College of Health and Human Services

Dean’s Office 745-8912

Report to the Undergraduate Curriculum Committee

The following **Action** items are submitted for consideration at the Jan. 29 meeting of the UCC:

|  |  |
| --- | --- |
| Action | Proposal to Make Multiple Revisions to a CourseNURS 343 Mental Health NursingContact: Audrey Cornell, audrey.cornell@wku.edu, 745-3656 |
| Action | Proposal to Make Multiple Revisions to a CourseNURS 422 Senior PracticumContact: Audrey Cornell, audrey.cornell@wku.edu, 745-3656 |
| Action | Proposal to Create a New CourseSWRK 357 Case ManagementContact: Gayle Mallinger, gayle.mallinger@wku.edu, 270-745-3535 |
| Action | Proposal to Revise a Program586 Bachelor of Science in NursingContact: Audrey Cornell, Audrey.cornell@wku.edu, 745-3656 |
| Action | Proposal to Create a New CertificateInterdisciplinary Patient Navigator CertificateContact: Patricia Desrosiers, patricia.desrosiers@wku.edu (270) 745-4557 |

Proposal Date: 10/20/14

**College of Health and Human Services**

**School of Nursing**

**Proposal to Revise Course Credit Hours**

**(Action Item)**

Contact Person: Audrey Cornell, audrey.cornell@wku.edu, 745-3656

**1. Identification of course:**

* 1. Current course prefix and number: NURS 343
	2. Course title: Mental Health Nursing
	3. Credit hours: 2.0

**2. Proposed course credit hours:** 3.0

**3. Rationale for the revision of course credit hours:**

The N343 Mental Health course is currently a 2 credit hour course that builds skills in critical thinking, interpersonal communication with patients, families and other healthcare professionals and care for clients with mental issues across the lifespan. Mental Health is a core nursing competency that comprises a large percentage of the questions on the national licensure exam. Therapeutic communication is incorporated in all areas of nursing. The addition of an hour will allow more application-based learning in simulation, group work, and case study.

Mental Health is a 2 credit hour course in comparison with other nursing courses in the program of equal importance that are 3 credit hour (e.g. Fundamentals, Health Promotion, and Community Health). Given the number of patients in the US currently receiving mental health services and utilizing psychotherapeutic drugs (antidepressants, anti-anxiety and mood stabilizers) the student needs to be well-prepared with adequate time in this content.

**4. Proposed term for implementation:** Fall 2015

**5. Dates of prior committee approvals:**

|  |  |
| --- | --- |
| School of Nursing BSN Curriculum Committee School of Nursing BSN Prelicensure Program  | September 19, 2014  October 17, 2014 |
| College Curriculum Committee  |  Dec. 5, 2014 |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

Proposal Date: October 20, 2014

**College of Health and Human Services**

**School of Nursing**

**Proposal to Revise Course Credit Hours**

**(Action Item)**

Contact Person: Audrey Cornell, audrey.cornell@wku.edu, 745-3656

**1. Identification of course:**

* 1. Current course prefix and number: NURS 422
	2. Course title: Senior Practicum
	3. Credit hours: 3.0

**2. Proposed course credit hours:** 4.0

**3. Rationale for the revision of course credit hours:**

The NURS 422 Senior Practicum course is currently a 3 credit hour senior capstone course that requires 120 mandated hours in a clinical setting. Clinical sites and preceptor availability are limited with competition from other schools, orientation of new hospital staff, and the current constraints in providing healthcare. This often limits the educational experience during the senior practicum and the ability to influence the application-based learning that needs to occur. Student feedback indicates a desire to increase the time in simulation to apply knowledge and practice skills. By adding the additional hour we will be able to incorporate additional simulations and national licensure preparation into the course.

