Course Syllabus

Program: Graduate, MSN
Course Number: NSC 850
Course Title: Assessment and Collaboration
Credit: 3 credit hours
CRN: xxxx
Faculty: Dr. Pam Schlomann, Rowlett 322
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Email: Pam.Schlomann@eku.edu

Melanie Adams-Johnson, Rowlett 301C
(O) (859)622-6335
Melanie.Johnson@eku.edu

Official Email: An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to the EKU email address.

Course Description: An analysis of the core concepts and competencies of advanced public health nursing with an emphasis on analytic and assessment skills, public health sciences, and community dimensions of practice with communities and system.
Pre or Corequisite: HEA 855
Corequisite: NSC 802

Last Day To Withdraw Without Incurring A Withdrawal Fee: xxxxxx
Withdrawal fee is $50 per credit hour - e.g. $150 for a 3 credit hour course.

Last Day To Withdraw: xxxxx. See Colonel Compass for information on tuition reimbursement: http://colonelscompass.eku.edu/deadlines-adddrop-refunds

Student Learning Outcomes: At the conclusion of this course, the student will:
1. Analyze the historical development, structure, financing and administration of public health and the health care system.
2. Use an ecological model to analyze the determinants of health and healthy communities both nationally and internationally.
3. Analyze the ethical and legal foundations of public health.
4. Evaluate collaborative processes used to complete an assessment of public health needs.
5. Integrate theory and literature which guide assessment and collaboration in advanced public health nursing.
6. Use information technology to create and manage databases.
7. Demonstrate oral and written communication skills essential for a leadership role in health care.
Required Text:

Recommended References: Any Epidemiology text.

Course Requirements
Weekly assignments: Modules will be posted in Blackboard weekly. Assignments are due by 9pm on Wednesday of the assigned week unless otherwise noted in the assignment. Rubric attached.

Health Determinants Annotated Bibliography: Locate eight professional articles (minimum of six research articles during the semester; different from ones used in NSC 836) related to the weekly discussions (on determinants of health) and the priority health issue identified in your assessment. Include articles about different types of determinants—think upstream. Use the following format (in landscape layout) to report re the articles:

<table>
<thead>
<tr>
<th>Citation (2 pts/box except as noted)</th>
<th>Type of determinant (behav., environ., policy, economic, cultural, …)</th>
<th>Research? If yes, Design? (1 pt/row)</th>
<th>Major finding or thesis</th>
<th>Critique: strengths &amp; weaknesses</th>
<th>Usefulness to PHN?</th>
</tr>
</thead>
</table>

At the conclusion of the table briefly (one paragraph) summarize what you learned about determinants of this health issue. What questions do you still have?

Grading of annotated bibliography: 2 points per box for all columns except Research column which will receive 1 point per box. 12 points for the Discussion. Average will drop 5 points for each article fewer than six that are not research. No credit for articles not relevant or not from professional sources.

Health Determinants Paper: Explore the determinants of the health issue and their implications for PHN practice. (use articles in annotated bibliography; make corrections and attach table to paper)

Grading
10% Introduction: briefly identify the health issue and its significance
50% Discuss the determinants of the health issue
Minimum of three determinants
Relationship between determinants
Supported with research
Evidence up upstream and critical thinking
Appropriate sources
20% Discuss implications for PHN
What other data are needed re community?
What are possible implications for interventions?
10% Table: Annotated bibliography (Appendix)
10% Writing style (Well developed and organized; Grammar and spelling; APA (formatting,
Power point Presentation of Community Assessment
Perspective: Present community assessment/analysis to community leaders to get buy-in to address the key nursing diagnosis. Identify the top three diagnoses and focus on the priority one. You have been asked to plan for a 15 minute presentation plus time for discussion. Include pertinent assessment data; use Anderson & McFarland to organize the data; identify gaps in the data. Include discussion of determinants of the health issue. Do not have to include ALL data in your assessment. Be selective. Be persuasive. Write your comments below each slide in the notes section.

Grading
10% Well-organized - Effective introduction, transitions and conclusion. Quantity of content appropriate for time frame.
55% Points clearly presented –
   10 Nursing Diagnosis
      Top three stated, focus on one, clearly stated
   20 Data
      Supports the diagnosis (including comparison and trends)
      Windshield survey data included
      Appropriate subsystems of Anderson Community-as-Partner models included
      Clearly organized
      Evidence of multiple data sources
      Gaps in data noted
   20SWOT analysis
      Critical thinking evident
      Includes analysis of data on determinants and community resources/risks
5 Evidence of partnerships
15% Power point and graphs/figures
   PPT formatting- font size, use of space (use bullets/phrases), animation, color
   Graphs/figures: labeled, not extraneous information, informative
20% Notes
   Comments highlight and expand on the slides but not repeat verbatim
   Professional vocabulary and grammar
   Encouraged participation from ‘community leaders’
   Persuasive

Evaluation Methods: Seminar participation, formal papers, and leadership/presentation. Letters grades will be assigned in accordance with the policy of the Graduate School and the Department of Baccalaureate and Graduate Nursing. The grade will be based on the following assignments:

Weekly assignments 50%
Health determinants annotated bibliography 10%
Health determinants paper 20%
Power point presentation 20%

Grading Scale for the MSN Program:
90 - 100 = A             69-60 = D
89 - 80   = B  59 and below = F
79 - 70   = C

**Teaching Methods:** Lecture, assigned readings, critical evaluation of literature, discussion, field work (NSC 802- co-requisite).

