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| **School or Division** | School of Health Professions |
| **Program or Certificate or** | BS, Nursing |
| **New degree or certificate program** | List new degree or certificate program here |
| **Proposed by (faculty only)** | M Jenner, M Herlin, S Torres, D Selman, M Kruger, A Trawick |
| **Presenter (faculty only)** | M Jenner |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date. |
| **Submission date** | 1/26/2016 |
| **Course prefix, number, and title** | NUR 4636C Community Health Nursing  |

**Section I, New Course Information (must complete all items)**

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| **List School or Division** | School of Health Professions |
| **List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | Acceptance into the RN to BSN Program. Current valid, unencumbered, and unrestricted Florida RN license. |
| **Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)** | No |
| **List course corequisites** | N/A |
| **Is any corequisite for this course listed as a corequisite on its paired course?**(Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | NoN/A |
| **Course credits or clock hours** | 4 |
| **Contact hours (faculty load)** | 6 |
| **Select grade mode** | Standard Grading (A, B, C, D, F) |
| **Credit type** | College Credit |
| **Course description** (provide below) |
| This course focuses on the promotion of health and the professional practice role of the community health/ public health nurse. The student is introduced to the concepts of community / population assessment, health promotion, health maintenance, epidemiology, disease prevention, and health education. The nursing care of the community / population as the client is explored with attention to development of programs to address the three levels of prevention as well as health maintenance across the lifespan. Vulnerable populations within a community are addressed as well as disaster preparedness concepts. The course includes 45 laboratory hours during which the student explores the community, resources in place for public and community health, and proposes a project to address a community / public health nursing care problem in their community. |

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| **General topic outline** (type in outline below) |
| * The Community and Population as Client
* Community and Public Health Nursing- Definition, Focus, Process and Roles
* Community Assessment, Diagnosis, Planning, Interventions, and Evaluation
* Basic Concepts of Epidemiology
* Influences on Community and Public Health – Culture, Socioeconomic Status, Environment, Lifestyle, Violence
* Ethical Issues in Community and Public Health Nursing
* Health Policy, Politics, Legislation, and Public Health
* Research and Evidence-Based Practice in Public Health
* Global public health issues
 |

**Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| 1. Describe components of professional practice in community and public health nursing
2. Examine the impact of Culture, Socioeconomic Status, Environment, Lifestyle, Violence on the healthcare of communities and populations
3. Analyze ethical issues affecting healthcare and nursing practice in the community
4. Utilize appropriate primary, secondary and tertiary prevention strategies in development of planned nursing interventions
5. Incorporate basic concepts of epidemiology into planning care for a community or population
6. Evaluate the impact of healthcare policy and legislation related to caring for the community
7. Apply evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan
8. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions
9. Discuss use of information and communication technologies to promote health and disease prevention within populations
 | Assignments may include papers, discussions, projects, quizzes, presentations. |  |

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| **ICS code for this course** | ADVANCED AND PROFESSIONAL - 1.11.12 - HEALTH PROFESSIONS |
| **Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".** | YesBSNURS |
| **Is the course an “International or Diversity Focus” course?** | No, not International or Diversity Focus |
| **Is the course a General Education course?** | No |
| **Is the course a Writing Intensive course?** | No |
| **Is the course repeatable\*?**(A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). \*Not the same as Multiple Attempts or Grade Forgiveness | NoN/A |
| **Do you expect to offer this course three times or less (experimental)?** | No |

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| **Impact of Course Proposal** |
| **Will this new course proposal impact other courses, programs, departments, or budgets?** | No |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | N/A |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** |
| N/A |

**Section II, Justification for proposal**

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| **Provide justification (below) for this proposed curriculum action**  |
| The RN to BSN Faculty evaluated current courses and outcomes. It was determined that the changes to all courses in the RN to BSN Program needed to align with current professional practice for the registered nurse with a BSN degree. The framework for the revisions was guided by the American Association of Colleges of Nursing (AACN) –Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies. The IOM report, The Future of Nursing, resulting from intensive analysis of the profession by the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation. Their recommendation is for registered nurses be prepared at the baccalaureate level by 2020. FSW faculty is strongly committed to basing the curriculum on professional standards and sound educational guidelines of the AACN and the IOM competencies healthcare providers as integrated into nursing.Course description: Course aligned with the American Association of Colleges of Nursing –Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies.Topic outline: Course aligned with the American Association of Colleges of Nursing –Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies.Course outcomes: Course aligned with the American Association of Colleges of Nursing –Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies.This course replaces NUR 4636 Community Health Nursing Theory and NUR 4636L Community Health Nursing Practicum. Inclusion of laboratory hours in this course facilitates enhanced integration of theory with practice application for the student. Consistent faculty evaluation of the application to practice will enhance the student’s learning experience and achievement of course outcomes. |

**Section III, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| M Jenner, M Herlin, S Torres, M Kruger, D Selman, A Trawick  |

**nOTE:** Changes for the Fall 2016 term must be submitted to the Dropbox by the February 5, 2016 deadline and approved no later than the March 4, 2016 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Associate Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2016 or Summer 2016 term.

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| **Term in which approved action will take place** | Fall 2016 |
| **Exception to term (other than Fall 2016)** | Choose an item. |
| **Provide an explanation below for the requested exception to the Fall 2016 start date.** |
| N/A |

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| **Any exceptions to the term start date (other than Fall 2016) requires the signatures of the Academic Dean or Associate Vice President and the Provost and Vice President, Academic Affairs prior to submission to the Dropbox.** |
| **Dean or Associate Vice President** | **Signature** | **Date** |
| Type name here |  |  |
| **Provost and VPAA** | **Signature** | **Date** |
| Dr. Denis G. Wright |  |  |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator/Director** | Bobby Holbrook | 1/26/2016 |
| **Academic Dean or Associate Vice President** | Marie Collins | 1/26/2016 |
| **Dean’s Council Representative** | Type name here | Click here to enter a date. |

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| **Select Curriculum Committee Meeting Date** | February 5, 2016 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Calendar* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Associate Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting**. All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.