A picture containing text

Description automatically generated

# **graduate COMMITTEE curriculum PROPOSAL FORM**

## A. Cover page (rover over text for more instructions- please delete red instructions)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | NURS 703 Advanced Epidemiology & Biostatistics | | | | |  |
| Academic Unit | School of Nursing | | | | | |  |
| A.2. [Proposal type](#type) | Course: revision | | | | |  |
| A.3. [Originator](#Originator) | Kara Misto, DNP Program Director | | [Home department](#home_dept) | | Graduate Department, School of Nursing | |
| A.4. [Rationale](#Rationale)  Additional Information for [new programs](#type) | Currently all DNP students are required to take NURS 703 - Advanced Epidemiology and Biostatistics as part of their program of study, which is offered in the Fall only. Finding a qualified faculty member to teach this course has been challenging, however, most recently a full-time HPE faculty member has taught this course with great success and has offered feedback on the course. NURS 703 and HPE 507 are very similarly structured in terms of content, assignments, and expected outcomes; therefore, the recommendation is to cross-list these two courses to create further opportunities for both graduate nursing students and M.Ed. students. Furthermore, this will allow students in both programs to enroll in the course either in fall or in spring, thereby allowing more flexibility to both groups. Given their similarity and because both courses fulfill the standards for Masters and Doctoral programs, it would be logical to cross list this course. | | | | | |
| A.5. [Student impact](#student_impact) | Cross listing these two courses allows graduate students at either the Masters or Doctoral level to be able to take HPE 507 / NURS 703 in either the fall or the spring (right now NURS 703 is only offered in Fall and HPE 507 is only offered in the fall). This will provide flexibility in terms of availability to students and greater student diversity within the same class section. Currently, most M.Ed. in Health Ed. candidates are school nurses. Some of them have an interest in pursuing higher (graduate) education in nursing. Taking this cross-listed course will help them fulfill a required course, should they proceed to pursue graduate nursing in the future. | | | | | |
| A.6. [Impact on other programs](#impact) | No impact on any programs other than Graduate Nursing and the M.Ed. in Health Education programs. | | | | | |
| A.7. [Resource impact](#Resource) | [Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.): | As above. | | | | |
|  | [Library:](#library) | N/A | | | | |
|  | [Technology](#technology) | Use of an OWL camera; which is available to faculty teaching at the RINEC building. | | | | |
|  | [Facilities](#facilities): | N/A | | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2024 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | | |
| A.10 [Changes to the website](#Signature_2) | None required | | | | | |

|  |
| --- |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include all relevant pages from the college catalog, and show how the catalog will be revised.  (1) Go to the “Forms and Information” on the graduate committee’s website  <https://www.ric.edu/department-directory/graduate-curriculum-committee/forms-and-information>  Scroll down until you see the Word files for the current catalog.  (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs.  (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal.    (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog.  (5) Check the revised catalog pages against the proposal, making sure that program totals are correct when adding or deleting course credits. |

## B. NEW OR REVISED COURSES

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  |  |
| B.2. Cross listing number if any | HPE 507 |  |
| B.3. [Course title](#title) |  |  |
| B.4. [Course description](#description) |  |  |
| B.5. [Prerequisite(s)](#prereqs) | DNP program matriculation or consent of program director (NURS 703); graduate status or consent of instructor (HPE 507) |  |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.11.a [Delivery Method](#instr_methods) | Hybrid (with HyFlex options) |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  | |

| B.16. [Course learning outcomes](#outcomes): List each outcome in a separate row | [Professional organization standard(s)](#standards), if relevant | [How will each outcome be measured?](#measured) |
| --- | --- | --- |
| 1. Define epidemiology and explain its importance in public health and nursing; summarize the history of epidemiology, contextualize with the practice of nursing; role of epidemiology in investigating/surveilling and addressing population health issues, and in evaluating interventions; summarize the role of epidemiology in evidence-based practice | HESPA II areas VII, VIII  AACN Essentials Domains I, III, VI. | *Quizzes, class discussions* |
| 2. Analyze public health issues in terms of person, place, and time; outline the dynamics of disease transmission and natural history of disease; identify causes and risk factors; assess health disparities in light of social determinants of health | HESPA II areas I, IV  AACN Essentials Domains II and III. | *Quizzes, discussion assignments (Blackboard)* |
| 3. Apply key terms and definitions of epidemiology; compare basic measures of morbidity, mortality, and disability; define and interpret measures of association | HESPA II area IV  AACN Essentials Domain I and IV. | *In-class exercises, case studies, quizzes* |
| 4. Identify important data sources for epidemiology; recognize ethical issues crucial to data collection, management, and application of epidemiologic data; summarize data; identify appropriate statistical tests to analyze data | HESPA II areas  I, IV, V, VI  AACN Essentials Domains II, IV, V, VIII. | *class discussions; quizzes; in-class activities* |
| 5. Describe epidemiological study designs; apply appropriate study design(s) to address specific health problems; critically evaluate journal articles on epidemiological studies; interpret study results with emphasis on chance, bias, confounding, effect modification; apply concepts of epidemiology on doctoral research projects | HESPA II areas IV, VI  AACN Essentials Domains I, III, IV. | *Quizzes, in-class discussions, discussion assignments (Blackboard)* |

| B.17. [Topical outline](#outline): Please do not include a full syllabus |
| --- |
| Detailed topics |
| Welcome, introduction, and syllabus Looking at the epidemiologic approach through an example |
| What is epidemiology? Epidemiology as a profession |
| Intro to measures of morbidityMeasures of morbidity: prevalence and incidence |
| MEASURES OF MORTALITY  Sources of data for use in epidemiology  Descriptive epidemiology Health Disparities and Social Determinants of HealthCrude versus standardized measures of mortality Looking at mortality measures from a recent media report |
| DATA INTERPRETATION ISSUES: CHANCE, BIAS, CONFOUNDING  Working with data (contd.): descriptive statistics  Introduction to inferential statistics for public health data |
| EPIDEMIOLOGY OF INFECTIOUS DISEASES |

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Kara Misto | Program Director of DNP |  | 4/22/24 |
| Debra Servello | Chair of Graduate Department of Nursing | Debra Servello | 4/23/2024 |
| Justin DiLibero | Dean of the Onanian School of Nursing | Justin DiLibero | 4/23/2024 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

##### D.2. [Acknowledgements](#acknowledge):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Soumyadeep Mukherjee | Program Coordinator, M.Ed. in Health Education | *Soumyadeep Mukherjee* | 04/23/24 |
| Susan Clark | Chair of Health & Physical Education | Susan Clark | 4/23/24 |
| Carol Cummings | Dean of Feinstein School of Education & Human Development | Carol A. Cummings | 4/26/24 |