

Status: PENDING

PROGRAM REQUEST
Integrated Determinants of Health Minor

Last Updated: Myers,Dena Elizabeth
04/08/2011

Fiscal Unit/Academic Org	Nursing - D1700
Administering College/Academic Group	Nursing
Co-administering College/Academic Group	
Semester Conversion Designation	Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
Current Program/Plan Name	Integrated Determinants of Health Minor
Proposed Program/Plan Name	Integrated Determinants of Health Minor
Program/Plan Code Abbreviation	IDTHLTH-GM
Current Degree Title	

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		15	10.0	10	0.0
Required credit hours offered by the unit	Minimum	15	10.0	10	0.0
	Maximum	15	10.0	10	0.0
Required credit hours offered outside of the unit	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0
Required prerequisite credit hours not included above	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals • Not required at this time.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

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Attachments

- CoN letter to OAA.pdf: College of Nursing letter to OAA
(Letter from the College to OAA. Owner: Polivka,Barbara Jaszczuk)
- Graduate Minor Integrated Determinants of Health.pdf: Program Rationale
(Program Rationale Statement. Owner: Polivka,Barbara Jaszczuk)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Polivka,Barbara Jaszczuk	04/05/2011 08:56 AM	Submitted for Approval
Approved	Polivka,Barbara Jaszczuk	04/05/2011 08:59 AM	Unit Approval
Approved	Bernhard,Linda Anne	04/05/2011 03:02 PM	SubCollege Approval
Approved	Ahijevych,Karen Louise	04/07/2011 09:14 AM	College Approval
Approved	Myers,Dena Elizabeth	04/08/2011 09:08 AM	GradSchool Approval
Pending Approval	Soave,Melissa A	04/08/2011 09:09 AM	CAA Approval



January 12, 2011

Dr. Randy Smith, Vice Provost
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Dear Dr. Smith:

On behalf of the faculty of the College of Nursing, we are pleased to submit these semester conversion proposals. The College of Nursing currently administers the programs listed below; all are being converted to semesters.

- Undergraduate Programs:
 - BS in Nursing
 - Traditional option
 - RN to BSN option
- Graduate Programs:
 - Masters Programs
 - Adult Clinical Nurse Specialist specialty
 - Adult Nurse Practitioner specialty
 - Adult Acute Care Nurse Practitioner specialty
 - Family Nurse Practitioner specialty
 - Clinical Nurse Leader specialty
 - Dual Women's Health and Nurse-Midwifery specialty
 - Nurse-Midwifery specialty
 - Neonatal Nurse Practitioner specialty
 - Nursing and Health Systems Management specialty
 - Nursing Administration sub-specialty
 - Public Health Nursing sub-specialty
 - Nursing Science specialty
 - Pediatric Nurse Practitioner specialty
 - Pediatric Acute Care specialty
 - Adult Psychiatric and Mental Health Nurse Practitioner and Clinical Nurse Specialist specialty
 - Child and Adolescent Psychiatric and Mental Health specialty
 - Women's Health Nurse Practitioner specialty
 - PhD in nursing
 - Doctor of Nursing Practice (DNP)
- Graduate minor in Integrated Determinants of Health

The Baccalaureate and Master's programs in the College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation was obtained in 2009 for 10 years. The DNP program began admitting students in 2008. In November 2010 we had a very positive DNP accreditation visit; we anticipate formal approval by October 2011. The pre-licensure programs (traditional undergraduate and graduate entry pre-licensure programs) are also approved by the Ohio Board of Nursing (2007 to 2012). All nursing curricula in the college meet the American Association of Colleges of Nursing (AACN) Essentials for Nursing Education.

AACN Essentials exist for Baccalaureate, Master's, and Doctoral Education for Advanced Nursing Practice (DNP) programs (<http://www.aacn.nche.edu/Education/essentials.htm>). In addition, the AACN approved *Essentials for Research-Focused Doctoral Programs in Nursing* guide our PhD program (<http://www.aacn.nche.edu/Education/pdf/PhDposition.pdf>).

