New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): NRSN 614

Course Title: Vulnerability and Health Care in Diverse Communities
Abbreviated Course Title (≤ 30 chars): Vulnerability & Health Care
First Semester to be Offered: Fall 2015
Submitted by: Kate Hallowell
Submitter’s Contact Info: Phone, Email: 994-3500 khallowell@montana.edu
Instructor: Charlene A. Winters & Yoshi Colclough
Department: Nursing
College: Nursing

New Graduate Course Review Process

Instructor completes the New Course Packet.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.

Provost’s Office reviews the new course request.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

APPROVALS

Kate Hallowell 9/22/14
Submitter *

Date

Date

Date

Date

Date

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (≤31) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/OTools/CCN/ccn_default.asp

   - If a course exists with at least 80% of the same outcomes, the course is considered "equivalent" to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost's Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Nursing</th>
<th>NRSG 614</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>Vulnerability and Health Care in Diverse Communities</td>
<td></td>
</tr>
<tr>
<td>Credits:</td>
<td>Vulnerability &amp; Health Care</td>
<td></td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>College:</td>
<td>Nursing</td>
<td></td>
</tr>
</tbody>
</table>

Is this course “equivalent” to a course in the MUS System?: ☑ Yes ☐ No

Learning Outcomes for the Course:

Upon successful completion of this course, the student will:

1. Analyze contextual contributions associated with vulnerability and health disparities.
2. Examine the interface between vulnerable persons and health care systems, including access, utilization, and outcomes.
3. Synthesize concepts and theories to explain vulnerability and health disparities among diverse populations.
4. Analyze the influences of physical/spatial, cultural/ideologic, and economic/resource determinants on the health status of underserved populations.
5. Apply HP2020, WHO Strategic Goals, and models of care to select populations to reduce disparities and improve outcomes.
6. Examine rurality as a contributor to disparity and vulnerability.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

<table>
<thead>
<tr>
<th>Assigned Rubric, Course Number, Core Designation (if needed):</th>
<th>NRSG 614</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title (for Catalog):</td>
<td>Vulnerability and Health Care in Diverse Communities</td>
</tr>
<tr>
<td>Course Title (for Schedule of Classes, <strong>30 characters, max.</strong>):</td>
<td>Vulnerability &amp; HC Diverse Comm</td>
</tr>
<tr>
<td>First Semester to be Offered:</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Restricted Entry/Consent of Instructor Required:</td>
<td>☑ Yes</td>
</tr>
<tr>
<td>Instructor’s GID (last 4 digits only):</td>
<td>888</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>Nursing</td>
</tr>
<tr>
<td>College:</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

Is the requested course number available? (x4155 to check): ☐ Yes | ☐ No

Frequency of course offering: ☑ Annually | ☐ Alternate Years, starting ________

Semester(s) offered (check all that apply): ☑ Summer | ☑ Fall | ☐ Spring

Summer Options (check all that apply): ☑ First 6 weeks | ☑ Second 6 weeks | ☐ 12 weeks

Credits by mode of instruction:  
- Lecture: 2
- Seminar: 
- Independent Study: 
- Lab/Studio: 2
- Recitation/Discussion: 

**TOTAL CREDITS:** 4

Primary Mode(s) of Delivery: ☐ Face-to-face | ☑ Web-Enhanced (small on-line comp.)

☐ On-Line Only | ☑ Blended (significant on-line portion)

**Time and Location** — Call the Registrar’s Office at x4155 to find a time and location for the course.

- Assigned Day(s): ☐ M | ☐ Tu | ☐ W | Th | ☐ F | ☐ Sa | ☐ Su
- Assigned Time(s): 
- Assigned Building: 
- Assigned Room: 

Capacity (room capacity, or enrollment “cap”): 30

**Co- and Pre-Requisites** — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

- Prerequisite(s): 
- Co-Requisite(s): 

**Course Description** — Provide a course description of **40 words or less for the MSU Catalog.**

This graduate nursing course addresses concepts of vulnerability and disparity in health and healthcare among diverse and rural populations. Students will examine vulnerable populations. Interactions with the healthcare systems, including access, utilization, and
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

This is a required course in the new DNP curriculum that was approved by the Board of Regents. Additional funding was approved to support this program through the MSU Investment Proposal process in AY 12-13.

Helen Melland, Dean, College of Nursing
NEW GRADUATE COURSE NARRATIVE – NRSG 614
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:
   a. What are the special goals or purposes of the course that support a “graduate” level of the course?
      1. Analyze contextual contributions associated with vulnerability and health disparities.
      2. Examine the interface between vulnerable persons and health care systems, including access, utilization, and outcomes.
      3. Synthesize concepts and theories to explain vulnerability and health disparities among diverse populations.
      4. Analyze the influences of physical/spatial, cultural/ideologic, and economic/resource determinants on the health status of underserved populations.
      5. Apply HP2020, WHO Strategic Goals, and models of care to select populations to reduce disparities and improve outcomes.
      6. Examine rurality as a contributor to disparity and vulnerability.
   b. Is this course intended to be a required part of a new degree curriculum option, major, or minor? Yes, this required course is part of the new DNP curriculum.
   c. Provide a course syllabus containing all major topics to be covered. Syllabus attached.
   d. List required texts or other required references


2. Level of Offering:
   a. Has the course been offered previously as a 591? No
      i. If so, when?
      ii. What was the enrollment?
      iii. What level of students took the course?
      iv. What were the evaluations?
   b. Does the course represent an upgraded version of an undergraduate level course? No
      i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
   c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent) None
d. What performance requirements are placed on students which make this a graduate course?

