

May 14, 2019

To: Donnitrice Allison

From: Mary L. Padden-Denmead

Re: Nursing Faculty Response to Stockton University Faculty Senate Questions regarding the proposed MSN CNL Track within the Existing MSN Degree Program

Dear Dr. Allison,

According to the verbal feedback summary in reference to the MSN CNL proposal provided by you at the end of the April Faculty Senate meeting, two concerns were raised:

Concern #1. *Are additional resources needed for this new track?*

In response to this question we respectfully direct the reader to page **5** of the proposal, under **Resources: Administration and Faculty**.

1a. **Administration.** The Nursing Program is currently restructuring and once the new infrastructure is in place we plan to open the MSN CNL track to admissions.

1b. **Faculty.** We will require **one new full time tenure track faculty member** for this new track

Concern #2. *Will students be prepared to address the healthcare needs of vulnerable populations and to address health care issues related to man made and natural disasters?*

In response to this question we respectfully direct the reader to the following 2a through 2c below:

2a. **Page 2** of the proposal to the AACN (2019) definition of the CNL” *...a master’s educated nurse, prepared for practice across the continuum of care within any healthcare setting. The CNL was developed by AACN in collaboration with leaders from healthcare practice and education to address the critical need to improve the quality of patient care outcomes...*”.

2b. **Page 12** of the proposal under **Summary and Potential Future Opportunities item #3 Interprofessional Education (IPE) Opportunities with other advanced degree programs at Stockton** –*There are courses with Stockton’s MSN and DNP programs that are very similar to courses in other advanced degree programs at Stockton. Courses such as Leadership, Finance, Ethics, Research, etc., are similar in several other advanced degree programs. Although it is beyond the scope of this proposal, there is potential for future collaboration with faculty in these other programs to share resources and classroom time (co-teaching) and re design these core courses so that students*

would attend and participate in the classroom with students from other programs for true interprofessional educational experiences.

Nursing faculty would welcome collaboration and sharing expertise across the disciplines. We believe that true interprofessional education will create a well rounded student who not only recognizes and advocates for vulnerable populations but also possesses the knowledge and skills to communicate and collaborate across the disciplines to effect positive change and outcomes for vulnerable populations, communities, and society at large.

2c. **Appendix F** of the proposal that includes the four new proposed courses with learning objectives included for evidence from two of the four (*Introduction to the CNL Role and Transition to the CNL Role*) of addressing this question. However, included within this document are the course descriptions and learning objectives for the two of the new proposed courses and the course description and learning objectives for the currently existing *NURS 6331 Clinical Prevention and Population Health* course included in the curriculum for the MSN CNL track. The learning objectives that address vulnerable populations and disaster management are **highlighted** below.

MSN CNL COURSE DESCRIPTIONS AND LEARNING OBJECTIVES THAT ADDRESS VULNERABLE POPULATIONS AND DISASTER MANAGEMENT

NURS XXXX Introduction to the CNL Role

This course will introduce students to the role of the Clinical Nurse Leaders. The course has a practical focus and students will evaluate a health care delivery system using risk analysis to predict patient risk and safety issues.

Clinical reasoning and effective communication skills will be explored to articulate strategies in guiding healthcare teams to create safe patient care environments.

COURSE OBJECTIVES: At the completion of this course the student will -

- Use evidence in developing strategies to promote and preserve health and healthy lifestyles in patient populations.
- Evaluate ethical decision making from both a individual and organizational perspective and analyze how these two perspectives may create conflicts of interest
- Consider the design, delivery, and evaluation of clinical prevention and health promotion services that are patient-centered and culturally sensitive.
- Demonstrate professional and effective communication skills to effectively disseminate information to diverse audiences
- **Recognize and advocate for the CNL in effecting positive patient care outcomes with an emphasis in the improvement of care for vulnerable populations.**
-

NURS 6331 Clinical Prevention and Population Health –*The complete current syllabus is included at the end of this document.*

Course Description: This course will enable students to analyze epidemiological and biostatistical data in the development, implementation, and evaluation of clinical prevention and population health. Concepts of public health, health promotion, morbidity and mortality, determinants of health, and cultural diversity and sensitivity will be incorporated into the advanced practice nursing role. Application of the Roy Adaptation Model will be included.

