

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

1. Submitted by College of Nursing Date 3.16.06
Department/Division offering course Nursing
2. Changes proposed:
 - (a) Present prefix & number NUR 725 Proposed prefix & number NUR 725
 - (b) Present Title Primary Care Advanced Practice Nursing Seminar
New Title Primary Care Advanced Practice Nursing Seminar
 - (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:
N/A
 - (d) Present credits: 3 credit hours Proposed credits: 3 credit hours
 - (e) Current lecture: laboratory ratio N/A Proposed: N/A
 - (f) Effective Date of Change: (Semester & Year) Fall, 2006
3. To be Cross-listed as: N/A
Prefix and Number _____ Signature: Department Chair _____
4. Proposed change in Bulletin description:
 - (a) Present description (including prerequisite(s)):
This course provides an overview of advanced practice nursing. This course will focus on the nurse practitioner's contributions to health, wellness, and health promotion. Select physical, pathophysiologic, social, mental health, and behavioral concepts will be discussed as a basis for clinical decision-making. Trends in health and nursing at national and state levels will be analyzed, as well as issues of professionalism. Emphasis will be on the role of the nurse practitioner as a collaborative member of the health care team.
 - (b) New description:
N/A
 - (c) Prerequisite(s) for course as changed: Prereq: MHA students admitted to Graduate Certificate in Nursing Studies; NUR 601 and 602 for students enrolled in graduate program in Nursing; or consent of instructor.
5. What has prompted this proposal?
In the past this course has been offered weekly with students in Lexington over the T1 line to students in Morehead. Last year the T1 line had mechanical problems and went down numerous times, leaving the students in Morehead unable to participate fully in each class. We would like to change the teaching format to distributed learning to avoid problems with the T1 line. The nurse practitioner faculty believe that the content lends itself well to this type of format. Graduate Certificate in Nursing Studies for MHA students has been approved by the Senate. The request to change the course pre requisites is being made to allow the MHA students to register for the required courses to earn the graduate certificate.
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
Course objectives are unchanged. No significant changes to content.
7. What other departments could be affected by the proposed change?

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
9. Will changing this course change the degree requirements in one or more programs? * Yes No
If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.
11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.


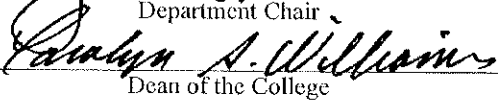

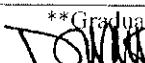
*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

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12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
12. Is this a minor change? Yes No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)
13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr, Julie Sebastian Phone Extension: 3-6685

Signatures of Approval:

 Department Chair	<u>3/8/06</u> Date
 Dean of the College	<u>3/8/06</u> Date
 **Undergraduate Council	Date of Notice to the Faculty <u>9/8/06</u> Date
 **Graduate Council	Date <u>3.22.06</u> Date
**Academic Council for the Medical Center	Date
**Senate Council	Date of Notice to University Senate

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

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- change in number within the same hundred series;
- editorial change in description which does not imply change in content or emphasis;
- editorial change in title which does not imply change in content or emphasis;
- change in prerequisite which does not imply change in content or emphasis;
- cross-listing of courses under conditions set forth in item 3.0;
- correction of typographical errors. [University Senate Rules, Section III - 3.1]



UNIVERSITY OF KENTUCKY

College of Nursing
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Chandler Medical Center
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Lexington, KY 40536-0232
(859) 323-6533
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www.mc.uky.edu/Nursing

MEMORANDUM

DATE: April 28, 2006

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

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

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

SUBJECT: Request for Course Change – NUR 725, Primary Care Advanced Practice Nursing Seminar

The graduate faculty of the College of Nursing have approved and submit for your approval a request to make two changes in NUR 725, Primary Care Advanced Practice Nursing Seminar. Faculty wish to adopt a distributed learning pedagogy for the course and to modify the course prerequisites to include students in the Graduate Certificate in Nursing Studies.