The baccalaureate program has an option for traditional undergraduate students and another for students who are licensed registered nurses (RN to BSN). In the traditional option, students are admitted after completion of prerequisite courses, typically at the beginning of the sophomore year. Students are admitted to the RN to BSN option after completing all prerequisite courses.

The master's program offers several options for students. These include the traditional masters and the graduate entry options. Students in the traditional master's option are registered nurses who primarily have a baccalaureate degree in nursing. Students in the graduate entry option enter with the minimum of a baccalaureate degree in another discipline and pursue a master's degree in nursing. Graduate entry students complete a pre-RN licensure accelerated plan of study that parallels the traditional baccalaureate plan. All students in the master's program pursue specialization in one of the graduate specialties (e.g., adult health nurse practitioner, pediatric nurse practitioner, family nurse practitioner, neonatal nurse practitioner, woman's health nurse practitioner, nurse-midwifery, psychiatric mental health nursing, and nursing and health systems management).

The DNP program prepares graduates to provide leadership and excellence in nursing practice, including direct patient care and areas that support the delivery of clinical practice, such as administration, education, and health policy. DNP students are all post-master's students.

The PhD program prepares nurse scientists who can advance the knowledge base for nursing practice through research and scholarly activities and promote the delivery of quality health care through leadership in practice and education. Students in the PhD program are either post-master's or BS to PhD students.

The semester curricula were developed with careful thought and input from College of Nursing faculty, students, and staff. The quarter to semester (Q2S) conversion process began in autumn 2009 when six Q2S workgroups were formed to review existing quarter-based curricula and develop semester-based curricula. The workgroups were chaired by a College of Nursing faculty member and included five to eight faculty members. Each workgroup included faculty who were both familiar with the existing curricula and those that were less familiar (had not specifically taught in that program). This mix of faculty provided an opportunity for diverse and new perspectives. Each workgroup also included a staff member from the college's student affairs office.

The six workgroups were:

1. Traditional undergraduate
2. RN to BSN
3. Masters Core
4. Graduate Entry pre-licensure
5. PhD
6. DNP (Doctor of Nursing Practice)

Q2S workgroups met every two weeks throughout the 2009-2010 academic year. Initially, each workgroup developed a curriculum map of the existing quarter-based program, reviewed program goals, course objectives, and the AACN Essentials for nursing education documents (Baccalaureate, Masters, & DNP). The workgroups also explored curricula from other similar institutions.

Workgroup minutes and documents produced were posted on a college Carmen Semester Conversion web site accessible to all college faculty and staff. Workgroups also reported regularly to faculty at faculty meetings, Undergraduate/Graduate Studies committee meetings, and at faculty forums. Student input was obtained via student representatives on the graduate studies committee (n=4), the undergraduate studies committee (n=3), the PhD sub-committee (n=1), and the DNP sub-committee (n=2) as well as via an electronic survey of undergraduate students, and focus groups with graduate entry students. Input was obtained from OSU Medical Center representatives attending the undergraduate studies committee meeting and from adjunct faculty.

Draft curricula were developed by each Q2S workgroup by spring 2010. Once the draft curricula were vetted with faculty, course design teams were formed for each new semester-based course. All college faculty were appointed to at least one course design team. Each team was comprised of three to six faculty members. The course design teams developed draft syllabi that included: course description, course objectives, and course content. These draft syllabi were then submitted to the appropriate Q2S workgroup for comments and feedback. This process continued until the Q2S workgroup approved each course. Once each course was approved by the Q2S workgroup it was forwarded to the appropriate college curriculum committee (Undergraduate Studies Committee or Graduate Studies Committee) for review and approval.

