

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Nursing College Christine E. Lynn College of Nursing		
Current Course Prefix and Number NGR 6673		Current Course Title Epidemiology for Advanced Nursing Practice	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: <small>*Review Provost Memorandum</small>		Change description to: Examines the distribution and determinants of health and disease in human populations. Epidemiological tools used in adv nurs practice to improve health by altering personal, social, and environmental risk factors are introduced. Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: <small>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.</small>	
Effective Date <small>(TERM & YEAR)</small> Fall 2017		Terminate course List final active term	
Faculty Contact/Email/Phone Teresa Sakraida/tsakraida@fau.edu/561-297-4640			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS
SEMESTER: 2016 Fall**

COURSE NUMBER: NGR6673

COURSE TITLE: Epidemiology for Advanced Nursing Practice

COURSE FORMAT:

CREDIT HOURS: 3

COURSE SCHEDULE: The course is fully online. There are no scheduled synchronous meetings.

PREREQUISITES: None

CORREQUISITES: None

FACULTY: Shirley C. Gordon, PhD, RN, NCSN, AHN-BC
Professor
Director Head Lice Treatment and Prevention Project
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PHONE: 561-297-2457
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OFFICE HOURS: By mutual arrangement of student and instructor.

Appointments for phone consultation should be made via e-mail from within the BB site.

The instructor will respond to email questions or concerns within 24-48 hours M-F, unless otherwise indicated.

COURSE DESCRIPTION: Examines the distribution and determinants of health and disease in human populations. Epidemiological tools used in advanced nursing practice to improve health by altering personal, social, and environmental risk factors are introduced.

COURSE OBJECTIVES: Upon completion of NGR6673, the student will be able to create caring nursing responses in: *

Explore and develop innovative images of advanced nursing practice in Epidemiology

1. List benefits of understanding population health for advanced practice nurses.
 2. Describe population health and understand the effects of population health on individuals.
- Advance the discipline of nursing through practice and research
3. Demonstrate skill in analyzing population health using principles of epidemiology.
 4. Demonstrate understanding of various epidemiologic methods of investigating health issues.
 5. Understands strengths and weakness of various epidemiologic study methods and designs.
- Demonstrate synthesis of advanced practice nursing role
6. Apply epidemiological analysis related to a specific health problem.
 7. Learn and demonstrate critical review and analysis of population health through the use of statistics and research into health issues affecting populations.
 8. Demonstrate the ability to critically review health literature relating to advanced nursing practice.
- Incorporate and understanding of wholeness of persons connected with others and the environment through caring
9. Examining issues related to scholarly study of nursing practice outcomes and measures using epidemiology concepts.
 10. Understanding of the "patient" as the community applied to the advanced practice of nursing.
- Actualize advanced practice nursing as nurturing the wholeness of others through caring
11. Applying principles of research in the design and conduct of nursing health issues of concern to others.
 12. Integrating concepts of caring in the study of phenomenon of concern to nursing.

*The 6 objectives based on Roach's (2002) work organize the course objectives.

TEACHING LEARNING STRATEGIES:

Web-based Black board. The course is organized by Units (lessons) that coincide with the chronological weeks in this course. Each unit contains the required and recommended readings, audio lectures, required assignments, weekly activities (discussions or questions) and links to required and recommended readings. Case studies, study critiques, or other additional activities will be announced in advance by the instructor.

GRADING AND EVALUATION METHODS:

EVALUATION METHODS:

1. Weekly assignments (5 points each) 50 points
 2. Completion of NCI Certificate 10 point
 3. EKAM One 10 points
 4. Infectious Disease Trends Group Assignment 20 points
 5. EKAM Two 10 points
- Total Points 100 points

*As defined under Course Assignments below.

GRADING SCALE: Grade below C is not passing in the Graduate Program.