Effective Date:
Fall 2006

Rationale for changes to NUR 725 -

Distributed Learning Format:In the past this course has been offered weekly with students in Lexington over the T1 line (compressed video) to students in Morehead. Last year the T1 line had mechanical problems and went down numerous times, leaving the students in Morehead unable to participate fully in each class. We would like to change the teaching format to distributed learning to avoid problems with the T1 line. The nurse practitioner faculty believe that the content lends itself well to this type of format.

Pre-requisites: The Graduate Certificate in Nursing Studies has been approved by the Senate. The request to change the course pre requisites is being made to allow students enrolled in the certificate option to register for the required courses.

Thank you for your consideration of this proposal.

UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

TITLE: NUR 725: Primary Care Advanced Practice Nursing Seminar

PLACEMENT: Fall, 2005

CREDIT HOURS: 3 CREDIT HOURS

PRE- or CO-REQUISITES: NUR 653, NUR 514

FACULTY: Judi Daniels PhD, ARNP
Email: Judidaniels@msn.com
Home: (859)624-4130
Work: (859) 323-3000 Beeper Number 3216Sharon Lock, PhD, ARNP
Room 202 College of Nursing
Work: (859) 257-2366
Email: selock0@uky.edu**COURSE DESCRIPTION:**

This course provides an overview of advanced practice nursing. This course will focus on the nurse practitioner's contributions to health, wellness, and health promotion. Select physical, pathophysiologic, social, mental health, and behavioral concepts will be discussed as a basis for clinical decision-making. Trends in health and nursing at national and state levels will be analyzed, as well as issues of professionalism. Emphasis will be on the role of the nurse practitioner as a collaborative member of the health care team.

COURSE OBJECTIVES:

At the conclusion of this course, the student will be able to:

1. Analyze national and state health issues affecting advanced practice nursing in primary care.
2. Analyze professional issues affecting advanced practice nursing in primary care.
3. Discuss selected health and wellness problems of clients throughout the lifespan.
4. Evaluate appropriate community and state referral resources that can be used to assist clients with selected health problems.
5. Evaluate literature and research findings for applicability to appropriate management of specific health problems of clients across the lifespan.
6. Analyze strategies for integrating nursing and collaborating disciplines in providing primary care.

REQUIRED NURSING TEXT/COMPUTER AVAILABLITLY:

American Psychological Association. (2001). Publication manual of the American Psychological Association. (5th ed.). Washington, DC: American Psychological Association.

Buppert, C. (2003). *Nurse Practitioner's Business Practice & Legal Guide*. Gaithersburg, MD:

Aspen Publishers Inc.

Joel, L. (2004). *Advanced Practice Nursing: Essentials for role development*. Philadelphia: F.A.

Davis Company.

Students must have access to the University of Kentucky Blackboard Web site. It is highly recommended that a DSL/cable line versus a dial up modem be used for internet access.

EVALUATION METHODS:

• Role Development Paper	20%
• Health Problem Paper	25%
• Issue Paper	30%
• Web-based assignments including threaded discussion	15%
○ 4 threaded discussions each worth 1.5%	
○ 6 online quizzes based upon web reading assignments each worth 1.5%	
• <u>Class Participation</u>	<u>10%</u>
TOTAL	100%

Papers **can be submitted** by any of the following methods:

1. Mailed to my home address 2026 Indigo Drive Richmond Kentucky, 40475 . The envelope must be post marked with the due date to be considered on time.
2. Submitted via the digital drop box on Blackboard.
3. Hand delivered to me during regular class hours
4. Scheduled appointment to meet for paper drop off at the CON.

Papers **cannot be submitted** by:

1. Email attachment
2. Dropped off without my knowledge outside my office door at the CON
3. Left at the Internal Medicine Clinic for me.
4. Mailed to the CON

GRADING SCALE:

90-100	=	A
80-89	=	B
70-79	=	C
≤ 70	=	E

ATTENDANCE

In a graduate seminar, each class member's preparation and contribution is vital to the quality of both his/her own individual learning and that of the other class members. Therefore, attendance is required. Excused absences include illness of the student or serious illness of the student's immediate family, death of a member of the student's immediate family or major religious

holidays (notify me prior to holiday). **Two points will be deducted from the class participation grade for each class meeting day the student is absent.**