**4. Proposed term for implementation:** Fall 2015

**5. Dates of prior committee approvals:**

|  |  |
| --- | --- |
| School of Nursing BSN Curriculum Committee School of Nursing BSN Prelicensure Program  | September 19, 2014  October 17, 2014 |
| College Curriculum Committee  |  Dec. 5, 2014 |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

Proposal Date: November 3, 2014

**College of Health and Human Services**

**Social Work**

**Proposal to Create a New Course**

**(Action Item)**

Contact: Gayle Mallinger, gayle.mallinger@wku.edu, 270-745-3535

**1.** **Identification of proposed course:**

* 1. Course prefix and number: SWRK 357
	2. Course title: Case management
	3. Abbreviated course title: Case management
	4. Credit hours: 3 Variable credit (yes or no); No
	5. Grade type: Standard Letter Grading
	6. Prerequisites/corequisites: None
	7. Course description: This course introduces students to the fundamental aspects of case management (service coordination), including common case management roles, processes, responsibilities, and employment challenges. Major content areas include: case management roles (including advocate, broker, resource coordinator), the roles and responsibilities of the multidisciplinary team (including nurses, social worker, physicians, and other disciplines), case management with special populations (forensic, geriatric, children, diverse populations), and the responsibilities of a case manager working in health care and mental health settings. Students will be introduced to the employment challenges of case management (types of programs that hire case managers, workforce retention issues, expectations of case manager, and job satisfaction). Students will develop familiarity with how case managers and clients interface with individual, group, and family systems. Students will develop knowledge of case management ethics and explore common ethical dilemmas and boundaries issues that confront case managers.

**2. Rationale:**

* 1. Reason for developing the proposed course:

SWK 357 will serve as an online elective course in the BSW program. The person-in-environment perspective is a guiding principle of social work. This course enhances the generalist perspective by providing students with the opportunity to develop knowledge and skills in assessment, planning, intervention, and evaluation In addition, the course offers students the opportunity to use inter-professional collaboration appropriately in concurrence with proposed 2015 CSWE accreditation standards. CHHS is witnessing a growing interest in undergraduate courses that are interdisciplinary in nature and address service coordination among providers in various fields to best serve client systems. Thus, in addition to serving BSW students, this course will provide any undergraduate student interested in case management a potential elective.

* 1. Projected enrollment in the proposed course: 20-25 students
	2. Relationship of the proposed course to courses now offered by the department:

Case management may be discussed in Social Work Practice I and Interviewing classes (SWRK 375, SWRK 379); however, in contrast, SWRK 357 provides an extended exploration on the topic. The BSW program tries to provide electives that focus on a variety of specialized topics to help further develop students for anticipated jobs after graduation.

* 1. Relationship of the proposed course to courses offered in other departments:

There are several undergraduate programs and certificates in CHHS that lend themselves to using the proposed course in Case Management for Advisor Consent Electives. For example, the Family Home Visiting certification requires 6 hours of approved electives and this proposed course would be an excellent fit. In addition, CHHS is exploring a certification in Patient Navigation, and this course would be an encouraged elective.

* 1. Relationship of the proposed course to courses offered in other institutions:

Other BSW programs throughout the United States offer courses in case management. The University of Pittsburgh offers SOCWRK 1009, a 3 credit case management course. In addition, one of our benchmark institutions, Towson University, offers FMST (Family Studies) 430: Case Management for Family and Human Services.

**3. Discussion of proposed course:**

* 1. Schedule type: S
	2. Learning Outcomes:
* Explain case management roles, responsibilities, and processes
* Explain ecological-systems as a theoretical base for case management across populations and settings
* Demonstrate an awareness of and an ability to manage personal values that may impede ability to deliver professionally appropriate services (EP2.1.1; EP 2.1.2).
* Demonstrate an awareness of and sensitivity to diversity and oppression within and among systems based on age, race, ethnicity, gender, ability, or sexual orientation (EP 2.1.4; 2.1.5).
* Demonstrate the ability to analyze complex cases and identify how case management can be utilized as an intervention
* Demonstrate the ability to utilize assessment skills in developing a service plan
	1. Content outline: The syllabus will include the following topics:
* What is Case Management?
	+ Ecological perspectives
	+ Diversity issues
* Ethical Considerations
	+ Attitudes
	+ Boundaries
* Appropriate Responses to Client Systems
	+ Listening and Responding
	+ Addressing anger
* Documentation
* Initial Interviews
* Assessment
* Confidentiality
	+ HIPPA
	+ Release of Information
* Service Planning
* Conferencing
* Leadership skills
* Monitoring
* Termination
	1. Student expectations and requirements: Students will engage in class discussion, complete Blackboard assignments, complete exams based on course readings and lecture materials, reflection papers, case studies, and service plan paper.
	2. Tentative texts and course materials:

Text:

Summers, Nancy. (2012). *Fundamentals of Case Management Practice, 4th edition.* Belmont, CA: Brooks-Cole.(WITH DVD) ISBN 1-111-87053-5

Supplementary reading materials include:

Abendstern, M., Hughes, J., Clarkson, P., Tucker, S., & Challis, D. (2013). Self-assessment processes within care management: Learning from pilot projects. *Journal Of Social Work*, *13*(3), 267-286. doi:10.1177/1468017311431039

Andrews, C. M., Darnell, J. S., Mcbride, T. D., & Gehlert, S. (2013, May). Social Work and Implementation of the Affordable Care Act. *Health & Social Work*. pp. 67-71.

Craig, S. L., & Calleja Lorenzo, M. (2014). Can Information and Communication Technologies Support Patient Engagement? A Review of Opportunities and Challenges in Health Social Work. *Social Work in Health Care*, *53*(9), 845-864. doi:10.1080/00981389.2014.936991

Gratwick, S., Jihanian, L. J., Holloway, I. W., Sanchez, M., & Sullivan, K. (2014). Social Work Practice with LGBT Seniors. *Journal of Gerontological Social Work*, *57*(8), 889-907.

doi:10.1080/01634372.2014.885475

Mas-Expósito, L., Amador-Campos, J., Gómez-Benito, J., & Lalucat-Jo, L. (2014). Depicting current case management models. *Journal of Social Work*, *14*(2), 133-146. doi:10.1177/1468017313477296

Rowe, J. M., & Rizzo, V. M. (2013). The Contribution of Practice Skills in a Care Management Process for Family Caregivers. *Journal of Gerontological Social Work*, *56*(7), 623-639. doi:10.1080/01634372.2013.817497

Shaw, S. A. (2014). Bridge Builders: A Qualitative Study Exploring the Experiences of Former Refugees Working as Caseworkers in the United States. *Journal of Social Service Research*, *40*(3), 284-296. doi:10.1080/01488376.2014.901276

Slesnick, N., Glassman, M., Katafiasz, H., & Collins, J. C. (2012). Experiences Associated with Intervening with Homeless, Substance-abusing Mothers: The Importance of Success. *Social Work*, *57*(4), 343-352. doi:10.1093/sw/sws025

Yerushalmi, H., & Lysaker, P. H. (2014). The Recovery Approach to Rehabilitation: Implementation in Supervision. *Journal Of Social Work Practice*, *28*(1), 59-73. doi:10.1080/02650533.2013.828277

**4. Resources:**

* 1. Library resources: Library resources are adequate for this course as explained on the Library resources form
	2. Computer resources: Uses Blackboard and Tegrity. Both have appropriate level of support needed for this course.

**5. Budget implications:**

* 1. Proposed method of staffing: Part of faculty workload or winter/summer DELO offering.
	2. Special equipment needed: N/A
	3. Expendable materials needed: N/A
	4. Laboratory materials needed: N/A

**6. Proposed term for implementation:** Fall 2015

**7. Dates of prior committee approvals:**

|  |  |
| --- | --- |
| Department of Social Work | Nov. 21, 2014 |
| CHHS Undergraduate Curriculum Committee  |  Dec. 5, 2014 |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |

Proposal Date: 10/20/2014

**College of Health and Human Services**

**School of Nursing**

**Proposal to Revise a Program**

**Action Item**

Contact Person: Audrey Cornell, audrey.cornell@wku.edu, 745-3656

**1. Identification of program:**

* 1. Current program reference number: 586
	2. Current program title: Bachelor of Science in Nursing
	3. Credit hours: 58 credit hours

**2. Identification of the proposed program changes:**

* Delete AH 290 as a prerequisite course for the BSN program
* Reflect addition of one hour each to N422 and N343 courses increasing the