93 - 100 = A
90 - 92 = A-
87 - 89 = B+
83 - 86 = B
80 - 82 = B-

- 77 - 79 = C+
- 73 - 76 = C
- 70 - 72 = C-
- 67 - 69 = D+
- 63 - 66 = D
- 60 - 62 = D-
- 0 - 59 = F

REQUIRED TEXTS:

~~... (crossed out text) ...~~
 Masika, K. & McDonough, J. (2012). Epidemiology for Advanced Nursing Practice. Sudbury, MA: Jones & Bartlett.

RECOMMENDED TEXTS:

TOPICAL OUTLINE:

TOPICAL OUTLINE:

- Epidemiology and its Progress
- The Role of Epidemiology and Statistics in Advanced Nursing Practice
- Study Designs and Their Outcomes
- Nursing Researches for Epidemiology
- Screening and Prevention of Disease
- Epidemiology of Chronic Disease
- Genetic Epidemiology
- Environmental Epidemiology
- Role of Culture in Epidemiology
- Pandemics and Emergency Preparedness
- Ethical and Legal Issues
- Course Synthesis

COURSE ASSIGNMENTS:

1. Chapter Exercise assignments: 50 Points total (5 each assignment)

There are listed for each week on Black Board under the "Assess and Evaluate" section. The required assignment will state "REQUIRED" and is due each Sunday of the last week.

2. Infectious Disease Trend Group Assignment: 20 Points

By end of the third week of the course, choose three classes that you are most interested in for the US at the CDC Website. Complete the following assignment:
 Your group will create 4 Graphical chart/tables:

- (1). Construct a bar graph depicting the incidence rates for the disease during each of the years 2007, 2008, 2009, 2010, and 2011 in Palm Beach County, Florida, and the US.
- Write 3-4 sentences describing and comparing the distribution of cases of disease in the two geographic areas.
- (2). Construct two pie charts showing the distribution of cases of the disease by age group in 2009. One pie chart should be for Florida and one for Palm Beach County. If there are fewer than 20 cases for the disease you have chosen for Palm Beach County during 2007, combine three years of data (2007-2009).
- Write 3-4 sentences describing and comparing the distribution of cases of disease in the two geographic areas.
- (3). Construct a table depicting the incidence rates of the disease by sex during each of the years 2007, 2008, 2009, 2010, and 2011 in Palm Beach County and Florida.
- Write 3-4 sentences describing and comparing the incidence rates of the disease by sex between the two areas and the trends in each of the two areas.

Although this is a group assignment, each student must understand what paragraph on the page. All the information to create these figures/tables is on the website: www.floridahealth.com. Please use PowerPoint or Excel to create these figures/tables. For each Graphical chart/tables, give me the exact web address of the numerator and denominator (if applicable) data.

This assignment will be graded according to the following criteria for each graph or table:
 (a) 10 points proper construction of graphs, pie charts, and tables (e.g. appropriate data located and depicted).
 (b) 5 points for accuracy of data depicted (i.e. appropriate data located and depicted).
 (c) 10 points for interpretation with pertinent findings you have written in 3-4 sentences.

The assignment is due by
3. Exam 1: 10 Points
 The first exam will cover course material, assignments and readings for the first 8 weeks of the course. Exams will be multiple choice, short answer, data analysis and interpretation, case study and scenario. You will have a 2 hour time limit for the exam, and may only take it once. You are permitted to consult your book or notes.

4. Completion of Certificate: 10 Points

Human Self-study Assignment: Students will complete the Human Participant Protections Education for research Teams self-study at the NCI web site: <http://phrp.nih/training.com/users/login.php>.

The certification of completion is due by The material will be on the final exam. If you have completed this certificate in last 3 years just provide the certificate in drop box for this assignment.

5. Exam Two: 10 Points

The second exam will cover course material, assignments, and readings for the week up to week 14 of the course. Exams will be a combination multiple choice and fill in the blank. You will have a 2 hour time limit for the exam, can only take only once and are permitted to consult your book or notes.