CLASS FORMAT

This course uses a distributed learning format. We will have five face-to-face class meetings. The remainder of the course will be taught via a web-enhanced format and experiential learning. The on-line portion of the course will be facilitated using Blackboard. Class meeting times are from 1:00 PM – 5:00 PM on the following Tuesdays:

AUGUST 30	1:00 - 4:50pm	Class location: Nurs 505
SEPTEMBER 27	1:00 – 4:50pm	Class location: Nurs 201
OCTOBER 25	1:00 – 4:50pm	Class location: Nurs 201
NOVEMBER 29	1:00 – 4:50pm	Class location: Nurs 201
DECEMBER 06	1:00 – 4:50pm	Class location: Nurs 201

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 roughly 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.
- **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.

Third:

- You will need to have MS PowerPoint Viewer available. This can be downloaded for free at Microsoft's **PowerPoint Viewer** Download site. You will need to save it to your hard drive and then activate it once it is downloaded. Be certain to write down the name of the file being downloaded and where it is being saved. Once it has been fully downloaded, to activate the program you will need to go to the file and click on its icon (picture). Then just follow the directions. If you have any problems or questions, please contact the College of Nursing's Manager of Instructional Technology, Brenda Ghaelian by e-mail (brenda@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. 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 (brenda@uky.edu).

Class Schedule

Date	Class/Assignment	Topic/Activity
8/30	CLASS 1 Judi Daniels Brenda Ghaelian BON SPEAKER	Orientation to Course/Introduction to Blackboard History of NP Role/ NP Role in Health Promotion Current issues facing nurses in Advanced Practice Scope of ARNP practice in Kentucky
Week 1 8/30	Familiarize self with Blackboard website	Module I. Read Joel: Chapters 1, 2, 3, Read the following position AANP position papers: www.aanp.org . click on legislation/practice <ul style="list-style-type: none"> • Scope of practice • Standards of practice • Documentation of cost effectiveness
Week 2 9/6	<i>Post one entry into threaded discussion group</i>	Read Joel: Chapters 5, 7, 8, 9, 10 Mundinger, M.O., Kane, R.L., Lenz, E.R. et al (2000). Primary care outcomes in patients treated by nurse practitioners or physicians: A randomized trial. <i>JAMA</i> , <i>283</i> (1), p.59
Week 3 9/13	Respond to threaded discussion in assigned group.	Read Joel: 25, 13 Read Buppert: Chapter 7, 13 Review the HIPPA module by linking to www.mc.uky.edu and clicking to the HIPPA site
Week 4 9/20		Read Buppert: Chapters 1, 2, 3, 4 Read: Nurse Practitioners Get Rave Reviews. Website: www.usnews.com/usnews/issue/050131/health/31/nurses.htm Find article for class from either lay or professional media regarding the utilization of nurse practitioners. Familiarize self with following web sites which provide information on frameworks and theories: <ul style="list-style-type: none"> • www.sandiego.edu/nursing/theory • www.etr.org/recapp/theories/hbm/challenges/htm (health belief model) • www.wcer.wisc.edu/fast/research/HillTheory.htm. (Hill's theory of family stress) www.a2zpsychology.com/articles/kurt_lewin's_change_theory (Kurt Lewins change theory)

Date	Class/Assignment	Topic/Activity
9/27	Class 2 with Judi Daniels Share article from either professional journal or lay media regarding utilization of nurse practitioners	Comparison of health systems and the integration of primary care principles Healthy People 2010 Analysis of national data bases used to track health parameters of Americans. Theoretical frameworks commonly used when working with behavioral change issues. (HBM, Stress, Locus of control, Self Efficacy, Change) ROLE PAPER DUE
Week 5 9/27		Module II Read Joel: Chapter 13, 17 Read: www.ahrq.gov/clinic/epcix.htm click onto Evidenced based practice centers. What is evidenced based practice?
Week 6 10/4	Respond to threaded group discussion on blackboard.	Read: Winett, R. (1995) A framework of health promotion and disease prevention programs. <i>American Psychologist</i> . Retrieved from www. Web search ncbi.nlm.nih.gov. off the google search engine using and clicking onto scholar works. Woolf, S. H., & Atkins, D. (2001). The evolving role of prevention in health care. <i>American Journal of Preventive Medicine</i> , 20(3S), 13-20. http://www.ahrq.gov/clinic/ajpmsuppl/woolf1.htm Search Medline for evidence that using preventative services are cost effective. Begin with reading Messonnier, M., Teusch, S., Haddix, A., & Harris, J. (1999). An ounce of prevention...what are the returns. Second edition. <i>American Journal of Preventive Medicine</i> , 16(3), 248-264. available on electronic journal.
Week 7 10/11	Complete the 10 Question Quiz on Blackboard about Healthy People 2010/USPSTF Guidelines	View the slide presentation on www.healthypeople.gov/implementation/slides/hp-slides-032620 Healthy People 2010 and Steps to a HealthierUS: Leading Prevention Review the U.S. Services Preventative Task Force Guidelines at www.ahrq.gov/ click on the 2005 U.S Preventative Services Task Force and then download the pdf file for the complete service guide.