Nursing Program credit hours from 58 to 60

**3. Detailed program description:**

**Required Pre-Requisite Support Courses for the Bachelor of Science in Nursing Degree**

**Current Courses Revised Courses**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prefix | # | Course Title | Hr |  | Prefix | # | Course Title | Hr |
| Math | 116 | College Algebra | 3 |  | Math | 116 | College Algebra | 3 |
| BIOL | 131 | Human Anatomy & Physiology I | 4 |  | BIOL | 131 | Human Anatomy & Physiology I | 4 |
| BIOL | 231 | Adv Human Anatomy and Physiology | 4 |  | BIOL | 231 | Adv Human Anatomy and Physiology | 4 |
| PSY/PSYS  | 220 | Intro to Dev Psych | 3 |  | PSY/PSYS | 220 | Intro to Dev Psych | 3 |
| AH | 290 | Medical Terminology | 2 |  | ~~AH~~ | ~~290~~ | ~~Medical Terminology~~ | ~~2~~ |
| NURS | 102 | Intro to Professional Nursing | 3 |  | NURS | 102 | Intro to Professional Nursing | 3 |
| CHEM | 109 | Chemistry for the Health Sciences | 4 |  | CHEM | 109 | Chemistry for the Health Sciences | 4 |
| BIOL | 207 | General Micro | 3 |  | BIOL | 207 | General Micro | 3 |
| BIOL | 208 | General Micro Lab | 1 |  | BIOL | 208 | General Micro Lab | 1 |
| HMD  | 211 | Human Nutrition | 3 |  | HMD  | 211 | Human Nutrition | 3 |
| StatisticsCourse |  | Selected from these courses:ECON 206 StatisticsMATH 183 Introductory StatisticsPH 383 Biostatistics in the Health SciencesPSY/PSYS 313 Statistics in Psychology (Note: PSY 301 was revised in Spring 2014 to PSY 313.)SOCL 300 Using Statistics in SociologySWRK 344 Social Work Statistics and Data Analysis | 3 |  | StatisticsCourse |  | Selected from these courses:ECON 206 StatisticsMATH 183 Introductory StatisticsPH 383 Biostatistics in the Health SciencesPSY/PSYS 313 Statistics in PsychologySOCL 300 Using Statistics in SociologySWRK 344 Social Work Statistics and Data Analysis | 3 |
| The student must also have completed all requirements for general education (WKU Colonnade Program or approved general education certification transferred to WKU) prior to entry into the upper division BSN program. |

**Required Nursing Program Curriculum for a Bachelor of Science in Nursing Degree**

**Current Courses Revised Courses**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NURS | 324 | Patho for Nursing | 3 |  | NURS  | 324 | Patho for Nursing | 3 |
| NURS | 335 | Health Assessment | 3 |  | NURS | 335 | Health Assessment | 3 |
| NURS  | 336 | Health Assessment Lab | 1 |  | NURS | 336 | Health Assessment Lab | 1 |
| NURS | 333 | Fundamentals of Nursing | 3 |  | NURS | 333 | Fundamentals of Nursing | 3 |
| NURS | 334 | Clinical: Fundamentals of Nursing | 2 |  | NURS | 334 | Clinical: Fundamentals of Nursing | 2 |
| NURS | 337 | Health Promotion andDisease Prevention | 3 |  | NURS | 337 | Health Promotion and Disease Prevention | 3 |
| NURS | 329 | Concepts in Pharm I | 2 |  | NURS | 329 | Concepts in Pharm I | 2 |
| NURS | 341 | Medical-Surgical Nursing I | 3 |  | NURS | 341 | Medical-Surgical Nursing I | 3 |
| NURS | 342 | Clinical: M-S Nursing I | 3 |  | NURS | 342 | Clinical: M-S Nursing I | 3 |
| NURS | 343 | Mental Health Nursing | ~~2~~ |  | NURS | 343 | Mental Health Nursing | **3** |
| NURS | 344 | Clinical: Mental Health Nursing | 1 |  | NURS | 344 | Clinical: Mental Health Nursing | 1 |
| NURS | 429 | Concepts in Pharm II | 2 |  | NURS  | 429 | Concepts in Pharm II | 2 |
| NURS | 413 | Nursing Research and Evidence BasedPractice | 3 |  | NURS | 413 | Nursing Research and Evidence BasedPractice | 3 |
| NURS | 432 | Medical-Surgical Nursing II | 3 |  | NURS | 432 | Medical-Surgical Nursing II | 3 |
| NURS | 433 | Clinical: Medical-Surgical Nursing II  | 3 |  | NURS | 433 | Clinical: Medical-Surgical Nursing II | 3 |
| NURS  | 444 | Maternal Child Nursing | 4 |  | NURS | 444 | Maternal Child Nursing | 4 |
| NURS  | 445 | Clinical: Maternal Child Nursing | 2 |  | NURS | 445 | Clinical: Maternal Child Nursing | 2 |
| NURS | 403 | Nursing Leadership, Management/ Issues | 4 |  | NURS | 403 | Nursing Leadership, Management/Issues | 4 |
| NURS | 421 | High Acuity Nursing | 3 |  | NURS | 421 | High Acuity Nursing | 3 |
| NURS | 422 | Senior Practicum | ~~3~~ |  | NURS | 422 | Senior Practicum | **4** |
| NURS | 448 | Community Health Nursing | 3 |  | NURS | 448 | Community Health Nursing | 3 |
| NURS | 449 | Clinical: Community Health Nursing | 2 |  | NURS | 449 | Clinical: Community Health Nursing | 2 |
| TOTALS |  | Credit Hours | ~~58~~ |  | **TOTALS** |  | **Credit Hours** | **60** |