BIBLIOGRAPHY:

- Arshengran, A. & Seago, G.R. (2008). *Essentials of Epidemiology in Public Health*. 2nd Edition. Jones & Bartlett.
- Fletcher, H.R., Fletcher S.W., & Fletcher, R. (2014) *Clinical Epidemiology- The essentials*. Williams & Wilkins
- Gordis, L. (2013). *Epidemiology*. 4th Edition. Elsevier Health Sciences. ISBN-13: 9781416040026
- Gregg, M. B., (Eds.). (2008). *Field Epidemiology*. 3rd Edition. Oxford University Press, New York, New York. ISBN-13: 9780195313802
- Hoyman, D.L. (ed). (2008). *Control of Communicable Diseases in Man*. 19th Edition. American Public Health Association, Washington, D.C. ISBN-13: 9780875531892
- Last, J. M. (2008). *A Dictionary of Epidemiology*. 4th Edition. Oxford University Press. ISBN-13:9780195314502
- Rotman, K.J.J. (2008). *Epidemiology: An Introduction*. 1st Edition. Oxford University Press, U.S.A. ISBN-13: 9780781755641
- Szklo, M. & Nieto, F.J. (2008). *Epidemiology: Beyond the Basics*. Jones & Bartlett Publishers. ISBN-13: 9780763729271
- Tentch, S. M. & Churchill, R. E. (2000). *Principles and Practice of Public Health Surveillance*. 2nd Edition. Oxford University Press. ISBN-13: 9780195138276

Useful websites:

- International Association for Food Protection www.foodprotection.org
- Centers for Disease Control www.cdc.gov
- World Health Association www.who.org
- Florida Dept of Health www.doh.state.fl.us
- Florida Bureau of Epidemiology www.doh.state.fl.us/division_epi/index.html
- National Assn of County and City Health Officials www.naccho.org
- International Epidemiological Association www.dundee.ac.uk/iea
- American Public Health Association www.apha.org
- Florida Public Health Association www.fpha.org
- Healthy People 2010 www.healthypeople.gov
- National Center for Health Statistics www.cdc.gov/nchs
- US census Bureau www.census.gov
- National Library of Medicine's on line databases www.nlm.nih.gov
- Palm Beach County Health Dept <http://bchhd.com>
- Dictionary of epidemiology <http://www.socscisearch.com/doi/10.1080/095952606005926.html>
- Resources journals & training programs <http://www.cdcmonitor.net>
- Help with writing and proper citation <http://owl.english.umd.edu/owl>
- Journals that commonly publish epidemiologic studies
- American Journal of Epidemiology*
- American Journal of Public Health*
- Annals of Epidemiology*
- Epidemiological Bulletin*
- Epidemiologic Reviews*
- International Journal of Epidemiology*
- Journal of Epidemiology and Community Health*

Morbidity and Mortality Weekly Report
Public Health Reports

COURSE SPECIFIC LITERATURE:

Gaspard, P., Amberl-Balay, K., Mosnier, A., Aho-Gle'lo', S., Roth, C., Laroeca, S., Simon, L., Talon, D., Rebaud, C., & Pothier, P., (2015). Burden of gastroenteritis outbreaks: Specific epidemiology in a cohort of institutions caring for dependent people. *Journal of Hospital Infection* 91 (18, e27).

Saiari, I. (2004). Epidemiology of caring practices and pharmacosurveillance in the elderly: A cooperative development of research protocol. *Assistenza Infermieristica e Ricerca*, 23(1), 26-33.

COURSE POLICIES & GUIDELINES

The course syllabus can be changed by the instructor as needed. Students will be notified in advance via Blackboard of any changes to the schedule or the syllabus.

Students are reminded that the College of Nursing Professional Statement and University Policies are related to academic integrity and apply to all tests, written assignments, verbal communications and other course activities. All policies in the college and university catalogs apply to this course.

