

## UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b> <input checked="" type="checkbox"/>	<b>Business</b> <input type="checkbox"/>	<b>Education</b> <input type="checkbox"/>
Proposal Submitted By: Richard Finkelstein (CAS Dean) & Pam McCullough (Nursing)	Date Prepared: October 28, 2016		
Course Title:	Family Assessment, Theory and Practice		
Dept/Discipline and Course No:	NURS 580		
Prerequisites:	NURS 520, 530, 540, 550		
Co-Requisites:	NURS 560, 590		

\*Course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	1	Will this course meet for at least 700 contact minutes for each credit hour proposed? <b>If no, provide a credit hour justification.</b>	YES	<input checked="" type="checkbox"/>	NO	
Will this be a <b>new, repeatable</b> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	<input checked="" type="checkbox"/>	YES	

Date of first offering of this <b>new</b> course:	Fall 2019					
Proposed frequency of offering of the course:	Annually					
List the faculty who will likely teach the course:	Nursing Adjunct					
Are ANY new resources required?	NO	<input type="checkbox"/>	YES	<input checked="" type="checkbox"/>	Document in attached impact statement	

<b>This new course will be (check all that apply):</b>					
Required in the major	<input checked="" type="checkbox"/>	Required in the minor	<input type="checkbox"/>	General Elective	<input type="checkbox"/>
Elective in the major	<input type="checkbox"/>	Elective in the minor	<input type="checkbox"/>	**General Education	<input type="checkbox"/>

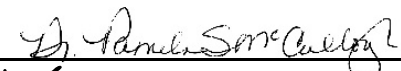
\*\*AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

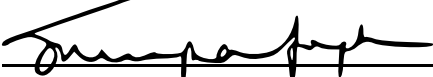
<b>Catalog Description (50 words or less, if possible):</b>
Particular emphasis is placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care-oriented health problems on family roles and functions. In addition, relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities.

<b>COURSE HISTORY:</b>	Was this course taught previously as a topics or experimental course?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
<b>Course Number and Title of Previous Course</b>	<b>Semester Offered</b>	<b>Enrollment</b>			
CHECK HERE if the proposed course is to be <b>equated</b> with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).					
<b>NOTE:</b> If the proposed course has not been previously offered as a topics or experimental course, <b>explain in the attached rationale statement</b> why the course should be adopted even though it has not been tried out.					

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement:** Explain what purposes it will serve.
2. **Credit Hour Justification** (if required): Explain how this course will comply with the UMW Credit Hours Policy (D.5.1)
3. **Impact Statement:** Provide details about the library, space, staffing, budget and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval:  Date: 10/28/16

CCC Chair Approval:  Date: 11/19/16

UCC Chair Approval:  Date: 12/12/2016

## REQUIRED ATTACHMENTS

### Rationale

With changes in healthcare payments to hospitals and other providers generated by passage of the Affordable Care Act (ACA), and with recognized best practices in mind, there is a strong need for educational opportunities that will help nurses gain a Master's of Science in Nursing (Family Nurse Practitioner track) to improve access to healthcare. Reimbursements of hospitals and clinics for patient care now provide significant incentives and penalties that promote decreased admissions and readmissions. To conform to this new environment, hospitals recognize that they need to increase primary care services, to include health promotion and disease prevention in the community. These goals require an increase in the presence of primary care providers locally, state-wide and nationwide. However, there is currently a recognized shortage of primary care providers because primary care practices receive lower reimbursement rates than specialty practices. Within the Fredericksburg area alone, Mary Washington Healthcare (MWHC) estimates that at least 90 additional family practice providers are needed to manage care in the community.

In the spring of 2016 MWHC approached UMW seeking collaboration in building an MSN program for Advanced-Practice Family Nurse Practitioners. UMW and MWHC created a planning group which has met regularly for five months. The planning committee developed a request for funding from the Mary Washington Hospital Foundation, which included start-up costs and guaranteed tuition costs for MWHC's qualified, BSN-prepared registered nurses (RNs). In total, the UMW MSN-FNP Program will be supported with \$1.4 million of funds from the MWH Foundation.

CCNE, the accreditation body of the UMW BSN Completion Program, requires the educational component of the MSN-FNP track be developed by a nationally-certified Family Nurse Practitioner. The MWH Foundation provided funding for the consultation services of Dr. Micah Alderman Scott to develop this course proposal. She is a PhD, FNP-BC, Assistant Professor, and Interim FNP Program Coordinator at the University of North Carolina's School of Nursing. Dr. Scott's previous position was the FNP Program Coordinator at Old Dominion University.

