

**COURSE APPROVAL FORM, Graduate School
University of Arkansas for Medical Sciences**

This form and attached materials are due in the Graduate School Office on the first Monday of the month. All forms will be submitted to the UAMS Graduate Council Curriculum Committee for review and approval prior to consideration by the Graduate Council.

This form is not required for minor stylistic or editorial corrections to the title or course descriptions. These may be made when revising the catalog copy.

1. **Program:** Nursing PhD
Department Alpha (Department) Code

2. **Action proposed** (indicate one or more items): Effective term: Summer 2018

- Add course
- Eliminate course (No outline needed)
- Change title
- Change credit hours from: _____ to _____
- Change course number from: _____ to _____
- _____ Change description

3. **Course ID, title and description:**

N	P	H	D						<u>Culture of Health</u>
prefix				number				title (20 characters)	

A Culture of Health Approach to Research
catalog name (40 characters)

Scheduled offering: Fall Spring Summer On demand

To cross list a course, use the Course Cross Listing Form.

Describe the course in sentence form using **50 words or less as it is to appear in the catalog**. List prerequisites, co-requisites and possible off-site instructional opportunities or requirements.

This course provides population health-focused education to prepare doctoral level students to provide leadership and conduct research to address the complexity of health care and needs of the 21st century. Students will apply a Culture of Health framework to address population health issues.

PRE-REQUISITES:

Admission to a University of Arkansas system doctoral program or by consent.

CO-REQUISITES:

N/A

4. Justification:

Justify this change in terms of course needs or curriculum improvement. State the effect of this change on any degree programs. Identify the courses to be eliminated, if any, if this course is approved. (Course Approval Forms must also be submitted for these courses) Identify any existing course or courses that would extensively overlap or be duplicated if the proposed curricular change occurs. Provide statements of concurrence with the change from the chairperson(s) and dean(s) of the programs/areas offering the affected courses.

We propose to add a new NPHD core course, NPHDxxxx: A Culture of Health Approach to Research, to provide nursing PhD students with population health-focused education to prepare doctoral level leadership and conduction of research to address the complexity of 21st century health care. This will be the first doctoral level population-focused course in our program and as such fills a critical gap. This course replaces the previous 3 hour Theory course (2 combined to free up 3 hours) so that we are not adding any additional hours to the course of study.

5. Course Information: *This information is not required for seminars, special problems, research, thesis, dissertation, colloquia, practica, etc.*

Course Title and Course number: **A Culture of Health Approach to Research.**

Credit Hours: Three credit hours

Proposed Date/Semester: Summer 2018

Course Description: This course provides population health-focused education

Course Goals or Objectives:

1. Describe the interdependence of multidimensional factors that promote development of a Culture of Health.
2. Analyze complex factors contributing to building a Culture of Health.
3. Compare and contrast various strategies for advancing health and the implications for research.
4. Compare relevant theories or frameworks for population health research.
5. Using a culture of health lens, evaluate the literature in student's research area of interest to identify gaps and potential solutions in addressing key health issues.

Course Prerequisites: none

Attendance:

See the UAMS Graduate School Student Handbook for policy on class attendance. Students are expected to participate in all web-based and classroom-based activities.

Student Evaluation:

Class Participation/Discussions: 35%

Presentation: 25%

Final Paper: 40%

Total: 100%

Course Evaluation: Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. Students have a professional responsibility and obligation to complete these evaluations. All students registered for a course in the College of Nursing each semester or summer session, as a part of the course requirements, must complete the course/faculty evaluation form to ensure ongoing quality improvement in the educational program.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations. Failure to complete the evaluation process will result in a review, based on these standards, of the students' performance by administration.

Textbooks/Reading Materials:

REQUIRED TEXTS:

Nash, D.B., Fabius, R.J., Skoufalos, A., Clarke, J.L. & Horowitz, M.R. (Eds.). (2016). *Population Health: Creating a Culture of Wellness*, 2nd ed. Burlington, MA: Jones & Bartlett.

National Academies of Sciences, Engineering, and Medicine. (2017). *Advancing the Science to Improve Population Health: Proceedings of a Workshop*. Washington, DC: The National Academies Press. Available <https://doi.org/10.17226/23541>.

