APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Nursing ___________________________ Date 7/2/01

   Department/Division offering course College of Nursing ___________________________

2. Changes proposed:

   (a) Present prefix and number NUR 909 Proposed prefix and number No change

   (b) Present Title Dynamics and Realities of Implementing Clinical Practice Models

   (c) New Title No Change

   (d) Present credits: 5 Proposed credits: no change

   (e) Current lecture:laboratory ratio 2:3 Proposed: no change

   (f) Effective Date of Change: (Semester & Year) Fall, 2001

3. To be Cross-listed as N/A

4. Proposed change in Bulletin description:

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

   The focus of this course is on implementing an evidence-based clinical practice model and evaluating its
effectiveness in improving nursing health outcomes.

   Prerequisite: NUR 908 – Clinical Practice Model Development

   (b) New description:

   No change in course description.

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

   No changes in prerequisites

5. What has prompted this proposal?

   This new course is part of the Doctor of Nursing Practice program. Faculty believe that a distributed
learning format will better meet the learning needs of students in this program than a traditional
lecture/seminar format would. The learning strategies will include a combination of seminar,
technologically-enhanced, and experiential learning activities. This will bring the pedagogy in line with a
distributed learning approach. Such an approach is similar to distance-learning, but differs in that multiple
teaching strategies are used (including in-class time) and this methodology is unrelated to distance issues.
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 concluded that this approach will permit better matching of the teaching strategies with
diverse student learning styles.
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

   No changes in content or teaching objectives.

7. 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? _No_____ If yes, attach an explanation of the change.*

9. Is this course currently included in the University Studies Program? _No__ If yes, please attach correspondence indicating concurrence of the University Studies Committee.
   See attachment

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

11. Is this a minor change? _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: __Dr. Julie Sebastian _______ Phone Extension: ___3-6685_________
Signatures of Approval:

Department Chair: __________________________ Date: __________________
Dean of the College: __________________________ Date: __________________
Date of Notice to the Faculty: __________________________
*Undergraduate Council: __________________________ Date: __________________
*University Studies: __________________________ Date: __________________
*Graduate Council: __________________________ Date: __________________
*Academic Council for the Med. Ctr. __________________________ Date: __________________
*Senate Council: __________________________ Date of Notice to Univ. Senate: __________________

ACTION OTHER THAN APPROVAL: __________________________

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

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

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. crosslisting of courses under conditions set forth in item 3.0;
f. correction of typographical errors. (University Senate Rules, Section III – 3.1)

3301C-19&21
Revised: July 17, 1989
NUR 909, Dynamics and Realities of Implementing Clinical Practice Models

A DISTRIBUTED-LEARNING COURSE

TITLE: NUR 909 - Dynamics and Realities of Implementing Clinical Practice Models
CREDIT: 5 hours (didactic 2 credits; clinical 3 credit)

COURSE DESCRIPTION:
The focus of this course is on implementing an evidence-based clinical practice model and evaluating its effectiveness in improving nursing health outcomes.

PREREQUISITES: NUR 908 – Clinical Practice Model Development

COURSE OBJECTIVES: The student will:
1. Analyze theory and evidence related to the adoption of a practice improvement model.
2. Identify strategies for integrating new models into clinical practice.
3. Implement the practice improvement model in a clinical setting.
4. Implement a monitoring system to assess the process and outcomes of the practice model.
5. Evaluate the practice model in terms of: outcomes, quality of process, practical utility, economic viability, and sustainability.

LEARNING METHODS: Seminar discussion, student presentation, interviews with clients, health personnel involved in model implementation, consultation with clinical mentors, web-based and experiential learning assignments.

