



UNIVERSITY OF KENTUCKY

JUN 06 2003

College of Nursing
Office of the Dean
Chandler Medical Center
315 CON/HSLC Bldg.
Lexington, KY 40536-0232
(859) 323-6533
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www.mc.uky.edu/Nursing

MEMORANDUM

DATE: May 21, 2003

TO: Dr. Jeffrey Dembo, Chair
University Senate Council

FROM: Dr. Carolyn A. Williams *CAW*
Dean, College of Nursing

SUBJECT: Application for new course and change in existing course

New Course:

I am writing as an update to our proposal of June 2002 requesting the approval of a new course in the DNP program. At that time we had proposed a new course number (NUR 903) which would have necessitated the re-sequencing of subsequent Doctorate of Nursing Practice (DNP) courses. Given the University's policy of a two-year moratorium on re-using existing course numbers, we were advised by your office that this proposal was not feasible. Therefore, we would like to revise our request, allocating a new course number (NUR 915) which would not affect the numbering of other DNP courses.

The faculty of the College of Nursing approved and submit for your approval a proposal for the following new course for the Doctor of Nursing Practice program:

NUR 915 Philosophy and Foundations of Evidence Based Practice (3 CH).

Course Description:

This course will provide students with the knowledge and tools to support, promote and implement evidence based practice in nursing and health care delivery systems. Emphasis will be on the synthesis, critique, and application of evidence to support quality clinical and organizational practices.

Pre-requisites:

Enrollment in Doctor of Nursing Practice program or consent of instructor

Effective Date:

Fall, 2003

Rationale for new course:

This course was not originally included in the Doctor of Nursing Practice curriculum. By the end of the first semester of the program (Fall, 2001), it became clear to faculty that this content was essential to the curriculum. A national consultant and expert in evidence based nursing practice visited the College of Nursing in Dec., 2001 and recommended inclusion of such a course in the program. The content was taught in a special topics course in Spring, 2002. It was highly successful and both faculty and students agreed that it was needed in the curriculum. It will take the place of one of the three cognates in the curriculum, thereby leaving the total required credit hours for the program unchanged.

Change in Existing Course:

The faculty also submits the following change in NUR 904, Epidemiology Applied to the Design and Evaluation of Nursing and Health Services. Again we had submitted this in June, 2002, asking that the course number be changed to reflect new sequencing. We are rescinding the request for a new course number and would simply like to increase the credit hours as described below.

1. Faculty recommend increasing the total credit hours for this course from 2 credits to 3 credits.

Effective Date:

Fall, 2003

Rationale for changes:

1. Faculty concluded that the objectives for this course are sufficiently complex to necessitate adding one credit hour. This will increase the total credit hours required in the program from a range of 53-54 credits to a range of 54-55 credits. Faculty believe the increase is justified because the program's emphases on population-focused care and evidence-based practice require a strong grounding in clinical epidemiology.

Both of these course applications had been approved by the Graduate Council in Fall, 2002. We are rescinding our request to renumber the DNP courses.

APPLICATION FOR NEW COURSE

1 Submitted by College of Nursing Date May 21/03

Department/Division offering course College of Nursing

2. Proposed designation and Bulletin description of this course:

a Prefix and Number NUR 915 b. Title* Philosophy and Foundations of Evidence Based Practice

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts Evidence Based Practice

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0
*Note: This course will meet in a 4 hour block one Sat. each month during the semester using a distributed learning methodology.

e. Studio hours per week 0 f. Credits 3

g. Course description:

This course will provide students with the knowledge and tools to support, promote and implement evidence based practice in nursing and health care delivery systems. Emphasis will be on the synthesis, critique, and application of evidence to support quality clinical and organizational practices.

h. Prerequisites (if any):

Enrollment in Doctor of Nursing Practice program or consent of instructor

May be repeated to a maximum of 0 times (if applicable)

4. To be cross-listed as

N/A
Prefix & No. Signature, Chairman, Cross-listing department

5. Effective Date Fall 2003 (semester and year)

6. Course to be offered X Fall _____ Spring _____ Summer _____

7. Will the course be offered each year? X Yes _____ No _____
(Explain if not annually):

8. Why is this course needed?

This course was not originally included in the Doctor of Nursing Practice curriculum. By the end of the first semester of the program, it became clear to faculty that students needed this content. A national consultant and expert in evidence-based practice visited the college in December 2001 and recommended inclusion of such a course in the program. This course was taught as a special topics course in Spring, 2002. It was highly successful and faculty and students alike concluded it should be a required course. This course will take the place of one of the three cognates in the curriculum.