Date	Class/Assignment	Topic/Activity
Week 8 10/18	Find out what your own health care policy covers for preventative services and if nurse practitioners are directly reimbursed. Bring that information to class. Take the Portion Distortion Quizzes 1&2	Costs of preventative services: what does Medicare cover? www.medicare.gov Work on group assignments Review the new food pyramid at MyPyramid.gov . Take the Portion Distortion Quiz 1 and 2 at the following website: http://hin.nhlbi.nih.gov/portion/index.htm .
10/25	Class 3 with Kitty Roberts, MSN, FNP Judi Daniels Julie Osborne, MSN, ARNP Be prepared to discuss the Appleton's case Groups will present their findings	Using Clinical Practice Guidelines and Research in Practice Anticipatory Guidance: Adult Case Study Adult Nutrition: Focus on Obesity and Weight Loss Interventions (healthy eating, exercise, behavioral modifications, and surgery) BE PREPARED TO TAKE THE CHALLENGE The Presidential Active Lifestyle Award
Week 9 10/25		Module III Martin, K, Leary, M., Rejeski, W., (2000). Self-Presentational Concerns in Older Adults: Implications for Health and Well-Being. <i>Basic & Applied Social Psychology</i> ; 22(3), 169-80. Review growth and development theories for adults i.e. Erickson. Review Heredity and Health Related fitness by going to the following website while there click to the President's challenge: http://www.fitness.gov/challenge/challenge.html Go to the U. S. Preventative Services Task Force and under Topic Index select Physical Activity Counseling. Read Recommendations and Summary of Evidence

Date	Class/Assignment	Topic/Activity
Week 10 11/1	Respond to threaded discussion within assigned group. Complete the 5 question fitness quiz based upon the web-based readings.	Review the CDC's National Leadership Role in Addressing Obesity at http://www.cdc.gov/doc.do/id/0900f3ec803207fd
Week 11 11/8	Complete the 5 point ADHD quiz. Post an entry in your assigned group on the discussion board.	<p>Module IV</p> <p>Log onto the following website and complete the registration to gain access. It is free and will allow you to access a number of CEU programs. Once you complete the registration process please complete the ADHD program. http://www.primed.com/pmo/ConditionCenterPage.aspx?ccid=6</p> <p>Developmental Theories can be reviewed via the following websites: http://psychology.about.com/sitesearch click onto child development and them development viewed as a series of stages. http://www.funderstanding.com/piaget.cfm this site provides an overview of Piaget.</p> <p>http://www.nd.edu/~rbarger/kohlberg.html this site is devoted to Kohlberg</p> <p>Review: Advisory Committee on Immunization Practices (ACIP) and the American Academy of Family Physicians (AAFP). (2002). General recommendations on immunization. <i>Morbidity and Mortality Weekly Report</i>, 51 (RR-2). Available on MD consult.</p> <p>Read the following: American Academy of Neurology and the Child Neurology Society (2000). Practice parameter: Screening and diagnosis of autism. <i>Neurology</i>, 55(4). Available on MD consult.</p> <p>Committee on Adolescence American Academy of Pediatrics. (2003). Identifying and treating eating disorders. <i>Pediatrics</i>, 111(1). Available on MD consult.</p> <p>Committee on Nutrition American Academy of Pediatrics. (2000). Hypoallergenic infant Formulas. <i>Pediatrics</i>, 106(2). Available on MD consult</p>