RECOMMENDED TEXTS:

N/A

Course Director(s): Dr. Jean McSweeney/Leanne Lefler

Tentative Course Schedule:

I. Overview of Culture of Health

- a. Building a Culture of Health and Wellness
- b. Action Framework: Action areas, Drivers, Measures, Outcomes
- c. Interprofessional Collaboration
- d. Community, Patient, and Family Involvement

II. Multidimensional Factors affecting Culture of Health

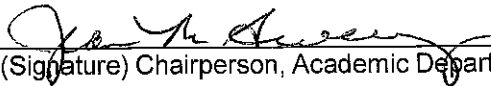
- a. Social Determinants of Health
- b. County Health Rankings & Livability Index
- c. Informatics & Databases for Population Health
- d. Health Systems in a Changing Healthcare Environment
- e. Drivers of Behavior Change and Behavioral Economics

III. Research and Developments in Population Health through a Culture of Health Approach

- a. Toward a Population Health Research Agenda
- b. Theoretical Approaches Guiding Research in Culture of Health
- c. Community and Nontraditional Approaches to Health

6. Program Approvals:

JEAN McSweeney CON NPHD
(Print or type) Chairperson, Academic Department or Area

 10/31/17
(Signature) Chairperson, Academic Department or Area Date

College Dean (Dean McGehee for College of Medicine) Date

7. Graduate School Approvals

Chairperson, Graduate Council Date

Dean of the Graduate School Date

**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
COLLEGE OF NURSING**

SYLLABUS

NPHD 6xxx: A Culture of Health Approach to Research

Doctor of Philosophy in Nursing Program

**XXXXXXXXXXXXXXXXXX
Course Coordinator
Office: RAHN, xxxx
Office Phone: (501) xxxxx
Office Fax: (501) xxxxx
Office Hours: By Appointment & Posted on Blackboard
E-mail: XXXXXXXXXX**

**Patricia Cowan, PhD, RN, FAAN
Dean & Professor
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Summer 2018

**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
COLLEGE OF NURSING
NPHD 6XXX: A CULTURE OF HEALTH APPROACH TO RESEARCH**

COURSE NUMBER AND TITLE:

NPHD xxxx: A Culture of Health Approach to Research

CATALOG DESCRIPTION:

This course provides population health-focused education to prepare doctoral level students to provide leadership and conduct research to address the complexity of health care and needs of the 21st century. Students will apply a Culture of Health framework to address population health issues.

COURSE CREDIT:

Three credit hours

PRE-REQUISITES:

Admission to a University of Arkansas system doctoral program or by consent.

CO-REQUISITES:

N/A

CLASS SCHEDULE:

This is a web-enhanced blended course. Students will meet face to face a minimum of once per month and also at <https://uams.blackboard.com> online. Specific due dates and important dates are listed on blackboard. Additional face-to-face classes may be added by the instructor if necessary.

COURSE OVERVIEW:

This course prepares students to use a population health approach in their chosen area of research guided by tenets of a Culture of Health. Critical thinking is developed as students expand their perspectives of health and social wellbeing to include factors within and outside the health system, such as socioeconomic conditions, equity, disparity, demographic patterns, built environments, culture and health policy. Students gain perspective of how changing sociopolitical and economic environments are related to health, research, and practice. The course builds on master's level knowledge of community health approaches and research methods. It builds on the mission and philosophy, program outcomes, and organizing framework of the College of Nursing.

COURSE OBJECTIVES:

1. Describe the interdependence of multidimensional factors that promote development of a Culture of Health.
2. Analyze complex factors contributing to building a Culture of Health.
3. Compare and contrast various strategies for advancing health and the implications for research.
4. Compare relevant theories or frameworks for population health research.
5. Using a culture of health lens, evaluate the literature in student's research area of interest to identify gaps and potential solutions in addressing key health issues.

TEACHING METHODS:

Teaching methods for this course include meetings through blackboard, face-to-face classes, readings, student presentations, guest lectures, class discussion, and review of a scholarly paper. Students are expected to participate in all face-to-face classes, online meetings, and assigned oral presentations. Students are expected to complete both directed and self-directed readings and assignments.