9. a. By whom will the course be taught? Dr. Marcia Stanhope

b. Are facilities for teaching the course now available? X Yes _____ No _____

If not, what plans have been made for providing them?

10. What enrollment may be reasonably anticipated? 12-15 students

Will this course serve students in the Department primarily? Yes No

Will it be of service to a significant number of students outside the Department? Yes No
If so, explain

Will the course serve as a University Studies Program course? Yes No

If yes, under what Area? _____

12. Check the category most applicable to this course:

traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established

not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program? Yes No
If yes, which?

14. Will adding this course change the degree requirements in one or more programs?* Yes No
If yes, explain the change(s) below:

This course will replace one of three (3 credit) cognates that had originally been planned for the program. Replacing one 3 credit cognate with this 3 credit course will not change the total number of credit hours required for the program.

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

Teaching objectives and content outline are attached.

This course uses a distributed learning strategy. The learning strategies will include a combination of seminar, technologically-enhanced, and experiential learning activities. This distributed learning approach is similar to distance-learning, but differs in that multiple teaching strategies are used (including in-class time). Another difference is that distributed learning is not related distance or where the student is physically located. Instead, students learn when and where they are ready to do so, and in-class sessions emphasize learning strategies that rely solely on face-to-face interaction. Following in-depth work with a national consultant in Jan., 2000, faculty agreed that this approach will permit better matching of the teaching strategies with diverse student learning styles. A second national consultant worked with faculty in Oct., 2001 to review progress to date and suggest ways to continue to strengthen the effectiveness of the distributed learning strategies being used in the DNP degree program.

Contact hours in a course with more traditional pedagogy are based on in-class time. In distributed learning courses, contact hours are accounted for by a wider range of learning strategies, including in-class time, and time students spend in organized learning activities delivered electronically and experientially. This includes discussions with faculty that occur electronically and face-to-face during individual conferences. Just as with more traditional pedagogies, students have additional assignments (homework) that supplement and expand what they are learning.

College of Nursing students are oriented to this pedagogy in three ways: 1) they receive printed information in Back To School packets; 2) all students receive in-depth, hands-on orientations during the first class of each course provided by the College of Nursing's Manager of Instructional Technology; and, 3) syllabi for each distributed learning course contains printed information on distributed learning and how to participate for maximal effectiveness.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
17. Within the Department, who should be contacted for further information about the proposed course?
Name Juliann G. Sebastian, PhD, ARNP Phone Extension 323-6685

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

Signatures of Approval:

Julio Sproston

 Department Chair

Yaroborn A. Williams

 Dean of the College

5/21/03

 Date

6/2/03

 Date

_____	Date of Notice to the Faculty
*Undergraduate Council	_____
	Date
*University Studies	_____
	Date
*Graduate Council	_____
	Date
*Academic Council for the Medical Center	_____
	Date
*Senate Council (chair)	_____
	Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Attachment to Application for a New Course
NUR 915, Philosophy and Foundations of Evidenced Base Practice

Major Teaching Objectives

At the end of this course, the students will be able to:

1. Differentiate among types of evidence available for use in support of clinical and system activities.
2. Critically analyze methods used for grading evidence for appropriateness of application.
3. Apply a grading method to evidence used to design a program.
4. Critique practice and organizational guidelines developed from a variety of evidence sources.
5. Develop an evidence based clinical or organizational practice guideline.
6. Use search capabilities to find explicit knowledge for decision making.
7. Apply a change theory to a problem in clinical and organizational practice.

Course Outline

Evidence Based Health Care

- a) Philosophy
- b) Importance to organizations
- c) Importance to clinical practice

II. Theories of Planned Change

- a) Theory/framework for planned change
- b) Use of theory/framework
- c) Techniques for changing the health care environment

III. Evidence or not: the dilemma

- a) Types of evidence
- b) Levels of evidence
- c) Grading evidence
- d) What to do if no evidence is available

IV. Developing evidence based guidelines

- a) Approaches to guideline development
- b) Development process
- c) Gathering the evidence
- d) The product
- e) Creating change

V. Sources of Evidence

- a) Published
- b) Unpublished
- c) Search strategies

VI. Research as appropriate evidence

- a) Research methods
- b) Action research/evaluation research
- c) Methods of critiquing research

VII. Outcomes of evidence base practice

- a) System outcomes
- b) Policy outcomes
- c) Cost outcomes
- d) Quality/safety outcomes



UNIVERSITY OF KENTUCKY

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MEMORANDUM

DATE: June 25, 2002

TO: Deans, Department Chairs, Members of the University Senate

FROM: Dr. Carolyn A. Williams *Carolyn A. Williams*
Dean, College of Nursing

SUBJECT: Application for new course and change in existing course

New Course:

The faculty of the College of Nursing have approved and submit for your approval a proposal for the following new course for the Doctor of Nursing Practice program:

NUR 903 Philosophy and Foundations of Evidence Based Practice (3 CH).