This course has been created at the request of the Dean of the Colleges of Arts and Sciences and the Provost as part of the proposed MSN-FNP program. The MSN-FNP curriculum will include 18 courses (one existing course and 17 new courses). The seven-semester curriculum will consist of 46 credits. This course is #5 of 17 newly proposed courses for the program. Combined, the 18 MSN-FNP courses meet the requirements of:

- *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing [AACN], 2011);
- *Criteria for Evaluation of Nurse Practitioner Programs, 5<sup>th</sup> Ed.* (National Task Force on Quality NP Education (2016); and
- *Family/Across the Lifespan Population-Focused Nurse Practitioner Competencies* (AACN, Population-Focused Competencies Task Force, 2013).

### Credit Hour Justification

This course will be offered during the **fall** semester and has a minimum of **14 contact** hours of online activity. The weekly modules will be designed to deliver course content over 14 weeks at 50 minutes per week. Students are expected to have a minimum of two hours of outside-of-class responsibility (homework, assigned projects, class preparation, writing assignments, etc.) for each credit hour.

### Impact Statement

The proposed MSN program will enroll 15 students each January. The students will progress in a cohort manner, through a 46-credit curriculum over 27 months. The program will generate significant additional tuition revenue, which will cover the cost of an adjunct nursing faculty member. The President and the Provost have stated a commitment to cover costs necessary to bring the new degree program to UMW. Additional space is not needed for this online course. Additional library resources are estimated to be \$40,000 for the MSN-FNP program as a whole. This specific course does not add to that cost. The Executive Director of the Division of Teaching and Learning Technologies (Jesse Stommel) has met with the BSN-C Program Director and proposed additional online learning resources for faculty and students. At the date of this proposal, both Rosemary Arneson and Jesse Stommel are completing an impact assessment to determine the additional funding required by their departments.

### Sample Syllabus (See Attached)

## SYLLABUS

Course N<sup>o</sup>: **NURS 580**

Course Title: **Family Assessment, Theory and Practice**

Dates: **TBA**

Semester: **Fall 2019**

Course Format: **Online**

Total Credits: **1**

Prerequisites: **NURS 520, 530, 540, 550**

Co-Requisites: **NURS 560, 590**

Instructor: **TBA**

Preferred Communication: **TBA**

Virtual Office Hours: **TBA**

# TABLE OF CONTENTS

Topic	Page
Table of contents to be filled out by instructor.	

## STUDENT LEARNING OBJECTIVES

Each student learning outcome corresponds to an AACN NP Competency. This course is designed to result in the following student learning outcomes (SLOs):

Student Learning Outcome	Method of Measurement	Corresponding AACN Competency
<b>Student Learning Outcome #1</b> Analyze the multiple variables that shape family and community systems to determine the health status and needs of client families within a community context.	This SLO will be measure via the readings, discussion boards, and written assignments.	This SLO corresponds to AACN NP Competency # 1.2, 4.3, 9.3e, 9.4, and 9.4a.
<b>Student Learning Outcome #2</b> Synthesize advanced nursing, family, community, and primary care theories for application to a family plan of care.	This SLO will be measured via the readings, discussion board, and family theory paper.	This SLO corresponds to AACN NP Competency l #1.2, 4.3, 9.3e, 9.4, and 9.4a.
<b>Student Learning Outcome #3</b> Acquire familiarity with the family assessment instrument, the Genogram, by conducting a family assessment using the genogram.	This SLO will be measured via the readings and genogram.	This SLO corresponds to AACN NP Competency # <b>1.2, 4.3, 9.3e, 9.4, and 9.4a.</b>

# WELCOME TO THE COURSE

## Course Description

Particular emphasis is placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care-oriented health problems on family roles and functions. In addition, relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities.

## Method of Instruction

Recognizing the diverse learning styles present in any group of students, a variety of instructional techniques will be used to encourage learning. Examples include the following teaching-learning strategies:

- Required readings
- Genogram
- Discussion Board

## Required Textbook(s)

- Kaakinen, J.R., & Coehlo, D.P. (2015). *Family Health Care Nursing: Theory, Practice, and Research*. Philadelphia: FA Davis ISBN 978-0803639218

## Required Software

- General software: MS Office or Open Office, Adobe Acrobat Reader, and Windows Media Player
- APA software: Perla or ReferencePoint
- Exam software: Respondus

## Expectations

The course is managed through Canvas, which is the learning management system (LMS) used by UMW. All course content is available on the course's Canvas page. Students are expected to log into the course page every one-three days to ensure prompt communication with the instructor and peers.

