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 903 Proposed prefix and number No change

   (b) Present Title Applied Biostatistics for Outcomes Evaluation

   (c) New Title No Change

   (d) Present credits: 4 Proposed credits: no change

   (e) Current lecture:laboratory ratio no lab Proposed: no change

   (f) Effective Date of Change: Fall, 2001

3. To be Cross-listed as N/A

4. Proposed change in Bulletin description:

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

      This course provides opportunities for the application of a variety of quantitative analysis strategies in the evaluation of clinical outcomes. Statistical methods such as multiple regression, logistic regression, survival analysis, and cost-benefit analysis are discussed. Students apply these methods in the analysis of existing outcome data.

      Prerequisite: STA 570 or the equivalent

   (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
    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 903, Applied Biostatistics for Outcomes Evaluation

A DISTRIBUTED-LEARNING COURSE

TITLE: NUR 903 - Applied Biostatistics For Outcomes Evaluation

CREDIT: 4 semester hours

COURSE DESCRIPTION:

This course provides opportunities for the application of a variety of quantitative analysis strategies in the evaluation of clinical outcomes. Statistical methods such as multiple regression, logistic regression, survival analysis, and cost-benefit analysis are discussed. Students apply these methods in the analysis of existing outcome data.

PREREQUISITES: STA 570 or the equivalent.

COURSE OBJECTIVES: The student will:

1. Apply quantitative analysis strategies in evaluating clinical outcomes.
2. Interpret the results of analysis.
3. Identify the implications of findings for clinical practice.
4. Examine alternative statistical approaches for evaluating clinical outcomes.
5. Present results of statistical analyses in narrative, tabular, graphic, and oral forms.

LEARNING METHODS: Lecture, seminar/discussion, web-based and experiential assignments

EVALUATION:

1. Application assignments (7 @ 10% each) 70%
2. Analysis project (written) 25%
3. Oral and graphical presentation of analysis project 5%

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

I. Identification of clinical evaluation questions and outcome data to answer questions. – Module 1

II. Selection of quantitative strategies for outcome evaluation – Module 1

III. Descriptive/exploratory analysis of data – Module 2

IV. Application of multiple regression in explaining variance in clinical outcomes – Module 3

V. Using logistic regression to predict the probability of clinical outcomes – Module 4

VI. Analysis of clinical outcomes using survival analysis – Module 5

VII. Examination of clinical outcomes using cost-benefit analysis – Module 6

VIII. Effective presentation of outcomes evaluation data in tabular and graphic forms – Module 7

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).