Course Description:

This course will provide students with the knowledge and tools to support, promote and implement evidence based practice in nursing and health care delivery systems. Emphasis will be on the synthesis, critique, and application of evidence to support quality clinical and organizational practices.

Pre-requisites:

Enrollment in Doctor of Nursing Practice program or consent of instructor

Effective Date:

Fall, 2002

Rationale for new course:

This course was not originally included in the Doctor of Nursing Practice curriculum. By the end of the first semester of the program (Fall, 2001), it became clear to faculty that this content was essential to the curriculum. A national consultant and expert in evidence based nursing practice visited the College of Nursing in Dec., 2001 and recommended inclusion of such a course in the program. The content was taught in a special topics

course in Spring, 2002. It was highly successful and both faculty and students agreed that it was needed in the curriculum. It will take the place of one of the three cognates in the curriculum, thereby leaving the total required credit hours for the program unchanged.

Change in Existing Course:

The faculty also submit the following changes in NUR 904, Epidemiology Applied to the Design and Evaluation of Nursing and Health Services:

1. Faculty wish to change the course number to NUR 905.
2. Faculty recommend increasing the total credit hours for this course from 2 credits to 3 credits.

Effective Date:

fall, 2002

Rationale for changes:

2. Changing the course number to from NUR 904 to NUR 905 will reflect renumbering of courses in the Doctor of Nursing Practice program following the addition of the Evidence-Based Practice Course described above. Faculty concluded that the objectives for this course are sufficiently complex to necessitate adding one credit hour. This will increase the total credit hours required in the program from a range of 53-54 credits to a range of 54-55 credits. Faculty believe the increase is justified because the program's emphases on population-focused care and evidence-based practice require a strong grounding in clinical epidemiology.

APPLICATION FOR NEW COURSE

1. Submitted by College of Nursing Date 6/19/02

Department/Division offering course College of Nursing

2. Proposed designation and Bulletin description of this course:

a Prefix and Number NUR 903 b. Title* Philosophy and Foundations of Evidence Based Practice

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts Evidence Based Practice

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0
*Note: This course will meet in a 4 hour block one Sat. each month during the semester using a distributed learning methodology.

e. Studio hours per week 0 f. Credits 3

g. Course description:

This course will provide students with the knowledge and tools to support, promote and implement evidence based practice in nursing and health care delivery systems. Emphasis will be on the synthesis, critique, and application of evidence to support quality clinical and organizational practices.

h. Prerequisites (if any):

Enrollment in Doctor of Nursing Practice program or consent of instructor

May be repeated to a maximum of 0 times (if applicable)

4. To be cross-listed as

N/A
Prefix & No. Signature, Chairman, Cross-listing department

5. Effective Date Fall 2002 (semester and year)

6. Course to be offered X Fall Spring Summer

7. Will the course be offered each year? X Yes No

(Explain if not annually):

8. Why is this course needed?

This course was not originally included in the Doctor of Nursing Practice curriculum. By the end of the first semester of the program, it became clear to faculty that students needed this content. A national consultant and expert in evidence-based practice visited the college in December 2001 and recommended inclusion of such a course in the program. This course was taught as a special topics course in Spring, 2002. It was highly successful and faculty and students alike concluded it should be a required course. This course will take the place of one of the three cognates in the curriculum.

9. a. By whom will the course be taught? Dr. Marcia Stanhope

b. Are facilities for teaching the course now available? X Yes No

If not, what plans have been made for providing them?

10. What enrollment may be reasonably anticipated? 12-15 students

11. Will this course serve students in the Department primarily? Yes No
- Will it be of service to a significant number of students outside the Department? Yes No
- If so, explain _____
-
- Will the course serve as a University Studies Program course? Yes No
- If yes, under what Area? _____

12. Check the category most applicable to this course:
- traditional; offered in corresponding departments elsewhere;
- relatively new, now being widely established
- not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program? Yes No
- If yes, which?