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. The student is expected to log on to the course website at least three times weekly to obtain the reading materials and check on course updates and announcements.
3. The student is expected to turn in assignments using Blackboard on or before the due date assigned. Unless otherwise noted, assignments are due at the end of each unit. Points will be deducted for late assignments. In exceptional circumstances student may contact the faculty member to request an extension prior to the assignment/exam due date. Technical difficulties are not considered exceptional circumstances.
4. All assignments submitted may be scanned by a similarity software program. As such, assignments must be submitted through the course website rather than as e-mail attachments. E-mail assignments will not be accepted.
5. All assignments will be completed in APA format: (Publication Manual of the American Psychological Association, 5th edition; ISBN 1-557987912 or 1-557988192).
6. All students must use their FAU e-mail address and have regular access to the internet.
7. All communications must be made through the BB course. A threaded discussion for general course questions has been created. Students are expected to view this discussion at least weekly. Personal communications can be made via email within the course, by phone or SKYPE.

COLLEGE OF NURSING POLICIES

Policies below may be found in:

- a) The faculty reserves the right to make changes in course content and requirements.
- b) The Christine E. Lynn College of Nursing Graduate Handbook located at: <http://nursing.fsu.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%2011.pdf>
- c) Florida Atlantic University's Academic Policies and Regulations <http://www.fsu.edu/academic/register/catalog/academic.php> and <http://www.fsu.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: http://www.fsu.edu/regulations/catalog/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absence include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. **USE OF STUDENT COURSE MATERIAL:** The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

COURSE SCHEDULE

Unit #	Module/ Unit Topic	Module/Unit Objective(s)	Assessment(s)	Lesson Content	Assessment Technology
Intro	Introduction to Course	Locate resources outlined in Start Here unit.	Demonstrate ability to navigate through course	*Start Unit Here - section instructions	
1 8/22	Epidemiology and Its Progress	List benefits of understanding population health for advanced practice nurses. (CO:1)	Quiz (1:1) 5 POINTS Due 8/27	Reading: Macha & McDonough Chapter 1 (1:1) Interactive Lecture: Epidemiology and Its Progress (1:1)	Nursing World http://nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJN/TableOfContents/Vol-17-2012/No2-May-2012/Evolving-Public-Health-Nursing-Roles.html Yale School of Public Health http://publichealth.yale.edu/research/center/index.aspx Centers for Disease Control and Prevention http://www.cdc.gov/guanaline/ MedEpi http://www.academia.edu/1746565/Epidemiologic_Concepts_for_the_Prevention_and_Control_of_Infectious_Diseases