EVALUATION:

Paper: Development of Plan for implementing a practice Model 30%

Paper: Description of Model Implementation 30%

Seminar Participation: 20%

Self-Reflection Journal: 20%

CLASS TIMES:
This course will use a distributed learning format. Using a block scheduling plan, we will have only 4 class meetings. The remainder of the course will be taught via a web-enhanced format and
experiential learning. The on-line portion of the course will be facilitated using Blackboard. Approximately 1/3 of the course will consist of traditional face-to-face class meetings, with the remainder

**OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES:**
If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with me to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

**ABSENCE POLICIES:**
As graduate students, you are expected to assume responsibility for your own learning and attend all classes. Because of the limited number of class meetings, your attendance and participation are required in EACH class meeting. If you must miss a class, you must clear this with me prior to the class meeting date. For the definition of excused absences, please refer to the Student Rights and Responsibilities Handbook, pp. 47-48.

You are entitled to excused absences for the purpose of observing major religious holidays. You must notify the instructor in writing prior to the date specified by University policy. Remember, by missing even one of the class meetings, you will miss 25% of the class time!

**CHEATING AND PLAGIARISM:**
Academic integrity is strongly supported by the faculty and students at the College of Nursing. Cheating and plagiarism are problems that are viewed with great seriousness by both the College of Nursing and the University. The minimum consequence for either cheating or plagiarism is an "E" in the course.

**REFERENCES:**


COURSE OUTLINE:

1. Application of theory and evidence related to organizational change and adoption of innovations – Module 1
2. Strategies for operationalizing a practice improvement model in a specific clinical situation – Module 2
   --assessment of the clinical environment, physical, cultural
   --assessment of care givers’ readiness for change
   --operationalize the model in clinical terms
   instrumentation
      . reliability
      . validity
      . benchmarks
   --development of a work plan for implementation
   --measurement of client outcomes and model components
3. Model Evaluation: impact and outcome variables – Module 3
   --clinical utility/outcomes
   --process quality
--practical utility
--economic viability
--sustainability

4. Linking models to outcomes analysis – Module 4

MODULES
Each module will consist of a core on-line PowerPoint presentation with supplemental activities such as study questions for web-site discussion, web-based tutorials, research spotlight videotapes, and study messages. I strongly suggest that you stay on schedule with the modules. Each section of modules will be available in Blackboard. Videotapes and other electronic class materials will be available in the Medical Center Audiovisual Library (6th floor, CON Building).

WHAT DOES IT MEAN TO BE A “DISTRIBUTED LEARNING” COURSE?

First:
• This means that some of the course materials are available to you on the web. In-class meetings are scheduled once each month. This does not mean, however, that the course is not interactive. For example, you will participate in several threaded discussions with other class members outside of your study group.
• Computer Requirements: This web-enhanced course requires the following computer hard- and software:
  • Ready computer access with high speed modem or network connection
  • Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)
  • Active e-mail account with attachment capabilities
  • Microsoft Office or MS PowerPoint Viewer

Second:
• It is important to have a basic understanding of how to use the World Wide Web. If you are not comfortable with using the web, please complete the Internet Tutorial by clicking the "hot link".

Third:
• Before beginning the course, your are strongly urged to read the Getting Started section to learn how to get around the Nursing Research Course. To accomplish this task, go to Getting Started on the course homepage.

Fourth:
• You will need to have MS PowerPoint Viewer available. This can be downloaded for free at Microsoft’s PowerPoint Viewer Download site. Just Click on the hot link and follow the directions. You will need to save it to your hard drive and then activate it once it is downloaded. Be certain to write down the name of the file being downloaded and where it is being saved. Once it has been fully downloaded, to activate the program you will need to go to the file and click on its icon (picture). Then just follow the directions. If you have any problems or questions, please contact the College of Nursing’s Manager of Instructional Technology, Brenda Ghaelian by e-mail (brenda@pop.uky.edu).

You will also need Acrobat Reader. It can be downloaded for free at Adobe’s Acrobat Reader download site. Be certain to write down the name of the file being saved and where it is being saved. This program allows you to read .pdf files. These are special files that I use when I scan certain text and images. You will not be able to access the files without having Acrobat Reader. Follow the same directions as described in PowerPoint Viewer instructions. If you have any problems or questions, please contact Brenda Ghaelian by e-mail (brenda@pop.uky.edu).