Course Objectives: At the completion of this course the student will

1. Examine epidemiological principles in health care planning for diverse client systems.
2. Analyze epidemiological, biostatistical, environmental, and appropriate scientific research designs and data related to individual, aggregate, and population health.
3. Discuss infectious, non-infectious, psychological, genetic, environmental, occupational and social determinants of health and their impact on morbidity and mortality.
4. Distinguish key features of screening tools and programs and their role in disease prevention and health promotion.
5. Analyze global, federal, state, and local resources that relate to the standard of health promotion and disease prevention.
6. Explore the essential roles of culture, genomics, ethnicity, gender, socio-economic status, education level and community resources and their impact on the health disparities.
7. Explore the concepts socio-cultural ecologies and cultural health systems and their impact on health promotion.
8. Integrate nursing science, theory, and the Roy Adaptation Model in the care of vulnerable populations.
9. Recommend strategies to reduce health disparities of disadvantaged local and global populations.

NURS XXXX Transition to the CNL Role

Pre requisites: All 5000 level courses, NURS 6102, 6103. NURS 6331 has either been completed or may be taken as a co requisite.

This course prepares the student for the role of the CNL in practice. Students will apply the knowledge and skills gained from previous courses, professional practice, and a clinical leadership experience. This knowledge and experience will be used to develop a proposal for an evidence-based practice change project to be completed in NURS XXXX Immersion in CNL Practice. Clinical hours are a component of this course.

Course Objectives: At the completion of this course the student will -

- Integrate an evolving personal philosophy of nursing and healthcare into nursing practice.
- Develop a proposal based on evidence and outcome analysis to promote safe, patient-centered care.

- Advocate for policies to promote wellness, improve care outcomes, and reduce costs.
- Engage in partnerships at multiple levels of the health system to ensure effective coordination, delivery, health promotion interventions and services across care environments.
- Apply advanced knowledge of environmental influences on the individual and population in the design of care.
- Apply knowledge in economics and systems management in the design, delivery, and evaluation of care.
- Apply just culture principles and the use of safety tools, such as Failure Mode Effects Analysis and root cause analysis, to anticipate, intervene and decrease risk.

In preparation for and to assist the student to plan for the capstone change project for NURS XXXX Transition to the CNL Role the student will:

- Ensure the inclusion of an ethical decision-making framework for an evidence-based change project.
- Perform a comprehensive microsystem assessment to provide the context for problem identification and action.
- Assess organization-wide emergency preparedness plans and the coordination with the local, regional, and National Incident Management System (NIMS) when indicated.
- Use evidence to design and direct system improvements that address trends in safety and quality.
- Evaluate transitions of care to improve outcomes.

SYLLABUS FOR NURS 6331 CLINICAL PREVENTION AND POPULATION HEALTH

**STOCKTON UNIVERSITY
School of Health Sciences
Graduate Nursing Program
Spring 2019**

COURSE TITLE: Clinical Prevention and Population Health

**COURSE NUMBER/
SECTION:** NURS 6331-001

CREDITS: 3 credits

**CLASS MEETING
DAYS & TIMES:** Monday 5:00pm to 8:00pm (Hybrid)
WQ224

PREREQUISITES: NURS 5432 Statistical Methods

CO-REQUISITES: None

Faculty Name: Jacqueline M. Arnone, PhD, RN

Faculty Title: Visiting Assistant Professor of Nursing

Office Location: H-255

Phone: 609-626-3856
E-mail: Jacqueline.Arnone@stockton.edu
Office Hours: Monday 2:30 pm- 4:30 pm and by appointment.

COURSE DESCRIPTION: This course will enable students to analyze epidemiological and biostatistical data in the development, implementation, and evaluation of clinical prevention and population health. Concepts of public health, health promotion, morbidity and mortality, determinants of health, and cultural diversity and sensitivity will be incorporated into the advanced practice nursing role. Application of the Roy Adaptation Model will be included.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

