Health, review Course Module 3 Epidemiological Measurement continued</td>
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<td>Jan 18</td>
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<tr>
<td>Week 3</td>
<td>Foundations of Public Health Nursing: Epidemiology</td>
<td>On-line</td>
<td>Course Module 2 Determinants of Health, review Course Module 3 Epidemiological Measurement continued</td>
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<td>Jan 25</td>
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<tr>
<td>Week 4</td>
<td>Foundations of Public Health Nursing: Health Disparities</td>
<td>On-line</td>
<td>Course Module 4 Health Disparities</td>
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<td>Feb 1</td>
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<tr>
<td>Week 5</td>
<td>Core Functions of Public Health: Assessment</td>
<td>On-line</td>
<td>Course Module 5 Assessment</td>
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<td>Feb 8</td>
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<tr>
<td>Week 6</td>
<td>Core Functions of Public Health: Assessment</td>
<td>Meet in Lexington</td>
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<td>Feb 15</td>
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<tr>
<td>Week 7</td>
<td>Core Functions of Public Health: Policy Development</td>
<td>On-line</td>
<td>Course Module 6 Policy Development</td>
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<td>Feb 22</td>
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<tr>
<td>Week 8</td>
<td>Core Functions of Public Health: Policy Development</td>
<td>On-line</td>
<td>Course Module 6 Continued</td>
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<tr>
<td>Week 9</td>
<td>Core Functions of Public Health: Assurance</td>
<td>On-line</td>
<td>Course Module 7 Assurance</td>
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<td>Mar 8</td>
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<td>Spring Break</td>
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<td>March 11-16</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
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<tr>
<td>Week 10</td>
<td>Public Health Problems: Tobacco/Homelessness</td>
<td>Meet in Lexington</td>
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<td>Mar 22</td>
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<tr>
<td>Week 11</td>
<td>Public Health Problems: Obesity/Violence</td>
<td>On-line</td>
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<td>Mar 29</td>
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<td>Course Module 8</td>
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<td>Obesity/Violence</td>
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<td>Week 12</td>
<td>Public Health Problems: Environmental Health</td>
<td>On-line</td>
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<td>Apr 5</td>
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<td>Course Module 9</td>
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<td>Environmental Health</td>
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<td>Week 13</td>
<td>Public Health Problems: Environmental Health</td>
<td>On-line</td>
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<td>Apr 12</td>
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<td>Course Module 9</td>
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<tr>
<td>Week 14</td>
<td>Public Health Problems: Communicable Diseases</td>
<td>On-line</td>
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<td>Apr 19</td>
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<td>Course Module 10</td>
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<td>Communicable</td>
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<td>Diseases</td>
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<tr>
<td>Week 15</td>
<td>Presentations of Public Health Projects</td>
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<td>Apr 26</td>
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