Date	Class/Assignment	Topic/Activity
Week 12 11/8 cont.		<p>Committee on Nutrition American Academy of Pediatrics. (2001). The use and misuse of fruit juice in pediatrics. <i>Pediatrics</i> 107(5). Available on MD consult.</p> <p>Johnson, R., & Nicklas, T. (1999). Position of the American Dietetic Association: Dietary guidance for healthy children aged 2-11 years. <i>Journal of the American Dietetic Association</i>, 99, 93-101.</p> <p>Kane, M. (2003). Pediatric failure to thrive. <i>Clinics in Family Practice</i>, 5(2). Available on MD consult</p>
11/08	ISSUES PAPER DUE	
Week 13 11/15	Complete 20 point growth and development quiz on Blackboard. (quiz is based upon readings from week 10 and 11)	<p>Review your physical assessment textbook chapter on normal growth and development of infants and children.</p> <p>Clemons, R. (2000). Issues in newborn care. <i>Primary Care: Issues in Office Practice</i>, 27(1). Available on MD consult.</p> <p>Shrivastava, L., & Shrivastava, A. (2003). Anticipatory guidance. <i>Clinics in Family Practice</i>, 5(2). Available on MD consult.</p> <p>Quintana, E. C. (2004). Belt-positioning booster seats and reduction in risk of injury among children in vehicle crashes. <i>Annals of Emergency Medicine</i>, 43 (4). Available on MD consult.</p> <p>Ritter, S., & Wills, L. (2004). Sleep wars: Research and opinion. <i>Pediatric Clinics of North America</i>, 51(1). Available on MD consult</p> <p>Wight, N. (2001). Management of common breastfeeding issues. <i>Pediatric Clinics of North America</i>, 48(2). Available on MD consult.</p> <p>Zlotkin, S. (2003). Clinical nutrition: 8. The role of nutrition in the prevention of iron deficiency anemia in infants, children and adolescents. <i>Canadian Medical Association Journal</i>, 168(1). Available on MD Consult</p>
Week 14 11/22	Work on your paper	EAT LOTS OF TURKEY AND THEN WRITE.....

Date	Class/Assignment	Topic/Activity
11/29	Class 4 with Judi Daniels	Anticipatory Guidance : Pediatrics Immunization, anticipatory guidance in pediatrics, infant and childhood nutrition, behavioral issues.
Week 15 11/29	Answer 5 questions from the CME program Repairing the Internal clock, the quiz is posted on Blackboard.	Module V complete the CME program: Repairing the Internal Body Clock: http://www.primed.com/pmo/ConditionCenterPage.aspx?ccid=6 Review the following: Quick Reference Guide for Clinicians: Treating Tobacco Use and Dependence http://www.surgeongeneral.gov/tobacco/tobaqrg.pdf Assessing Alcohol Problems http://www.niaaa.nih.gov/publications/Assesing%20Alcohol/index.pdf Helping Patients with Alcohol Problems http://www.niaaa.nih.gov/publications/Practitioner/PractGuideREV04.pdf
12/06 Week 16	Class 5 with Betty Cheves MSN, ARNP Ellen Hahn RN, PhD Sharon Lock PhD, ARNP	Stress: The good, the bad and the pure ugly. Addressing Addictive Behaviors Tobacco cessation in primary care.
12/12	HEALTH PROBLEM PAPER DUE	

Role Development Paper

The purpose of this paper is for you to answer the following questions in a succinct manner:

What is a nurse practitioner?

Why did you choose to become a nurse practitioner and not a doctor?

What is the difference between a nurse practitioner and a PA?

These are the questions that patients, staff, and even your own family will ask you. Therefore, it is best you prepare for such a discourse. This paper should be no more than 3 to 5 pages. Center it on the specialty track you are enrolled (acute care, peds, women’s health, family). There is one major requirement for this paper unlike the others, **you are expected to make an appointment at the writing center and have a draft of your paper critiqued. The goal is that you will use the comments and advice from the writing center staff to improve your manuscript as suggested.** This is an excellent service free of charge, takes one hour, and will afford you the opportunity to begin or refine your writing skills.