Course Objectives	AACN DNP Essentials	NONPF NP Competencies	Student Assignment
1. Examine epidemiological principles in health care planning for diverse client systems.	Scientific underpinning for practice Clinical prevention and population health for improving the nation's health	Scientific Foundations	Final paper Exam 1 Lecture
2. Analyze epidemiological, biostatistical, environmental, and appropriate scientific research designs and data related to individual, aggregate, and population health.	Organizational and System Leadership for Quality Improvement and Systems Thinking	Scientific foundations Ethics	Final Paper Group project: Vulnerable populations Lecture
3. Discuss infectious, non-infectious, psychological, genetic, environmental, occupational and social determinants of health and their impact on morbidity	Organizational and System Leadership for Quality Improvement and Systems Thinking	Health delivery system	Discussion: Obesity Lecture

and mortality.			
4. Distinguish key features of screening tools and programs and their role in disease prevention and health promotion.	Organizational and System Leadership for Quality Improvement and Systems Thinking	Health delivery system	Discussion: Screening tools Lecture
5. Analyze global, federal, state, and local resources that relate to the standard of health promotion and disease prevention.	Organizational and System Leadership for Quality Improvement and Systems Thinking	Health delivery system	Final paper Lecture
6. Explore the essential roles of culture, genomics, ethnicity, gender, socio-economic status, education level and community resources and their impact on the health disparities.	Organizational and System Leadership for Quality Improvement and Systems Thinking	Health delivery systems Ethics	Transcultural group project Discussion: Health Literacy Lecture
7. Explore the concepts socio-cultural ecologies and cultural health systems and their impact on health promotion.	Organizational and System Leadership for Quality Improvement and Systems Thinking	Health delivery systems	Transcultural group project Lecture
8. Integrate nursing science, theory, and the Roy Adaptation Model in the care of	Scientific underpinnings of practice	Scientific foundations	Final paper Lecture

vulnerable populations.			
9. Recommend strategies to reduce health disparities of disadvantaged local and global populations.	Organizational and System Leadership for Quality Improvement and Systems Thinking	Ethics Health delivery systems	Final paper Lecture

REQUIRED TEXTBOOKS AND WEBSITES:

American Association of Colleges of Nursing (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. Retrieved from <https://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

American Nurses Association (January, 2015). *ANA Code of Ethics with Interpretative Statements*. Silver Spring, MD. Retrieved from www.nursingworld.org/documentvault/ethics_1/code-of-ethics-for-nurses.html

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

Center for Disease Control and Prevention. (2012). *Principles of epidemiology in public health practice* (3rd ed.). Retrieved from <https://www.cdc.gov/ophss/csels/dsepd/ss1978/lesson1/section4.html>

Community Based Participatory Research. Retrieved from http://www.atsdr.cdc.gov/communityengagement/pce_models.html

De Chesnay, M., & Anderson, B. A. (2012). *Caring for the vulnerable: Perspectives in nursing theory, practice, and research* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

Giger, J.N. (2013). *Transcultural Nursing* (6th ed). St Louis, MO: Elsevier Mosby.

Gordis, L. (2014). *Epidemiology* (5th ed.). St Louis, MO: Elsevier Saunders.

Roy, C. (2009). *The Roy Adaptation Model* (3rd ed.). Upper Saddle River, NJ: Pearson.

Whitman, S, Shah, A. & Benjamins, M. (2010). *Urban Health: Combating Health Disparities with Local Data*. Oxford Press. ISBN 13: 978-0199731190

US Department of Health & Human Services. (2010). *Healthy People 2020* (3rd ed.). McLean, VA: International Medical Publishing.

US Department of Health & Human Services. (2010). *Healthy People 2020*. Retrieved from <https://www.healthypeople.gov/>

RECOMMENDED/SUPPLEMENTAL/OPTIONAL:

Curley, A. L., & Vitale, P. A. (2016). *Population-based nursing: Concepts and Competencies for advanced-practice* (2nd ed.). New York, New York: Springer Publishing Company.

Macha, K., & McDonough, J. P. (2012). *Epidemiology for advanced nursing practice*. Sudbury, Massachusetts: Jones & Bartlett Learning.

LEARNING ACTIVITIES:

Methods of instruction in a hybrid class design will include lecture, discussion, online assignments, audio-visual demonstrations, and case studies. Students will be required to participate in a conference outside of the classroom to meet certification requirements.

FACULTY RESPONSIBILITIES:

Many students may need additional faculty assistance throughout the semester. Faculty office hours are listed in the syllabus and are posted on the Banner System under advising. Please contact the Course Coordinator for assistance or with *any* questions. Emails will be answered within 48 hours during the weekdays excluding holidays. If the student's class schedule conflicts with posted office hours, other arrangements can be made.