14. Will adding this course change the degree requirements in one or more programs?* Yes No
- If yes, explain the change(s) below:

This course will replace one of three (3 credit) cognates that had originally been planned for the program. Replacing one 3 credit cognate with this 3 credit course will not change the total number of credit hours required for the program.

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

Teaching objectives and content outline are attached.

This course uses a distributed learning strategy. The learning strategies will include a combination of seminar, technologically-enhanced, and experiential learning activities. This distributed learning approach is similar to distance-learning, but differs in that multiple teaching strategies are used (including in-class time). Another difference is that distributed learning is not related distance or where the student is physically located. Instead, students learn when and where they are ready to do so, and in-class sessions emphasize learning strategies that rely solely on face-to-face interaction. Following in-depth work with a national consultant in Jan., 2000, faculty agreed that this approach will permit better matching of the teaching strategies with diverse student learning styles. A second national consultant worked with faculty in Oct., 2001 to review progress to date and suggest ways to continue to strengthen the effectiveness of the distributed learning strategies being used in the DNP degree program.

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College of Nursing students are oriented to this pedagogy in three ways: 1) they receive printed information in Back To School packets; 2) all students receive in-depth, hands-on orientations during the first class of each course provided by the College of Nursing's Manager of Instructional Technology; and, 3) syllabi for each distributed learning course contains printed information on distributed learning and how to participate for maximal effectiveness.

Signatures of Approval:

Juliann G. Sebastian
 Department Chair

Carolyn A. Williams
 Dean of the College

6/25/07
 Date

6-26-02
 Date

Date of Notice to the Faculty

 *Undergraduate Council

 Date

 *University Studies

 Date

 *Graduate Council

 Date

[Signature]
 *Academic Council for the Medical Center

7-24-02
 Date

 *Senate Council (chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

_____ ACTION OTHER THAN APPROVAL

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

Submitted by College of NURSING

Date May 13, 2003

Department/Division offering course NURSING

2. Changes proposed:

(a) Present prefix & number NUR 904 Proposed prefix & number No change

(b) Present Title Epidemiology Applied to the Design and Evaluation of Nursing and Health Services

New Title No Change

(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

(d) Present credits 2 Proposed credits: 3

(e) Current lecture: laboratory ratio 2:0 Proposed 3:0

(f) Effective Date of Change: (Semester & Year) Fall 2003

To be Cross-listed as N/A

Prefix and Number

Signature: Department Chair

4 Proposed change in Bulletin description:

(a) Present description (including prerequisite(s):

This course provides nurse executives and clinical nurse leaders a conceptual orientation and the knowledge of techniques from epidemiology to design and evaluate nursing and health care delivery systems which are focused on populations. Emphasis will be placed on the application of select analytic methods and designs to answer questions related to the management of population based health care.

Pre-requisite: NUR 903

(b) New description:

No change

(c) Prerequisite(s) for course as changed: NUR 903

What has prompted this proposal?

The objectives for this course are sufficiently complex as to necessitate increasing the credit hours from 2 to 3 credits (see attached syllabus)

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

No Change

What other departments could be affected by the proposed change?

None.

8. Will changing this course change the degree requirements in one or more programs?*

Yes No

If yes, please attach an explanation of the change.*

9. Is this course currently included in the University Studies Program?

Yes No

If yes, please attach correspondence indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

***NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.**


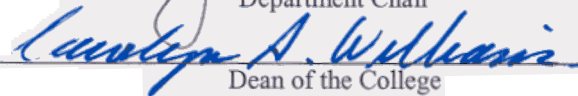
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR PAGE 2 OF 2

Is this a minor change? Yes No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?

Name: Juliann Sebastian, Ph.D. Phone Extension: 3-6685

Signatures of Approval:

 _____ Julie Sebastian Department Chair	<u>5/21/03</u> Date
 _____ Courtney A. Williams Dean of the College	<u>6/2/03</u> Date
_____	_____
_____	Date of Notice to the Faculty
_____	_____
**Undergraduate Council	Date
_____	_____
**Graduate Council	Date
_____	_____
_____	Date
_____	_____
**Senate Council	Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

NUR 904 – Attachment to Item #8.

8. Will changing this course change the degree requirements in one or more programs? **YES**

If yes, please attach an explanation of the change.

This change will increase the total credit hours required in the program from 53-54 credits to 54-55 credits. Faculty believe the increase is justified because the program's emphases on population-focused care and evidence-based practice require a strong grounding in clinical epidemiology.