Possible Points	LATE PAPERS WILL HAVE 10 POINTS DEDUCTED FOR EACH DAY THE PAPER IS SUBMITTED BEYOND THE DUE DATE
___25	Clearly compares and contrasts role of MD, PA, and NP in health care
___25	Outlines the differences in scope of practice in the state of Kentucky of NPs and PAs
___30	Provide reason for choosing current educational goal versus becoming a “doctor”
___20	References/Format <ul style="list-style-type: none"> • Signed copy of your “edited draft” from the staff at the writing center (have editor sign your title page with date of your appointment). Turn in the entire draft with your finished paper. (5 points) • Use APA 5th edition for paper and reference list • Grammar/spelling • 3-5 pages For this paper, title page, reference list and appendices do not count as page numbers

Writing Center:

- Located at the W.T. Young Library 5th Floor
- Phone: 859 257-1356 you must call for an appointment.
- Hours: Mon-Thurs 10am -9pm; Fri 10am-2pm; Su 6:30-9pm

Issue Analysis Paper Guidelines

Email me ideas for your paper. Do not write paper without talking to me about topic.

- Potential topics for paper:
- Collaborative Practice vs. Independent Practice
 - Primary Care vs. Specialty Care
 - Laws that govern rural health
 - Federally qualified health centers
 - Prescriptive authority for controlled substances
 - Malpractice Insurance: Employer vs. personal policy
 - Reimbursement
 - NP role in long-term care
 - Issues related to HIPPA
 - Providing treatment for underage adolescents
 - Limiting percentage of Medicaid in practices
 - The suggested clinical doctorate as entry for practice as a NP.

Possible Points	PAPERS SUBMITTED BEYOND THE DUE DATE WILL HAVE 10 POINTS DEDUCTED EACH DAY.
____ 10	1. Introduction and purpose statement <ul style="list-style-type: none"> • Explain the issue facing advanced practice nurses. • Give background on the issue. • Why is this important to NP practice? • What is your position on the issue? (I.e. do you support or not support the issue?)
____ 20	2. Discussion of Significance <ul style="list-style-type: none"> • Significance to patients • Significance to NP practice • Why do you support or not support issue. Give rationale.
____ 20	3. Analysis of factors affecting the issue <ul style="list-style-type: none"> • Politics, gender, power, territory, history, economics, culture, geography, etc. Discuss all that apply to the issue. • One or all of these factors are usually involved. Analyze your topic enough to explore this in depth.
____ 20	4. Arguments pro/con. <ul style="list-style-type: none"> • What are the arguments that support your position on the issue? • What are the arguments that do not your position on the issue?
____ 20	5. Conclusion. <ul style="list-style-type: none"> • After writing the paper, do you still hold the same position on the issue? If so, why. If not, what changed your mind? • What are some possible ways to address the issue?
____ 10	6. References/format <ul style="list-style-type: none"> • Use APA 5th edition format for paper and reference list. (Buy the book) • Grammar/spelling • 10-12 pages • Title page, references, & appendices do not count as pages
Total = 100 points	

Health Problem Paper Guidelines

Select a health problem from any age group to focus this paper on. Write a 5-8 page paper using the following guidelines. Some examples include:

- ADULT:**
- Breast cancer screening disparities between ethnic groups
 - Obesity treatment options (pick one of the treatment strategies)
 - Availability of mental health services
 - Use of “complimentary” treatments for stress management
 - Increased incidence of skin cancer
 - Raising grandchildren: no empty nesting.