STUDENT RESPONSIBILITIES:

Students are expected to take responsibility for their learning. Successful completion of the course requires attendance at class as well as completing required assignments and readings outside the classroom. Each student must monitor his/her progress throughout the semester and seek help when necessary. Students receiving a failure for any assignment or exam are required to meet with the Course Coordinator and Preceptor within one week.

Blackboard will be utilized primarily for key course content, concept discussion, and posting of various items by the course professor as specified. Students should access Blackboard often and review any announcements, e-mails, assignments, projects or discussion board postings. Contact the course coordinator after class or via e-mail for any questions.

ACCREDITATION STATEMENTS:

[The Essentials of Doctoral Education for Advanced Nursing Practice \(2006\)](#)

This course will incorporate the Quality and Safety Concepts in Nursing Education (QSEN) of Patient Satisfaction, Teamwork and Collaboration, Evidence Based Practice, and Informatics. The QSEN concept of Safety is integrated throughout this course and Quality Improvement is discussed but is not a major focus of this course. For more information on QSEN please see the following website: www.qsen.org

WEIGHT DISTRIBUTION IN DETERMINING FINAL GRADE:

EVALUATION:

Discussion board (5 discussions)	20 %
Group project: Vulnerable Population presentation	10 %
Final Paper	40 %
Transcultural experience and presentation	10%
Exams-2 @ 10% each	20 %
Total	100 %

POLICY: Faculty will *not* use rounding in any course assignment or in the calculation of a final grade.

A	A-	B+	B	B-	*C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

Learning Access: All students requesting special accommodations must register with the Learning Access Program and provide appropriate documentation to the program director.

[Learning Access Program](#)

TECHNICAL CONSIDERATIONS & SUPPORT:

Netiquette (online etiquette): Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in discussions. Foul or abusive language will not be tolerated. When referring to information from books, articles or websites please use APA standards for reference sources.

For course related issues, contact the instructor at lori.prol@stockton.edu

If you have trouble accessing and using the tools and technology incorporated in this course there are several resources available to assist you.

1. First, run a Browser Check. The reminder and instructions for running a Browser Check are located on the Portal Page where you enter your username and password to access this course and via this web address at:

https://intraweb.stockton.edu/eyos/gologin/content/docs/loginbypass/prod_login.html

2. Blackboard Help - see the link for Blackboard Help in the Course Menu bar on the left side of your computer screen when you enter this course. Click here for direct access to Blackboard for assistance with the technology in this course.

3. Stockton Help - see the link for Stockton Help in the Course Menu bar on the left side of your computer screen when you enter this course. Click here for direct access to Stockton Help for assistance with the technology in this course.

4. If your technology issues are not resolved via the links above, contact the help desk helpdesk@stockton.edu

POLICY ON CLASSROOM AND CLINICAL ATTENDANCE:

Nursing majors are expected to attend all lectures, on campus and off campus clinical experiences, testing situations and field trips as assigned by faculty. This policy applies to all courses with a NURS acronym, all clinical assignments and lab assignments.

PROFESSIONALISM:

Professional behavior is expected at all times. Professional behavior reflects accountability and respect for others. Professional behavior also contributes to the maintenance of a peaceful, non-threatening and therapeutic learning environment. *A student may be removed from the program for any cause stated in the Nursing Program Guide or College Bulletin.*

Please review this link below regarding academic honesty at the college. To clarify the course requirements, exams and assignments are expected to be the independent work of the student. Course penalties for students that demonstrate academic dishonesty will be a grade of a zero on the assignment for all parties involved and notification of faculty action will be provided to the Office of the Provost.

[Academic Honesty](#)

WRITING ASSIGNMENTS

CRITERIA FOR WRITTEN ASSIGNMENTS

- All assignments are to be typewritten in Microsoft Word format.
- Late submissions. Assignments are uploaded on to Blackboard by 11:59pm on the scheduled due dates. 5 points per day will be deducted from the assigned grade for any submissions after this time. This includes weekends and holidays.
- Scholarly writing must be demonstrated on all written assignments and is included in the grading rubrics. Scholarly writing is defined as:
 - Headings are present. Subheadings are used to define the sections with these content areas.
 - Font is 12, New Times Roman and paper is double spaced.
 - There is evidence of effective proofreading for spelling and grammatical errors.
 - References pages are required for the discussions, group project and final paper. References are required from various scholarly peer-reviewed resources and web-based resources are appropriately scrutinized based on evaluation criteria. References should be cited using APA formatting only.