All assignments, homework, readings and activities will be posted on the Canvas page. Students are expected to use the course Canvas page to upload all graded assignments to ensure correct grading because grading is done through the LMS.

- The week starts on Monday at 12:00am ET and ends Sunday at 11:59pm ET.
- Students' assignments must be uploaded to Canvas by SUNDAY at 11:59 pm ET.
- **0 points will be assigned late submissions.**

The instructor will use grading rubrics for all graded assignments and exams. ALWAYS follow the grading rubric. It is recommended that you perform a "self-grading" exercise using the grading rubric prior to submitting your assignment to the instructor.

**Students are expected to do their own, original work on each assignment. A plagiarized assignment will result in a zero (0) for the assignment. The student will be referred to the Honor Counsel.**

## Attendance and Make-Up Policy

Students are expected to participate in all assignments during the designated timeframe. Should an absence be necessary, the student is responsible for the material covered during the absence. Excessive absences make it almost impossible for a student to meet the academic objectives of a course and frequently cause a student to receive a lower grade, even though the absence may be unavoidable.

It is important for students to turn in assignments by the established due dates. If a student is going to be unable to complete an assignment by the due date, **the student must contact the instructor prior to the assignment due date**. Together, the instructor and student will determine the details of completing the assignment.

**Course Outline**

WEEK	Topic
1	Instruction to the course
2	Family Demographics
3	Theoretical Foundations for Nursing Families
4	Family Assessment
5	Family Social Policy & Health Disparities
6	Genomes and Family Nursing Across the Lifespan
7	Family Health Promotion
8	Families with Chronic Illnesses
9	Families with Palliative Care Needs
10	Child bearing Families

**Student Deliverables for this Course**

WEEK	DATES	DELIVERABLE	MAX . SCORE
		Discussion Board (4 at 5% each)	20%
		Genogram	40%
		Family Theory Paper	40%
			100.00%

**Discussion Board Rubric**

Your work on the discussion board includes regular threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. An initial posting is due by Thursday at 11:55pm ET. You will respond to two of your peers by Sunday at 11:59pm ET. You will be graded on this initial posting with the following rubric:

Discussions	
<b>Proficient (INITIAL POST)</b> – Well-developed (about two fully developed paragraphs); answers the questions asked; introduces new ideas; incorporates readings; responses to colleagues are articulate; specific references made to course content that indicate an understanding and synthesis of key principles under study; reflect critical thinking	5
<b>Basic (INITIAL POST)</b> – Primary ideas are posted; organization of ideas is weak; responses to colleagues as required, but support is weak, vague or largely conjecture	4
<b>Minimal/Below Average (INITIAL POST)</b> – Poorly developed, does not add to the discussion; misses the questions; <u>late work</u> ; responses to colleagues, but support is lacking and response is based on conjecture with no reference made to readings or coursework	3
<b>Unacceptable</b>	1
<b>Failure to Submit</b>	0

**Speaking-Intensive Rubric**

<b>Criteria</b>	<b>Ratings</b>				<b>Points</b>
<b>Delivery</b>	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
<b>Organization</b>	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
<b>Purpose</b>	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
<b>Support</b>	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
<b>Audience</b>	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
<b>TOTAL POINTS:</b>					<b>20.0</b>

**Course Grading Policy**

Students must participate in all of the assignment areas in order to pass the course:

- I. Discussions,
- II. Genogram
- III. Final Paper

The following grading scale is used to determine a letter grade for the course associated with a point value. **Students working toward an MSN must complete each MSN course with a grade of 83.00 (B) or higher, and grades are not rounded up.**

<b>Score Range</b>	<b>Letter Grade</b>	<b>Quality Points</b>	<b>Description</b>
93.0 – 100	A	4.00	Excellent
90.0 – 92.9	A-	3.67	
87.0 – 89.9	B+	3.33	
<b>83.0 – 86.9</b>	<b>B</b>	<b>3.00</b>	<b>Good</b>
80.0 – 82.9	B-	2.67	
77.0 – 79.9	C+	2.33	
73.0 – 76.9	C	2.00	Average
70.0 – 72.9	C-	1.67	
67.0 – 69.9	D+	1.33	Poor
60.0 – 66.9	D	1.00	Very Poor
Below 60.0	F	0.00	Fail
Incomplete	I	0.00	Incomplete
Withdrawal	W	0.00	Withdrawal