2 8/28	The Role of Epidemiology and Statistics in Advanced Nursing Practice Part I	Describe population health and understand the effects of population health on individuals. (CO:1)	Discussion Board: Relation between epidemiology and statistics (2:1) 5 POINTS Due 9/3	Reading: Macha & McDonough Chapter 2 (2:1) Interactive Lecture: The Role of Epidemiology and Statistics in Advanced Nursing Practice Part I (2:1)	U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pubmed/17579564 http://www.ncbi.nlm.nih.gov/pubmed/10086314
3 9/4	The Role of Epidemiology and Statistics in Advanced Nursing Practice Part II	Demonstrate understanding of various epidemiologic methods of investigating health issues. (CO:1)	Discussion Board: Use of epidemiology and statistics in practice to improve outcomes (3:1) 5 POINTS Due 9/10	Reading: Macha & McDonough Chapter 2 (3:1) Interactive Lecture: The Role of Epidemiology and Statistics in Advanced Nursing Practice Part 2 (3:1)	Wellcome Trust Centre for the History of Medicine at UCL, London http://www.epidemiology.ch/history/papers/SPM420474282429542080-9420Hardc-2.pdf
4 9/11	Study Design and Their Outcomes	Understand strengths and weakness of various epidemiologic study methods and designs. (CO:2)	Begin Infectious Disease Trends Assignment (3:1, 4:1, 5:1)	Reading: Macha & McDonough Chapter 3 (4:1) Interactive Lecture: (4:1) Study Design and Their Outcomes	American Heart Association http://stroke.ahajournals.org/content/39/1/L161 U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pubmed/20874024
5 9/18	Nursing Resources for Epidemiology	Learn and demonstrate critical review and analysis of health through the use of statistics and research into health issues affecting populations. (CO:2)	Continue group work with Infectious Disease Trends assignment. (3:1, 4:1, 5:1)	Reading: Macha & McDonough Chapter 4 (5:1) Interactive Lecture: Nursing Resources for Epidemiology (5:1)	U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pubmed/15862718 http://www.ncbi.nlm.nih.gov/pubmed/19418384 American Journal of Epidemiology http://aje.oxfordjournals.org/content/166/11/1345.long
6 9/25	Emerging Infectious Diseases	Apply epidemiological analysis related to a specific health problem including infectious diseases. (CO:2)	Submit INFECTION DISEASE TRENDS ASSIGNMENT (6:1, 7:1) 20 POINTS Due 10/1	Reading: Macha & McDonough Chapter 5 (6:1) Interactive Lecture: Emerging Infectious Diseases (6:1)	U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/books/NBK44714/ Centers for Disease Control and Prevention http://www.cdc.gov/eid/content/11/12/2102_article.htm Infectious Diseases of Poverty Journal http://www.idpjournals.com/content/1/1/1 Journal of Clinical Investigation http://www.jci.org/articles/view/21378
7 10/2	Screening and Prevention of Disease	Demonstrate skill in analyzing population health using principles of epidemiology. (CO:4)	Discussion Board: Screening and Prevention Strategies in Advanced Practice Nursing (6:1, 7:1) 5 POINTS	Reading: Macha & McDonough Chapter 6 (7:1) Interactive Lecture: Screening and Prevention of Disease (7:1)	Centers for Disease Control and Prevention http://www.cdc.gov/ncbddd/odphp/h2t/resources/preventative_screening.htm U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pubmed/23363703 Journal of Family Practice http://www.foxonline.com/pages.asp?AID=6517