In addition to the Q2S workgroups and the course design teams described above, directors of the Master's specialty programs regularly met to discuss the curricula for semester-based graduate specialties. Faculty from each specialty developed semester-based curricula for their specialty courses. These courses and programs were submitted to the Graduate Studies Committee for approval.

During autumn 2010 and winter 2011 each program curriculum and all semester courses were presented to the full faculty and approved by college faculty during a faculty meeting.

Many of the college baccalaureate, master's and DNP courses include direct clinical experiences to allow students to develop and refine the knowledge and skills they need to manage care. Clinical experiences are considered as laboratory experiences per Faculty Rule 335-8-24(A)(3). In the current quarter-based system, the college has used a 3:1 or a 4:1 ratio for clinical hours per quarter credit hours. In the semester-based system we will adhere to a 3:1 system for all undergraduate and graduate clinical courses (Faculty Rule 335-8-24(A)(3)). Therefore, semester credit hours for courses that include a clinical experience include a didactic component and a clinical component. Credit hours for the didactic component were calculated using 750 minutes per semester credit hour; credit hours for clinical experiences were calculated using 2,250 minutes per semester credit hour.

Based on the university's course numbering system guidelines, we have developed a course numbering system for college courses. The numbering system allows for courses in the same content area, but offered at different levels to have the same last 3 digits (e.g., Health Assessment for sophomore undergraduate students = 2410; Advanced Health Assessment for graduate students = 7410). Refer to attachment for specifics.

The faculty in the College of Nursing is committed to assuring progress toward graduation will not be delayed by the conversion to semesters (this applies to students currently meeting program requirements under normal conditions and without delays due to atypical circumstances such as illness, incompletes, or failure in prior course work). For a number of our programs, we are bound by our accrediting bodies to ensure that our program offerings under the semester system will be, at the very least, of equal quality as is currently. We assure students that they will be provided with information and experience necessary to be successful in program completion. Our

approach for advising students at all levels will be first and foremost, to maintain open dialogue with our students via the college's student web and student newsletter. At the undergraduate level, advisors will work with individual students to assure that both courses within nursing as well as courses needed to fulfill elective requirements are met. Advisement for the RN to BSN students will continue to be the responsibility of the program director and the academic advisor. At the graduate level, faculty will continue to work with advisees for individual program planning.

The transition policy is based on the following principles:

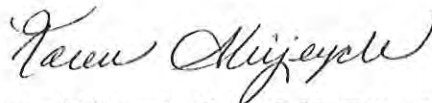
- Each semester requirement may be met by either taking an appropriate semester course or by completing an equivalent in a quarter course such that all accreditation requirements are met.
- Excess credit hours in nursing courses will not be substituted to fulfill required elective credits.
- Quarter clinical clock hours will be counted towards the total required hours in graduate specialties necessary for certification.

We recommend that the College of Nursing proposals for semester-based baccalaureate, masters, and doctoral programs in nursing be approved.

Sincerely,



Elizabeth R. Lenz, Ph.D., R.N., F.A.A.N.
Dean and Professor



Karen Ahijevych, Ph.D., R.N., F.A.A.N.
Associate Dean for Academic Affairs
and Professor