PEDIATRIC: Dental Care

- Safety issues (ATV, trampolines, car, motorcycles)
- Vaccine issues
- Circumcision & advice to parents
- Colic
- Breast feeding and the working mother
- Growing up with family stress

Possible Points	LATE PAPERS WILL HAVE 10 POINTS DEDUCTED FOR EACH DAY THE PAPER IS SUBMITTED BEYOND THE DUE DATE.
<u>20</u>	<p>Introduction and purpose statement</p> <ul style="list-style-type: none"> • Describe the health problem for the selected age group. • Present the epidemiology of the problem for the age group • What short and long-term impact does the health problem have on the age group?
<u>30</u>	<p>Assessment and Management of the Problem</p> <ol style="list-style-type: none"> 1. Screening tools <ul style="list-style-type: none"> • Discuss screening tools appropriate for the health problem. • How are the screening tools appropriate or not appropriate for the age group? 2. Guidelines <ul style="list-style-type: none"> • Describe guidelines available for assessing the health problem. • Describe how the guidelines were developed? Was it a national organization? • If more than one guideline is available compare and contrast the guidelines. Which guideline is more appropriate for the age group? • How would you use the guideline in practice? • How likely is it that the guideline would help solve the health problem for the age group
<u>20</u>	<p>Theoretical Framework applicable to the problem.</p> <ul style="list-style-type: none"> • Discuss a theoretical framework that provides guidance in assessing and/or managing the health problem. • How could you use the framework to assess or manage the problem?
<u>20</u>	<p>Briefly describe how an NP would approach this problem differently than either a MD or PA</p>
<u>10</u>	<p>References/Format</p> <ul style="list-style-type: none"> • Use APA 5th edition for paper and reference list • Grammar/spelling • 5-8 pages • For this paper, title page, reference list and appendices do not count as page numbers.

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What is the difference between a nurse practitioner and a PA?

These are the questions that patients, staff, and even your own family will ask you and therefore it is best for you to prepare for such a discourse. This paper should be no more than 3 to 5 pages. Center it on the specialty track you are enrolled (acute care, peds, women's health, family). There is one major requirement for this paper unlike the others, *you are expected to make an appointment at the writing center and have your paper critiqued* and use the input you receive to improve your final paper. This is an excellent service free of charge, takes one hour, and will afford you the opportunity to begin or refine your writing skills.

Possible Points	LATE PAPERS WILL HAVE 10 POINTS DEDUCTED FOR EACH DAY THE PAPER IS SUBMITTED BEYOND THE DUE DATE
____ 25	Clearly compares and contrasts role of MD, PA, and NP in health care
____ 25	Outlines the differences in scope of practice in the state of Kentucky of NPs and PAs
____ 30	Provide reason for choosing current educational goal versus becoming a "doctor"
____ 20	References/Format <ul style="list-style-type: none"> • Signed documentation from the writing center (have editor sign your title page with date of your appointment). • Use APA 5th edition for paper and reference list • Grammar/spelling • 3-5 pages For this paper, title page, reference list and appendices do not count as page numbers

Writing Center: You must make an appointment.

- Located at the W.T. Young Library 5th Floor
- Phone: 859 257-1356
- Hours: Mon-Thurs 10am -9pm; Fri 10am-2pm; Su 6:30-9pm

Questions to be Answered for the Medical Center Academic Council
Regarding Multi-Media or Distance Learning Courses

*College of Nursing
Proposal for NUR 725 Primary Care Advanced
Practice Nursing Seminar
March 16, 2006*

<p>1. Describe the plan for administering and monitoring examinations for the multi-media course.</p>	<p>No examination will be administered. Evaluations methods include papers, web-based assignments and class participation.</p>
<p>2. Describe the availability of related services such as laboratories, library service, research, and supplemental information.</p>	<p>Students will be instructed on how to access course information on the web during the first class session.</p> <p>The college employs a Manager of Instructional Technology who has assisted faculty in the development of this course. During the course she provides ongoing problem-solving and assistance.</p> <p>Students have access to numerous electronic journals via the medical Center library proxy server. Students will be given instruction on use of proxy server and how to access electronic journals. Students who do not have access to a computer at home may use computers on-site in Lexington or the outreach campus in Morehead. Regional Area Health Education Center (AHEC) offices can also provide access to computers and the internet.</p>
<p>3. Describe the technical requirements for remote sites (ITV, computer hardware/software, special equipment).</p>	<p>Ready computer access with high speed modem or network connection. Internet browser 9Netscape or Internet Explorer) Active email account with attachment capability MS Office and MS PowerPoint viewer (viewer can be downloaded for free)</p> <p>All students in the College of Nursing distributed learning coursed receive standard information in their printed syllabi regarding</p>

	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 for their program of study.
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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).