1. Participate in weekly discussion in D2L;
2. Read required assignments;
3. Submit required written assignments as directed via the D2L Dropbox system;
4. Complete clinical lab work appropriate to the course objectives; and
5. Conduct scholarly presentation to the class.

i. Specifically state the written requirements or products of this course. Please see the Course Requirements and Tentative Outline in Syllabus.

ii. How will the student's learning be assessed and graded?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly discussions</td>
<td>30%</td>
</tr>
<tr>
<td>Clinical lab reports</td>
<td>30%</td>
</tr>
<tr>
<td>Self-reflection papers</td>
<td>20%</td>
</tr>
<tr>
<td>Self-reflection presentation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

6. Relationship to other courses, curricula, and Departments:

a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? This DNP course builds on prior DNP coursework as required in the DNP F/I curriculum.

b. Does this course replace one or more courses that will not be offered? If so, which one(s)? No

c. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? N/A

d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? N/A

e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? State reactions, both favorable and unfavorable. N/A

7. Students Served:

a. Does the proposed course serve:

i. Majors only? Yes

ii. Non-majors only? State area(s) or discipline(s) to be served. No

iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines
served. How are faculty and students in the other areas to be served being made aware of this course?

8. What is the anticipated course enrollment? 30

9. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course? Yes
   b. Does the instructor have the requisite academic training to offer this course?
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). Charlene Winters and Yoshi Colclough are tenured
   c. Are the library holdings adequate to support this course? Yes

10. Course Evaluation:
    a. How will the students evaluate the course and instructor? Online professor evaluations and new course evaluation forms for students and instructor
    b. How will the department evaluate the course and instructor? Same as above

11. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
NRSG 614: Vulnerability and Health Care in Diverse Communities  
Credits: 4 (2 lecture; 2 clinical lab)  
Semester Offered: Fall  
Prerequisites: None

Course Description: This graduate nursing course addresses concepts of vulnerability and disparity in health and healthcare among diverse and rural populations. Students will examine vulnerable populations. Interactions with the healthcare systems, including access, utilization, and outcomes will be examined. Students will address strategies for addressing disparities in healthcare.

Faculty:
Charlene A Winters, PhD, APRN, ACNS-BC  
Professor  
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32 Campus Drive #7416  
Missoula, MT 59812-7416

Yoshi Colclough, PhD, RN  
Associate Professor  
Sherrick Hall 213  
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yoshiko.colclough@cat.montana.edu  
PO Box 173560  
Bozeman, MT 59717-3560

Learning Objectives: Upon successful completion of this course, the student will:
1. Analyze contextual contributions associated with vulnerability and health disparities.  
2. Examine the interface between vulnerable persons and health care systems, including access, utilization, and outcomes.  
3. Synthesize concepts and theories to explain vulnerability and health disparities among diverse populations.  
4. Analyze the influences of physical/spatial, cultural/ideologic, and economic/resource determinants on the health status of underserved populations.  
5. Apply HP2020, WHO Strategic Goals, and models of care to select populations to reduce disparities and improve outcomes.  
6. Examine rurality as a contributor to disparity and vulnerability.

Textbooks and Materials
Required texts:

Recommended text:

Websites:
- Rural Assistance Center (RAC) Rural Health Disparities [http://www.raconline.org/topics/rural-health-disparities](http://www.raconline.org/topics/rural-health-disparities)
- Think Cultural Health [http://www.thinkculturalhealth.org/](http://www.thinkculturalhealth.org/)

Visual aids
- Cultural humility: [https://www.youtube.com/watch?v=SAHLbS1V4w](https://www.youtube.com/watch?v=SAHLbS1V4w)

**COURSE REQUIREMENTS**
1. Participate in weekly discussion in D2L;
2. Read required assignments;
3. Submit required written assignments as directed via the D2L Dropbox system;
4. Complete clinical lab work appropriate to the course objectives; and
5. Conduct scholarly presentation to the class.