College of Nursing Course Numbering System			
1st Digit			
1	Freshman/Pre-nursing		
2	Sophomore		
3	Junior		
4	Senior		
5	Undergrad & Graduate dual credit		
6	GE pre-licensure		
7	MS		
8	PhD		
8	DNP (NP - Nursing Practice)		
2nd, 3rd, 4th Digits			
100-109	Introductory	400-409	Leadership/Management/Finance
110-190	Electives	410-419	Health Assessment
191 * repeatable	Internships	420-429	Life span development
193 * repeatable	Individual studies	430-439	Culture, Global awareness
194 * repeatable	Group studies	440-449	Theoretical foundations
		450-459	Pathophysiology
200-209	Acute Care - Adult	460-469	Communication
210-219	Acute Care - Pediatric	470-479	Pharmacology
220-229	Adult	480-489	Quality improvement/assurance
230-239	Clinical Nurse Leader	490-499	Health promotion
240-249	Community/Public Health	500-509	Policy
250-259	Nursing & Health Systems Mngmt	510-519	Ethics
260-269	Family	520-529	Informatics
270-279	Medical Surgical	530-539	Instructional strategies
280-289	Nurse-Midwifery/Obstetrics	540-549	Gerontology
290-299	Women's Health		
300-309	Neonatal	780-795;796 *	EBP/Research, courses about
310-319	Nursing Science	797 *	Study at a foreign institution
320-329	Oncology	798 *	Study tour
330-339	Pediatric	880-888;889*	Interdepartmental seminars
340-349	Psych Mental Health - Adult	890-898; 899 * repeatable	Seminars, Colloquia
350-359	Psych Mental Health - Child	980-997;998 * repeatable	Research
367 *	GEC 2nd writing course	999 * repeatable	Research Dissertation/Thesis
Decimals	Apply to MS/DNP clinicals	Suffixes	
XXXX.01	1st clinical in sequence	H	Honors
XXXX.02	2nd clinical in sequence	S	Service Learning
XXXX.03	3rd clinical in sequence		
XXXX.04	4th clinical in sequence		
XXXX.09	All RN-BSN courses		

*University special course number designation

Graduate Minor in Integrated Determinants of Health

Rationale for Program Changes

The graduate nursing minor in the Integrated Determinants of Health program, established in 2005, will require the same mix of courses as outlined within the quarter system. The College of Nursing offers the Integrated Determinants of Health minor for students enrolled in other colleges. This minor assists students in understanding the development of health and disease within the broader social determinants framework. Students examine not only certain behaviors as a cause of disease, but also examine the underlying determinants of the behavior, including the possible biological underpinnings for behavior. Coursework explores the consequences of risky behaviors among vulnerable populations, including morbidity and mortality. Currently a minimum of 15 quarter credit hours is required. In the semester based program - a minimum of 10 semester credit hours (3 courses: N8440, N8441, & N8782) will be required to complete the minor. The courses are detailed in the table below. (See Nursing PhD Program Rationale for specific information concerning course conversions). There will be no other changes to the minor.

Sem Course #	Semester Course Title	Sem. Cr. Hrs.	Quarter Course #	Quarter equivalent course(s)	Qtr. Cr. Hrs.
8440, 8441	Scientific Underpinnings of Nursing Science I & II	3,3	915, 916	Psychobiobehavioral Phenomena Underlying Determinants of Health Status Psychosocial Mechanisms Underlying Determinants of Health Disparities	5,5
8782	Research Methods III	4	917.01 and/or 917.02	Seminars in Determinants of Health, study of psychobiobehavioral phenomena Seminars in Determinants of Health, study of psychosocial phenomena	Each is 3 or 5 credits (w/lab = 5 cr.)
Total minimum credit hours		10	Total minimum credit hours		15

Course descriptions for required courses in minor:

- *N8440 Scientific Underpinnings of Nursing Science I:* Examines the scientific underpinnings used to investigate, understand and improve health status within the context of nursing science.
- *N8441 Scientific Underpinnings of Nursing Science II:* Integrates scientific approaches used to investigate, understand and improve health status within the context of nursing science.
- *N8782 Research Methods III:* Integration and application of theoretical and measurement approaches applied at micro-, meso- and macro-levels in nursing and health research. Emphasis is on selected measures of individual and population health. (Note: Students can enroll in N8782 with permission of instructor; Research Methods I & II will not be prerequisite for students in this minor.)

Transition Plan. Students in this minor will be advised by the Director of the PhD program in Nursing. Students beginning the minor in autumn 2011 will complete the quarter based minor requirements. Students beginning in autumn 2012 will complete the semester based requirements. Any deviations from this plan will be addressed on an individual basis; there will be no delay in completing this minor due to semester conversion.