8 10/9	Epidemiology of Chronic Diseases	Demonstrate skill in analyzing population health using principles of epidemiology (CO-4)	Exam One Due October 9-11 (6:1, 7:1, 8:1) 10 POINTS Due 10/15 Fall break 10/10-11	Reading Macha & McDonough Chapter 7 (8:1) Audio Epidemiology of Chronic Disease (8:1)	Improving Chronic Illness Care http://www.improvingchroniccare.org/index.php?r=The_Chronic_Care_Model&r=2 Centers for Disease Control and Prevention http://www.cdc.gov/od/ohrt/chronicdisease/index.htm U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1199224/
9 10/16	Genetic Epidemiology	Examine issues related to scholarly study of nursing practice outcomes and measures using epidemiology concepts. (CO-4, 5)	Discussion Board: Role of APRN in genetics (9:1) 5 POINTS Due 10/22	Reading Macha & McDonough Chapter 8 (9:1) Interactive Lecture: Genetic Epidemiology (9:1)	Genetic Science Learning Center http://learn.genetics.utah.edu/content/disorders/whatstard/ National Human Genome Research Institute http://www.genome.gov/10901294 Scientific American http://www.scientificamerican.com/article.cfm?id=fatal-genome-screening-could-prove-tragic
10 10/21	Environmental Epidemiology	Examine issues related to scholarly study of nursing practice outcomes and measures using epidemiology concepts. (CO-5)	Discussion Board: Environmental disaster and efforts on health. (10:1) 5 POINTS Due 10/29	Reading Macha & McDonough Chapter 9 (10:1) Interactive Lecture: Environmental Epidemiology (10:1)	Nursing World http://www.nursingworld.org/MainMenuCategories/ANAM/Articles/ANAM/Articles/OTN/TopicContent/Volume122007/November07/HowEnvironmentalHealthRiskAffectsNurses.aspx Centers for Disease Control and Prevention www.cdc.gov/environmental
11 10/30	Role of Culture in Epidemiology Happy Halloween	Understand the "patient" as the community applied to the advanced practice of nursing. (CO-4)	Discussion Board: Food and Culture (11:1) 5 POINTS Due 11/5	Reading Macha & McDonough Chapter 10 (11:1) Interactive Lecture: Role of Culture in Epidemiology (11:1)	McGill Journal of Medicine http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2322228/ Euromed http://www.euromediafo.eu/?v=culture-influences-health-beliefs.html/
12 11/6	Nursing in Pandemics and Emergency Preparedness	Apply epidemiological analysis related to a pandemic and disaster preparedness. (CO-3)	Quiz (12:1) 5 POINTS Due 11/12	Reading Macha & McDonough Chapter 11 (12:1) Interactive Lecture: Nursing in Pandemics and Emergency Preparedness (12:1)	World Health Organization http://www.who.int/mediacentre/news/2011-083813/en/ U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pubmed/17183395 Oxford Journals http://dx.doi.org/10.1093/oxfordjournals/194.supplement_2.a292.full.pdf
13 11/13	Ethical and Legal Issues in Epidemiology	Examine controversial issues related to ethical and legal issues in nursing practice using epidemiology concepts. (CO-3,4)	Discussion Board: Ethical issues and legal implications surrounding genetic testing (9:1;13:1) 5 POINTS Due 11/19	Reading Macha & McDonough Chapter 12 (13:1) Interactive Lecture: Ethical and Legal Issues in Epidemiology (13:1)	World Medical Association http://www.wma.net/en/20activities/10ethics/10belaink/ The Belmont Report http://www.fda.gov/ohrt/humansubjects/evidence/belmont.html National Institute on Aging http://grants.nih.gov/grants/evidence/pe-files/PA-11-181.html
14 11/20	Epidemiologic Applications in Clinical Nursing Practice	Examine issues related to scholarly study of nursing practice outcomes and measures using epidemiology concepts. (CO-2,3)	Submit NCI certificate November 28th (14:1) 10 POINTS Due 11/28 *Delayed dates due to Thanksgiving Holiday.	Reading Macha & McDonough Chapter 13 (14:1) Audio Interactive Lecture: Epidemiologic Applications in Clinical Nursing Practice (14:1)	American Public Health Association http://www.apha.org/nursing/prepare/responses/checkboxselection.php?RemoveUnselected.htm Association of Community Health Nursing Educators http://ashne.org/Files/publications/2009/2009Document.pdf
15 11/28	Course Synthesis	Integrate concepts of caring in the study of phenomenon of concern to nursing. (CO.2,3,4,5)	Discussion Board: Course Synthesis and Lessons Learned 5 POINTS Due 12/3	Review Macha & McDonough text (15:1)	
December 4-8 EXAM 2					
10 POINTS					