**4. Rationale for the proposed program change:**

* There are a limited number of instructors available in AH to provide the 290 course to the growing number of pre-nursing students. The content in AH290 had been previously provided in the nursing courses and will be added back to the curriculum content. This provides the opportunity to add additional hours in the nursing major courses.
* The additional 2 hours available by dropping AH290 from the prerequisites provides the opportunity for additional needed coursework in 2 major nursing courses; N422 and N343.
* The N422 Senior Practicum course is currently a 3 credit hour senior capstone course that requires 120 mandated hours in a clinical setting. Clinical sites and preceptor availability are limited with competition from other schools, orientation of new hospital staff, and the current constraints in providing healthcare. This often limits the educational experience during the senior practicum and the ability to influence the application-based learning that needs to occur. Student feedback indicates a desire to increase the time in simulation to apply knowledge and practice skills. By adding the additional hour we will be able to incorporate additional simulations and national licensure preparation into the course.
* The N343 Mental Health course is currently a 2 credit hour course that builds skills in critical thinking, interpersonal communication with patients, families and other healthcare professionals and care for clients with mental issues across the lifespan. Mental Health is a core nursing competency that comprises a large percentage of the questions on the national licensure exam. Therapeutic communication is incorporated in all areas of nursing. The addition of an hour will allow more application-based learning in simulation, group work, and case study.

Mental Health is a 2 credit hour course in comparison with other nursing courses in the program of equal importance that are 3 credit hour (e.g. Fundamentals, Health Promotion, and Community Health). Given the number of patients in the US currently receiving mental health services and utilizing psychotherapeutic drugs (antidepressants, anti-anxiety and mood stabilizers) the student needs to be well-prepared with adequate time in this content.

**5. Proposed term for implementation:** Fall 2015

**6. Dates of prior committee approvals:**

School of Nursing BSN Curriculum Committee September 19, 2014

School of Nursing BSN Prelicensure Program October 17, 2014

 CHHS Undergraduate Curriculum Committee December 5, 2014

 University Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposal Date: 10/22/2014