COURSE CALENDAR SPRING 2019

This Course Syllabus is provided for use as a guideline only and may be subjected to changes necessitated by circumstances arising during the course

**Check the Black Board site for additional readings, articles, and web links.

Date/Week	Topic	Required Readings & Assignments
Week 1 1/14/2019	Syllabus orientation Natural history of disease and causation Socio-Cultural Ecologies of Disease and Illness: The Creation of Vulnerability	Read Gordis Chapter 1-2 CDC: Section 9 https://www.cdc.gov/ophss/esels/dsepd/ss1978/lesson1/section9.html https://www.cugh.org/sites/default/files/13_Social_And_Cultural_Factors_Related_To_Health_Part_A_Recognizing_The_Impact_-_Copy_0.pdf
Week 2 1/21/2019	Culture, Subculture and Constructions of Health Risk Measures of morbidity and mortality: incidence, prevalence Screening and surveillance programs: CDC, WHO, USPSTF	NO CLASS: HOLIDAY Read Gordis Chapters 3-6 https://www.cdc.gov/prevention/index.html https://www.ahrq.gov/professionals/clinicians-providers/guidelines-recommendations/uspstf/index.html https://www.who.int/cancer/prevention/diagnosis-screening/screening/en/ Discussion #1 due 1/28/19
Week 3	Research Designs in	Read Gordis Chapters 7-9

1/28/2019	Epidemiology: Descriptive Epidemiology, Analytic epidemiology, observational studies, cohort studies, ecologic, case-control studies	CDC Sections 5-7 https://www.cdc.gov/ophss/csels/dsepd/ss1978/lesson1/section9.html
Week 4 2/4/19	Infectious disease epidemiology: Epidemiological triad and chain of infection, Pathogenicity, virulence, case fatality, infectivity	Gordis Chapter 4 & 6 Discussion #2 due 2/11/19
Week 5 2/11/2019	Influence of chronic illness on population health and the nursing role	<i>Healthy People 2020</i> <i>IOM report: The future of nursing</i> (2011) deChesnay & Anderson Chapters 1-2
Week 6 2/18/2019	Emergency and disaster preparedness Environmental and occupational influences on population health and the nursing role. Dr. Miriam Nowak	Discussion #3 due 2/25/2019
Week 7 2/25/2019	Exam #1 Psychological and behavioral determinants in population health and the nursing role Theoretical strategies for decreasing health disparities: Care models including Roy's Adaptation Model, Health Promotion Model, Cultural care models.	http://www.psychu.org/wp-content/uploads/2016/12/Understanding-The-Role-Of-Social-Determinants-In-Population-Health-Management.pdf deChesnay & Anderson Chapters 6-10 Community Health Nursing Practice and the Roy Adaptation Model article (Bb)
Week 8 3/4/2019	Social determinants in population health and the nursing role.	Discussion #4 due 3/11/2019 Read: Whitman, S, Shah, A. & Benjamins, M. (2010). <i>Urban Health: Combating Health Disparities with Local Data</i> . Oxford Press. ISBN 13: 978-0199731190 For discussion in class 3/25/19
Week 9 3/12/2019	**SPRING BREAK**	**NO CLASS**
Week 10 3/18/2019	Genetics and Genomics: Influence on population health and the nursing role.	Discussion #5 due 3/25/2019 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2835985/ https://www.healthypeople.gov/2020/topics-

		objectives/topic/genomics https://www.genome.gov/27552317/
Week 11 3/25/2019	Cultural health systems, Applying concepts of diversity to health promotion. Understanding the relationship between culture and health.	deChesnay & Anderson Chapters 18 & 28 In-class discussion question #2
Week 12 4/1/2019	Advocating for health promotion in vulnerable populations: Economic and political issues, ethical considerations, grass roots movements, utilizing data to inform policy change.	Discussion #6 due 4/8/2019 deChesnay & Anderson Chapters 39-41
Week 13 4/8/2019	Strategies for decreasing health disparities: Access to care, cost containment, & prioritizing treatment.	deChesnay & Anderson Chapter 38
Week 14 4/15/2019	Teaching nurses about vulnerable populations Caring for vulnerable populations: The role of the DNP prepared nurse	deChesnay & Anderson Chapters 30-31
Week 15 4/22/2019	Exam # 2	