COURSE REQUIREMENTS:

Class Participation/Discussions: 35%

Presentation: 25%

Final Paper: 40%

GRADING SCALE:

Letter grades are derived from course requirements using the following grading scale:

A = 90% - 100%

B = 80% - 89.99%

C = 75% - 79.99%

D = 70% - 74.99%

F = below 70%

CONFERENCE WITH FACULTY:

Individual and/or small group conferences with instructor(s) are scheduled as needed, and may be initiated by either student(s) or faculty.

FOR ALL SCHOLARLY WORKS AND PAPERS, STUDENTS WILL BE EXPECTED TO ADHERE TO THE FOLLOWING GUIDELINES:

1. Students must use plagiarism software such as Turn It In for all papers prior to submission and are expected to revise the paper accordingly before submitting on or prior to the due date.
2. Resubmission of student scholarly writing assignments will not be permitted after the final due date without prior approval from the faculty.
3. Remediation may be required for any student identified as having difficulties with scholarly writing (content, logic, flow, grammar, formatting references, etc.). Failure to participate in faculty recommended remediation may result in failure of the course.

ATTENDANCE:

See the UAMS Graduate School Student Handbook for policy on class attendance. Students are expected to participate in all web-based and classroom-based activities.

EVALUATION STATEMENT:

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. Students have a professional responsibility and obligation to complete these evaluations. All students registered for a course in the College of Nursing each semester or summer session, as a part of the course requirements, must complete the course/faculty evaluation form to ensure ongoing quality improvement in the educational program.

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REQUIRED TEXTS:

Nash, D.B., Fabius, R.J., Skoufalos, A., Clarke, J.L. & Horowitz, M.R. (Eds.). (2016). *Population Health: Creating a Culture of Wellness*, 2nd ed. Burlington, MA: Jones & Bartlett.

National Academies of Sciences, Engineering, and Medicine. (2017). *Advancing the Science to Improve Population Health: Proceedings of a Workshop*. Washington, DC: The National Academies Press. Available <https://doi.org/10.17226/23541>.

RECOMMENDED TEXTS:

N/A

APA FORMAT:

Students will be expected to follow the guidelines as listed below for all scholarly works and papers:

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

TOPICAL OUTLINE:

- I. Overview of Culture of Health**
 - a. Building a Culture of Health and Wellness
 - b. Action Framework: Action areas, Drivers, Measures, Outcomes
 - c. Interprofessional Collaboration
 - d. Community, Patient, and Family Involvement

- II. Multidimensional Factors affecting Culture of Health**
 - a. Social Determinants of Health
 - b. County Health Rankings & Livability Index
 - c. Informatics & Databases for Population Health
 - d. Health Systems in a Changing Healthcare Environment
 - e. Drivers of Behavior Change and Behavioral Economics

- III. Research and Developments in Population Health through a Culture of Health Approach**
 - a. Toward a Population Health Research Agenda
 - b. Theoretical Approaches Guiding Research in Culture of Health
 - c. Community and Nontraditional Approaches to Health

Evaluation (Student Evaluation: Rubrics/Tools):

There will be two key assignments in addition to weekly readings and discussions.