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations; co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'



COURSE SCHEDULE

Unit #	Module/ Unit Topic	Module/Unit Objective(s)	Assessment(s)	Lesson Content	Assessment Technology
Intro	Introduction to Course	Locate resources outlined in Start Here unit	Demonstrate ability to navigate through course	"Start Unit Here" section instructions	
1 8/22	Epidemiology and Its Progress	List benefits of understanding population health for advanced practice nurses. (CO:1)	Quiz (1:1) 5 POINTS Due 8/27	Reading: Macha & McDonough Chapter 1 (1:1) Interactive Lecture: Epidemiology and Its Progress (1:1)	Nursing World http://nursingworld.org/MainMenuCategories/ANAMarketingplace/ANAPeriodicals/OJIN/Tabco/Contents/Vol-17-2012/No2-May-2012/Evolving-Public-Health-Nursing-Roles.html Yale School of Public Health http://publichealth.yale.edu/cind/research/enteric/index.aspx Centers for Disease Control and Prevention http://www.cdc.gov/quarantine/ MedEpi http://www.academia.edu/1246565/Epidemiologic_Concepts_for_the_Prevention_and_Control_of_Infectious_Diseases
2 8/28	The Role of Epidemiology and Statistics in Advanced Nursing Practice Part I	Describe population health and understand the effects of population health on individuals. (CO:1)	Discussion Board: Relation between epidemiology and statistics (2:1) 5 POINTS Due 9/3	Reading: Macha & McDonough Chapter 2 (2:1) Interactive Lecture: The Role of Epidemiology and Statistics in Advanced Nursing Practice Part I (2:1)	U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pubmed/17579664 http://www.ncbi.nlm.nih.gov/pubmed/10086814
3 9/4	The Role of Epidemiology and Statistics in Advanced Nursing Practice Part II	Demonstrate understanding of various epidemiologic methods of investigating health issues. (CO:1)	Discussion Board: Use of epidemiology and statistics in practice to improve outcomes (3:1) 5 POINTS Due 9/10	Reading: Macha & McDonough Chapter 2 (3:1) Interactive Lecture: The Role of Epidemiology and Statistics in Advanced Nursing Practice Part 2 (3:1)	Wellcome Trust Centre for the History of Medicine at UCL, London http://www.epidemiology.ch/history/papers/SPM%2047%282%29%2080-9%20Hard-2.pdf
4 9/11	Study Designs and Their Outcomes	Understand strengths and weakness of various epidemiologic study methods and designs. (CO:2)	Begin Infectious Disease Trends Assignment (3:1, 4:1, 5:1)	Reading: Macha & McDonough Chapter 3 (4:1) Interactive Lecture: (4:1) Study Designs and Their Outcomes	American Heart Association http://ahajournals.org/content/39/171.full U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pubmed/20874034
5 9/18	Nursing Resources for Epidemiology	Learn and demonstrate critical review and analysis of population health through the use of statistics and research into health issues affecting populations. (CO:2)	Continue group work with Infectious Disease Trends assignment. (3:1, 4:1, 5:1)	Reading: Macha & McDonough Chapter 4 (5:1) Interactive Lecture: Nursing Resources for Epidemiology (5:1)	U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pubmed/15862718 http://www.ncbi.nlm.nih.gov/pubmed/19418384 American Journal of Epidemiology http://ajph.aphspublishers.org/content/166/11/1345.long
6 9/25	Emerging Infectious Diseases	Apply epidemiological analysis related to a specific health problem, including infectious diseases. (CO:2)	Submit INFECTION DISEASE TRENDS ASSIGNMENT (6:1, 7:1) 20 POINTS Due 10/1	Reading: Macha & McDonough Chapter 5 (6:1) Interactive Lecture: Emerging Infectious Diseases (6:1)	U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/books/NBK45714/ Centers for Disease Control and Prevention http://www.cdc.gov/od/ocid/article/11195-0102_article.htm Infectious Diseases of Poverty Journal http://www.idjournal.com/ocidocn/1113/ Journal of Clinical Investigation http://www.jci.org/articles/view/21370
7 10/2	Screening and Prevention of Disease	Demonstrate skill in analyzing population health using	Discussion Board: Screening and Prevention Strategies in	Reading: Macha & McDonough Chapter 6 (7:1)	Centers for Disease Control and Prevention http://www.cdc.gov/nccdphp/dnpao/his/resources/preventative_screening.htm U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pubmed/23363703