 **College of Health and Human Services**

**Dean’s Office**

**Proposal to Create a New Certificate Program**

**(Action Item)**

Contact Person: Patricia Desrosiers, patricia.desrosiers@wku.edu (270) 745-4557

**1. Identification of program:**

* 1. Program title: Interdisciplinary Patient Navigator Certificate
	2. Required hours in program: 19-23 depending on chosen courses
	3. Special information: This interdisciplinary certificate program will be administered by the College of Health and Human Services.
	4. Catalog description: The Interdisciplinary Patient Navigator Certificate will prepare students in the health care professions to effectively assist diverse clients to locate appropriate healthcare services, participate in healthcare decision-making, and understand medical vernacular and processes in the healthcare system. This program prepares students in the health care professions by increasing understanding of both the complexity of the US healthcare system and the diverse barriers and strengths of rural healthcare clients. Legal and ethical issues in healthcare provision are examined. Students completing this certificate will be prepared to work with patients in healthcare or community settings at all stages of the healthcare process including preventative care, maintaining a healthy lifestyle; diagnosis, treatment, and disease management; and adjustment to chronic illness or sometimes end of life. One of the required courses--HIM 100-- has additional requirements of 1) Liability Insurance, 2) Immunizations, 3) Drug Screen, 4) Criminal Background Check, 5) Professional Organization Membership. Some of these requirements may be met in other professional programs, and your Certificate Advisor can assist you with determining if the requirements are met. These requirements will cost about $150 in most cases. The certificate requires 19-23 credit hours and requires the following core courses: CORE--HIM 100, AH 290, HIM 291, HIM 292, HCA 340, AND 1 course from EACH of the following 3 categories: (1) Legal Issues—HIM 225, SWRK 375, SWRK 433, or PH 447 (2) Collaboration—SWRK 357, NURS 400, or COMM 440, (3) Cultural Competency—CD 200, NURS 321, SWRK 330, HCA 347. Courses that apply to the certificate must be completed with a grade of “C” or better.
	5. Classification of Instructional Program Code (CIP): 51.9999

**2. Learning outcomes of the proposed certificate program:**

Students completing the Interdisciplinary Patient Navigator Certificate will:

* Assist patients in navigating the complex US health care system.
* Enhance patients’ health literacy and interpret health care information to meet patient needs.
* Practice effective cross cultural communication strategies with diverse patients.
* Coordinate patient care including appointment scheduling, care conferences, and encouraging interdisciplinary collaboration.
* Address barriers to healthcare access including physical, emotional, and financial ones.
* Adhere to professional boundaries in the navigator/patient relationship.
* Protect the confidentiality and privacy of patient information including HIPAA.
* Understand and utilize an effective ethical decision making model.
* Support positive patient changes in health behavior.
* Understand medical terminology and medical records content and structure.
* Provide emotional support and assistance during all phases of the healthcare process.

**3. Rationale:**

* 1. Reason for developing the proposed certificate program: The New Emerging Health Care Professions Committee was created by Dean Bonaguro in response to community requests for new programs. As an interdisciplinary group charged with exploring the possible options for new program creation, the committee relied on a literature review, a public roundtable event, and current programming at CHHS to guide them. The committee determined that the proposed interdisciplinary patient navigator certificate meets the needs of the citizens of Kentucky, the healthcare industry, and WKU health professions students as well as the mission of the CHHS.
	2. Relationship of the proposed certificate program to other programs now offered by the department: There are currently no certificates housed at the dean’s office.
	3. Relationship of the proposed certificate program to certificate programs offered in other departments: The Communication Sciences and Disorders Department in CHHS offers a Cross Cultural Communication in Health Care Certificate. This certificate is interdisciplinary in nature and it focuses on preparing students to create, administer, and participate in language access programs in health care facilities. Their focus is on patients with limited English proficiency. The Interdisciplinary Patient Navigator Certificate is much broader in scope focusing on ensuring access and engagement of all health care patients in their care regardless of cultural background or English proficiency. While we include those clients as part of our population, any patient accessing healthcare services will be served by our graduates. CD 200 (Cross Cultural Communication in Health Care Encounters) in the CSD Cross Cultural Communication in Health Care Certificate is listed as meeting one of our requirements.
	4. Projected enrollment in the proposed certificate program: Year: 15, Students from social work, public health, nursing, health information management, and health sciences are the targeted students to be enrolled. The established need for graduates with this skill set was demonstrated during the Roundtable Session where multiple health care administrators shared they prefer to hire graduates with this specific skill set already in place.
	5. Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): This patient navigator position on the cutting edge in health care. This is a new position that is only recently being implemented to cut healthcare costs, reduce healthcare access disparities, and provide a more patient centered healthcare system, and patient navigators have demonstrated practice effectiveness in several studies in various healthcare settings (Burhansstipanov, 2010; Christie, 2008, Chen, 2008, Han, 2009, & Wang, 2010). Graduates with the patient navigator skills developed with this certificate program will help meet the need identified by health care administrators in the state of Kentucky and across the US. Students may be drawn to WKU for this certificate as salaries for this position range from $34,000 - $50,000/year. No similar certificate programs in Kentucky or within our benchmark institutions were identified. There is an online Patient Navigator Training Collaborative which is free for Colorado residents, but costly for those residing outside Colorado (about $400 per course.) For Level 2 patient navigators (the equivalent of our certificate) there are ten courses, nine of which are face-to-face. Cost of the courses ($4,000) plus travel to Colorado for nine face-to-face courses (multiple trips including multiple overnight stays) would make this program cost prohibitive for most Kentucky residents. (<http://patientnavigatortraining.org/>)
	6. Relationship of the proposed certificate program to the university mission and objectives:

“Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.” (<http://www.wku.edu/about/>)

This proposed certificate program meets the university mission by offering an evidence-based and specialized skill set that will enhance the student’s ability to easily engage in a productive employment position in a healthcare setting. The selected health care position will enhance the quality of life for not only the student engaged in this work, but also citizens receiving these services throughout Kentucky and the United States. The certificate program curriculum will help emphasize the WKU strategic plan objectives by preparing students for lifelong learning and success by expanding student learning and opportunities for employment and by enhancing life of not only students as they become employable immediately following graduation but also the clients the patient navigators will serve as a result of completing this certificate program.

**4. Curriculum:**

No new courses are proposed for this certificate.

**PROPOSED INTERDISCIPLINARY PATIENT NAVIGATOR UNDERGRADUATE CERTIFICATE**

Courses for the certificate may also meet the requirements for other degree Programs. This certificate may be completed in as little as 19 or as many as 23 hours of credit.

1. **Navigator Core Courses (All 13 hours required)**

HIM 100 Health Data Content and Structure (4 hours)

AH 290 Medical Terminology (2 hours)

HIM 291 Advanced Medical Terminology (2 hours)

HIM 292 Pharmacology & Laboratory Diagnostics (2 hours)

HCA 340 Health Care Organization and Management (3 hours)

1. **Legal Issues in Health Care (Choose 1 or Advisor Approved Selection)**

HIM 225 Legal Issues in Health Information Management (2 hours)

SWRK 375 Social Work Practice I (3 hours)

SWRK 433 Ethical Issues and Dilemmas in Social Work (3 hours)

PH 447 Human Values and the Health Sciences (3 hours)

1. **Collaboration in Healthcare (Choose 1 or Advisor Approved Selection)**

SWRK 357 Case Management (3 hours)

NURS 400 Nursing Leadership and Management (3 hours)

COMM 440 Health Communication (3 hours)

1. **Cultural Competency (Choose 1 or Advisor Approved Selection)**

CD 200 Cross Cultural Health Care Encounters (1 hour)

NURS 321 Transcultural Nursing (2 hours)

SWRK 330 Human Behavior in the Social Environment I (3 hours)

HCA 347 International Comparisons of Health Care Systems (3 hours)

**5. Budget implications:**

The proposed certificate program may lead to increased enrollment in some of the courses used to satisfy the requirements, however, all of these courses are currently offered in their respective departments. If more than 15 are enrolled, some programs may need to add an additional section. It will be important to monitor the proposed certificate program enrollment for that reason. Particularly, HIM 100 is limited by the number of available computers in their classroom. No new faculty will be required for the proposed certificate program.

**6. Proposed term for implementation:** Fall 2015

**7. Dates of prior committee approvals:**

|  |  |
| --- | --- |
| CHHS Emerging Health Professions Committee |  11/20/2014 |
| CHHS Undergraduate Curriculum Committee  | Dec. 5, 2014 |
| Contact with Office of Academic Affairs |  |
| Undergraduate Curriculum Committee  |  |
| University Senate |  |
| Board of Regents |  |