	Standard Format	Multi-Media Format
Delivery Time/Schedule	Meet once a week for a 3 hour class	Meet in class once a month for 4 hours. Modules assigned for weeks class does not meet.
Interaction (faculty-to-faculty; student-to-student)	Students have contact with faculty every week during class and as needed via email.	Students have contact with faculty in a class once a month and as frequently as needed by email. Students communicate with each other and with faculty via discussion boards.
Content	<p>Week 1: Orientation to course. Introduction to Blackboard. History of nurse practitioner (NP) role. Certification. Licensure and Registration, Scope and standards of practice</p> <p>Week 2: Professional issues. Prescriptive authority, Reimbursement and documentation, HIPAA</p> <p>Week 3: NP role in health promotion. Using clinical practice guidelines and research in practice</p> <p>Week 4: Healthy People 2010/Healthy Kentuckians 2010. Theoretical frameworks. Teaching and counseling</p>	<p><u>Week 1 (in class lecture/discussion):</u> Orientation to course. Introduction to Blackboard. History of NP role. NP role in health promotion. Current issues. Scope of ARNP practice.</p> <p>Week 2: NP role. Readings, on-line article and discussion board.</p> <p>Week 3: HIPAA PowerPoint, on-line quiz and discussion board.</p> <p>Week 4: NP practice. Theories related to behavioral change. On-line readings.</p>

	<p>Week 5: Domestic Violence. Child and Elder Abuse</p> <p>Week 6: Genetics/Family History. Exercise across the lifespan</p> <p>Week 7: Sleep across the lifespan. Sleep apnea</p> <p>Week 8: Addictions-Tobacco, Alcohol, Illegal drugs/drug seeking</p> <p>Week 9: Adult Growth and Development</p> <p>Week 10/11: Nutrition throughout the lifespan/Obesity and weight loss</p> <p>Week 12: Pediatric Growth and Development</p> <p>Week 13: Anticipatory Guidance in Pediatrics</p>	<p>Domestic Violence, Child and elder abuse content moved to a core course (NUR 631) since all students need that content</p> <p><u>Week 5: (in class lecture/discussion)</u> Primary care principals and health systems. Theories</p> <p>Week 6: Health promotion and disease prevention (on-line readings). Discussion group</p> <p>Week 7: Healthy People 2010 and U.S. Preventative Services Task Force on-line reading. On-line quiz.</p> <p>Week 8: Cost of health care services/Insurance coverage/Nutrition</p> <p><u>Week 9: (in class lecture/discussion)</u> Using clinical practice guidelines and research in practice. Adult anticipatory guidance. Adult Nutrition/Obesity and weight loss.</p> <p>Week 10: Adult growth and development/Physical activity</p> <p>Week 11: Obesity. Discussion Board. On-line quiz.</p> <p>Week 12: Pediatric behavioral issues (ADHD). Pediatric growth and development. Immunizations, eating disorders. On-line quiz. Discussion board.</p> <p>Week 13: Pediatric nutrition</p>
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	Week 14: Pediatric Behavioral Issues	Week 14: (in class lecture/discussion) Pediatric anticipatory guidance Week 15: Sleep on-line quiz Week 16:)in class lecture/discussion) Stress/Addictions
Evaluation	Issues paper (30%) Health problems paper (30%) Quiz 1 (20%) Quiz 2 (20%)	Role Development paper (20%) Health problem paper (25%) Issues paper (30%) Web-based assignments and discussion board (15%) Class participation (10%)
Other (explain):	N/A	

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).

See attached syllabus

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

See attached syllabus

UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET

Proposal Titles: (1) Course Change, NUR 725, Primary Care Advanced Practice Nursing Seminar

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

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

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Masters Program Committee (MPC)	Dr. Sharon Lock Chair, MPC 7-2366 selock0email.uky.edu	Recommended approval	Oct. 7, 2005 – a subsequent email vote was taken; approved	Yes
Graduate Faculty	Dr. Lynne Hall Assistant Dean for Research and the PhD Program 3-8076 lahall@uky.edu	Graduate faculty voted approval	October 21, 2005	Yes