**Evaluation and Grading**
- Weekly discussions 30%
- Clinical lab reports 30%
- Self-reflection papers 20%
- Self-reflection presentation 20%
- Total 100%
<table>
<thead>
<tr>
<th>Module</th>
<th>Contents</th>
<th>Details</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| 1      | Basic concepts about vulnerability            | 1. The nature of vulnerability                                          | 1. Reading assignment: Unit 1 - Chapters 1-5  
2. Online discussion—Identify a case to fit the learning objective and analyze context  
3. Self-reflection |
|        |                                               | 2. Principles of culture and cultural competence                       |                                                                                                               |
|        |                                               | 3. Theoretical perspectives on cultural competence from a perspective of social justice |                                                                                                               |
|        |                                               | 4. Cultural competence, literacy and health literacy                   |                                                                                                               |
| 2      | Determinants of health                        | 1. Underserved population                                              | 1. Selected readings  
2. Online discussion—Identify a case to fit the learning objective and analyze the influences on the health status  
3. Self-reflection |
|        |                                               | Influences of physical/spatial, cultural/ideologic, and economic/resource determinants on the health status |                                                                                                               |
| 3      | Healthcare systems                            | 1. Barriers to access to care and health care utilization by vulnerable populations. | 1. Selected readings  
2. Online discussion—Identify a case to fit the learning objective and examine barriers  
3. Self-reflection |
|        |                                               | 2. Strategies to address disparities to improve health outcomes.       |                                                                                                               |
| 4      | Application of theory and conceptual models to vulnerable populations | 1. Theories and models to explain vulnerability and health disparities. | 1. Selected readings  
2. Online discussion—Identify a case to fit the learning objective and synthesize concepts and theories  
3. Self-reflection |
|        |                                               | 2. Models of care—to reduce disparities.                              |                                                                                                               |
| 5      | Policy application                            | 1. HP2020                                                               | 1. Selected readings  
2. Online discussion—Identify a case to fit the learning objective and apply a selected model to reduce disparities and improve outcomes.  
3. Self-reflection |
|        |                                               | 2. WHO strategic Goals                                                 |                                                                                                               |
|        |                                               | 3. RWJF Focus Areas                                                    |                                                                                                               |
| 6      | Rurality                                      | 1. Rural nursing theory                                                | 1. Selected readings  
2. Online discussion—Identify a case to fit the learning objective and examine disparity and vulnerability in rural population.  
3. Self-reflection |

**Clinical labs Directions:** (90 hours focused on vulnerable population)

**Option 1-community / system focus**
1. Identify a vulnerable population to focus upon for the clinical lab.  
2. Arrange opportunities to immerse yourself within the population.  
3. Explore community and system issues effecting the delivery of quality health care.  
4. Propose strategies to address 3-5 of these issues.  
5. Write your reflection of this experience based on the course rubric (to-be-developed).
Option 2 – provider focus
1. Find local clinics, organizations, and/or program for vulnerable/underserved population.
2. Volunteer at this local clinic, organization, and or program.
3. Interview two staff member/regular volunteer on a topic you identified to be of importance to the provision of quality health care.
4. Propose strategies health care providers can implement to improve quality of health care.
5. Write your reflection of the experience based on the course rubric (to be developed).

Option 3 – individual focus
1. Find local clinics, organizations, and/or program for vulnerable/underserved population.
2. Volunteer at this local clinic, organization, and/or program.
3. Interview two clients associated with the clinic, organization, and/or program who has been experiencing health disparities.
4. Identify strategies the client can implement to address the health disparities expressed by the 2 individuals you interviewed.
5. Write your reflection of the experience based on the course rubric (to-be-developed).

Guidelines
Weekly Online Discussions (30%)
You will be assigned in a small discussion groups. Main topics will be posted in the D2L discussion. You will response to the main topics individually by identifying a case of your interest to fit the learning objective. In the following week, you will be asked to post at least two secondary responses. Deadlines for both primary and secondary responses will be posted.

Lab Reports (30%)
Keep lab report that addresses a vulnerable population in terms of health-related issues. Develop a goal statement and objectives to demonstrate how you will achieve your objectives during the lab. It will be about 90 hours. Provide a timetable of activities based on an option of your choice above to accomplish your goal and objectives for the project. One-page, single-lined reports should be posted in D2L as your progress notes to the other student and professor based on your timetable. You are expected to address their feedback as indicated.

Self-Reflection Paper (20%)
This double-spaced 5-7 pages paper should be comprehensive and served as your final, summary paper of your clinical experience. Evaluation is based upon the criteria of logical consistency, organization, and form (spelling, grammar, etc.). Grading rubric will be developed.

Self-Reflection Presentation (20%)
You will present on your self-reflection paper to the class.
NRSG 614 Vulnerability and Health Care in Diverse Communities

**Credits:** 4 (2 lecture; 2 clinical lab)

**Semester Offered:** Fall

**Prerequisites:** none

**Category:** DNP

**Course Description:** This graduate nursing course addresses concepts of vulnerability and disparity in health and healthcare among diverse and rural populations. Students will examine vulnerable populations. Interactions with the healthcare systems, including access, utilization, and outcomes will be examined. Students will address strategies for addressing disparities in healthcare.

**Course Objectives:**

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6. Examine rurality as a contributor to disparity and vulnerability.

**Approved by GAAC:** 3/12/12

**Approved by Faculty:** 4/9/12

**DNP Essential #5:** Health care policy for advocacy in health care.

**DNP Essential #7:** Clinical Prevention and Population Health for Improving the Nation’s Health