On-Line Discussion Grading Rubric

Category & point value	Full Credit: <u>Expected</u>	Partial Credit (1-2 pts)	Some Credit (1 point)	Minimal to No Credit (0-1 point)	No Credit (0 Points)
Quality of information 3 pts	Topic is fully discussed. Reflects understanding of the content and is significant for Nursing Science.	Topic is discussed. Reflects partial understanding of the content.	Topic is partially discussed. Reflects partial understanding of the content.	Topic is partially discussed. Does not reflect understanding of the content.	Discussion does not relate to topic, or is not posted by due date.
Depth of posting & critical thinking 3 pts	*Posting is substantive. *Issues are critically analyzed, and implications for nursing science are discussed. *Thoughtful questions are posed to the group.	Posting is substantive. Issues are critically analyzed, and implications for nursing science are discussed. Opinions are not substantiated by references or too many opinion statements (where is the science?)	Posting is substantive. Issues are partially analyzed. Limited implications for nursing science are identified. Opinions are not substantiated well. Questions are not scholarly or are repeated and are not original.	Posting relates to the topic. There is limited discussion of issues and implications for nursing science. Questions are not scholarly or are repeated and are not original. Opinions are not substantiated.	Posting does not relate to the topic, demonstrate critical thinking or discussion is not posted on time.
Use of additional resources 1 pt	At least 1 reliable reference is cited.	At least 1 reliable reference is cited.	Reference is not from a reliable source or no references are cited.	Reference is not from a reliable source or no references are cited.	No references are cited.
Style, grammar, spelling, APA format .5 pt	Discussion is written at an advanced graduate level. <i>Reference material is paraphrased and cited appropriately</i>	Discussion is written at an advanced graduate level. <i>Reference material is paraphrased and cited appropriately</i>	Does not explain concept well or is not written at an advanced graduate level. <i>Reference material is missing or not cited appropriately.</i>	Does not explain concept well or is not written at an advanced graduate level. <i>Reference material is missing or not cited appropriately.</i>	Discussion is not written at an advanced graduate level. <i>No references are included.</i>
Response postings 2.5 pts	Responds to 2 or more group members. Response demonstrates additional analysis and critical thinking. Uses references for opinion statements.	Responds to 1 or more group members. Response demonstrates additional analysis and critical thinking and references are used for "opinion" statements.	Responds to 1 or more group members. Response adds pertinent information. Opinions are given freely without use of references to substantiate.	Responds to 1 other group member. Response does not add new information to discussion.	Does not respond to other group members.
Total (10 points weekly)					

Paper Evaluation Rubric

Criteria	Paper should include information regarding:	Points
1. Defines a meaningful population for health improvement purposes	<ul style="list-style-type: none"> Address role of socioeconomic, environmental, cultural, and other population-level determinants of health on health status and health care. Discuss the role of community in health; Identify characteristics that bind people together as a community, (e.g. including social ties, common perspectives and interests, and/or geography) 	15
2. Purpose	<ul style="list-style-type: none"> Provide a clear purpose of this paper, what problem are you trying to solve or address? 	5
3. Significance of Research in this area	<ul style="list-style-type: none"> Relevance—clarity and importance of why there needs to be a paradigm shift to include precepts from a Culture of Health into the care of this population group. For example: What is the expected impact of research like this? What will be gained from this work? This should include a statement of the key gaps in knowledge that should be addressed and how research/programs can be used to improve health outcomes, increase health equity, and or inform the Action Framework. Focus also on why the research – as opposed to the issue – is important, and how the results will inform decision-making. How might this inspire progress toward a Culture of Health? 	45
4. Implications for Healthcare Providers (Propose Solutions)	<ul style="list-style-type: none"> Based on the literature you have reviewed and the needs of the population group, propose solutions to the issue and/or apply implications for healthcare providers. 	20
5. Overall Clarity, Organization, Grammar, Style, APA, References	<ul style="list-style-type: none"> Paper is organized in logical way and is written in a style for clarity. Follows formatting, style, flow. 	15
Total Points:		100

I. Culture of Health Presentation (Individual):

Students will work within their field to develop a 20-minute presentation identifying their chosen population group and examining population-based health factors as they relate to health outcomes.

Content	Points
1. Defines a population germane to your program of study.	5
2. Identifies characteristics that bind people together as a community, (e.g. including social ties, common perspectives and interests, and geography)	5
3. Addresses roles of socioeconomic, environmental, cultural, and other population-level determinants of health on health status, chronic health problems, and/or health care. <ul style="list-style-type: none"> a. Describes potential data sources & statistics to identify health problems. b. Discusses underlying causes of adverse health problem(s) in population chosen. 	15
4. Identifies & uses a model of care for population health that would be applicable to improving the health of this population group (explaining why)	5
5. Analyzes role of community engagement as a strategy for identifying community health concerns, reducing health disparities, and improving health.	15
6. Stays within time limits, audio-visual aids are appropriate for content, adds to clarity and is a correct visual format (words, colors, etc.).	5
Total	50

II. Population Health Paper:

Using tenets of Culture of Health and population health, students will investigate the underlying causes of adverse health, including disease, disparities, and disability, of a chosen population group. With a focus on linking research, health care and social needs, the student will develop a paper that discusses these issues and needs.