					Journal of Family Practice http://www.fpodline.com/guest.asp?AID=8512
principles of epidemiology (CO-4)	Advanced Practice Nursing (6-1, 7-1) 5 POINTS	Interactive Lecture: Screening and Prevention of Disease (7-1)	Due 10/8	Exam One	
8. Epidemiology of Chronic Disease	Demonstrate skill in analyzing population health using principles of epidemiology (CO-4)	Reading: Macha & McDonough Chapter 7 (8-1) Audio: Epidemiology of Chronic Disease (8-1)	Due 10/8 Exam One	Due October 8 11 (6-1, 7-1, 8-1) 10 POINTS	http://www.lunapublishing.com/science.asp?index.php?The_Chronic_Diseases_Model&sz=2 http://www.cdc.gov/chronicdiseases/about/index.htm U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1199924/
9. Genetic Epidemiology	Examine issues related to scholarly study of nursing practice outcomes and measures using epidemiology concepts (CO-4, 5)	Reading: Macha & McDonough Chapter 8 (9-1) Interactive Lecture: Genetic Epidemiology (9-1)	Due 10/15 Fall break	Due 10/15-11	Genetic Sciences Learning Center http://learn.genetics.utah.edu/content/diseases/bairnsd/ National Human Genome Research Institute http://www.genome.gov/10001264 Scientific American http://www.scientificamerican.com/article.cfm?id=geni-science-screening-could-boost-cancer
10. Environmental Epidemiology	Examine issues related to scholarly study of nursing practice outcomes and measures using epidemiology concepts (CO-4, 5)	Reading: Macha & McDonough Chapter 9 (10-1) Interactive Lecture: Environmental Epidemiology (10-1)	Due 10/29	Due 10/29	Spring World http://www.springer.com/978-1-4419-6145-9/1-chapter-9 Centers for Disease Control and Prevention http://www.cdc.gov/environmental/
11. Role of Culture in Epidemiology	Understand the "patient" as the community applied to the practice of advanced nursing (CO-4)	Reading: Macha & McDonough Chapter 10 (11-1) Interactive Lecture: Role of Culture in Epidemiology (11-1)	Due 11/5	Due 11/5	McGill Journal of Medicine http://www.mcgill.ca/mjm.nhl.ca/meded/issue/PMC3329228/ EuroMed http://www.euroimed.info/en/culture-influences-health-beliefs.html/
12. Nursing in a Pandemic Preparedness	Apply epidemiological analysis related to a pandemic and disaster preparedness (CO-3)	Reading: Macha & McDonough Chapter 11 (12-1) Interactive Lecture: Nursing in Pandemics and Emergency Preparedness (12-1)	Due 11/12	Quiz (12-1) 5 POINTS	World Health Organization http://www.who.int/bulletin/volume97/11/080815/en/ U.S. National Library of Medicine http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1199924/ Oxford Journals http://dx.doi.org/10.1093/aje/kwz019
13. Ethical and Legal Issues in Epidemiology	Examine controversial issues related to ethical and legal issues in nursing practice using epidemiology concepts (CO-3, 4)	Reading: Macha & McDonough Chapter 12 (13-1) Interactive Lecture: Ethical and Legal Issues in Epidemiology (13-1)	Due 11/19	Discussion Board: Ethical issues related to issues and legal implications surrounding nursing practice using epidemiology concepts (CO-3, 4)	World Medical Association http://www.wma.net/e/ethicrules/10ethrule/10ethrule.htm The Belmont Report http://www.fda.gov/ohrt/humansubjects/guidance Belmont.html National Institute on Aging http://healthit.tufts.edu/brand/guides/guide%20PA-11-181.html
14. Epidemiologic Applications in Clinical Nursing Practice	Examine issues related to scholarly study of nursing practice outcomes and measures using epidemiology concepts (CO-2, 3)	Reading: Macha & McDonough Chapter 13 (14-1) Audio: Interactive Epidemiologic Applications in Clinical Nursing Practice (14-1)	Due 11/28 Thanksgiving Holiday	Submit NCI certificate November 28th (14-1) 10 POINTS	American Public Health Association http://www.apha.org/memberresources/sections/epidemiology/ResearchPublicHealth Association of Community Health Nursing Educators http://ajce.apha.org/ajce/ajce/CommunityHealthNursingDocument.pdf
15. Course Synthesis	Integrate concepts of caring in the study of	Review Macha & McDonough text (15-1)			

	phenomenon of concern to nursing. (CO:2,3,4,5)	5 POINTS Due 12/3		
December 4-8 EXAM 2				
10 POINTS				



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations, co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'