**Test/Assignment Procedures & Policies:** Students are expected to take exams (and submit assignments) at the scheduled times. As this is an online class, cancelation or delay of University classes due to adverse weather or other unexpected events will not affect the assignment schedule (i.e. dates and/or times). In the event of a documented circumstance which prevents a student from submitting assignments at the scheduled time:
1. The student must communicate with the course faculty prior to the scheduled time for the assignment.
2. An alternative schedule will be determined at the discretion of the course faculty.
3. Unexcused late assignments will not be accepted and will receive a grade of zero.

**Readmission Policy:** Students must achieve a grade of B or higher to progress. Failure to attain this grade will require application for readmission to the MSN Nursing program. See the Graduate Nursing Student Handbook for the application process and forms.

**Student Progress:** The course faculty will provide students with grades and feedback on the Blackboard site of the course at least one time prior to the midterm.

**Faculty Student Conferences:** Students are strongly encouraged to schedule conferences with the course faculty at any time during the semester. If a student has questions or difficulty, relevant to this course, the student should schedule an appointment with the course faculty as soon as possible. Effective communication between students and faculty is essential to the teaching-learning process.

**Attendance Policy:** In accordance with the Graduate School and the Department of Baccalaureate and Graduate Nursing policy, regular class attendance is expected of all students; if a student has >20% absences, the student may be assigned a final course grade of “F.”

**Disability Statement:** If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

**Academic Integrity:** Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.
Week | Topic | Major Assignments
---|---|---
1. | Introduction; History/trends in PH Public Health vs Medical Model (ANA Scope and Standards) Core Functions & Essential Services (IOM Future of Public Health) |  
2. | Ecological Perspective Community Assessment Models |  

**Baccalaureate and Graduate Nursing Policy On Classroom Code Of Conduct:** Refer to the Baccalaureate Nursing Student Handbook for the policy on Classroom Code of Conduct.

**Note:** A hardcopy of this syllabus is available upon request.

**Course Outline and Tentative Schedule**
<table>
<thead>
<tr>
<th></th>
<th>Collaboration/CBPR</th>
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<tr>
<td>3.</td>
<td>Healthy People 2020; National Prevention Strategy Structure of PH and accreditation</td>
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<td>4.</td>
<td>Data sources/integrity, Excel/PPT, GIS, BRFSS</td>
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<td>5.</td>
<td>Determinants: Genomics, Behavior Theories</td>
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<td>6.</td>
<td>Determinants: Behavior (Social Theories)</td>
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<tr>
<td>7.</td>
<td>Determinants: Socioeconomic (Unnatural Causes) Vulnerability; Health Care Access</td>
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<td>8.</td>
<td>Environment (physical/planned)</td>
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<td>9.</td>
<td>Determinants: Culture Annotated Bibliography</td>
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<td>11.</td>
<td>Global issues Climate change</td>
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<tr>
<td>12.</td>
<td>Infectious Disease/Surveillance/Screening</td>
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<td>13.</td>
<td>TBA Thanksgiving Week Thanksgiving week</td>
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<td>14.</td>
<td>Grant writing PowerPoint Presentation</td>
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<td>15.</td>
<td>Ethics/Issues Respond to PPT presentation</td>
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<tr>
<td>Criteria</td>
<td>Excellent</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Demonstrates critical thinking</td>
<td>23-25 Analyzes key information, questions, and problems clearly and precisely; asks engaging questions</td>
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<td>Demonstrates understanding of assigned materials and thoroughness of responses</td>
<td>20-20 Very clear that materials were understood; thorough responses</td>
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<td>Application of assigned materials to prior experience and clinical activities.</td>
<td>22-25 Insightful use of materials to understand experiences or experiences to evaluate the materials</td>
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<td>Professionally written; substantive content; focused; well organized</td>
<td>20-20 Consistently professionally written; substantive; focused; well organized</td>
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<tr>
<td>Entries submitted on time; assigned frequency; consistent with assigned length</td>
<td>9-10 All</td>
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</table>
Please describe the extent to which opportunities are provided for you to meet the following objectives in this course:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Great extent</th>
<th>Somewhat</th>
<th>Very Little</th>
<th>Not at all</th>
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Please identify areas of strength in this course.

Please list suggestions for improvement.

Comments: