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 906__ Proposed prefix and number __No change__
   (b) Present Title __________ Evaluation for Improvement of Clinical Practice and Outcomes
   (c) New Title ____________ No Change
   (d) Present credits: _____3___ Proposed credits: __no change__
   (e) Current lecture:laboratory ratio _____ no lab __ 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):
      This course provides students with the tools to evaluate and improve health care programs and clinical outcomes. Students develop feasible and reliable program evaluation designs. Students analyze the nature of, and explanations for variations in clinical practice patterns and clinical outcomes. Emphasis is on the use of program evaluation for improvements in clinical outcomes, efficiency, resource allocation, and cost reduction.
      Prerequisite: NUR 905 Clinical Program Development and Implementation
   (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)
NUR 906, Evaluation for Improvement of Clinical Practice and Outcomes

A DISTRIBUTED-LEARNING COURSE

**TITLE:** NUR 906 - Evaluation for Improvement of Clinical Practice and Outcomes

**CREDIT:** 3 Semester Hours

**COURSE DESCRIPTION:**

This course provides students with the tools to evaluate and improve health care programs and clinical outcomes. Students develop feasible and reliable program evaluation designs. Students analyze the nature of, and explanations for variations in clinical practice patterns and clinical outcomes. Emphasis is on the use of program evaluation for improvements in clinical outcomes, efficiency, resource allocation, and cost reduction.

**PREREQUISITES:** NUR 905 Clinical Program Development and Implementation

**COURSE OBJECTIVES:** The student will:

1. Compare and contrast the advantages and disadvantages of various designs for evaluating clinical programs.

2. Analyze threats to the validity of findings of program evaluations and methods for enhancing validity.

3. Evaluate the results of program evaluations for making improvements in clinical outcomes, efficiency, resource allocation, and cost reduction.

4. Compare clinical outcomes with national indicators of population health.

5. Analyze the strengths and weaknesses of multiple approaches to clinical program improvement.

**LEARNING METHODS:** Lecture, seminar/discussion, student presentations, interviews with clinical program leaders, analysis of clinical program data, web-based and experiential assignments
EVALUATION:

Program evaluation proposal 35%
Performance improvement plan for a clinical program 35%
Class participation 30%

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.
COURSE OUTLINE

I. Definition and overview of evaluation research – Module 1
   a. Application of evaluation research in clinical practice
   b. Stages of program evaluation
   c. Uses of results of evaluation research
   d. Steps in planning evaluations
   e. Linking evaluations to programs
II. Program monitoring and accountability – Module 2
   a. Types of program accountability
   b. Target populations and program coverage
   c. Monitoring delivery of clinical services
   d. Data collection for monitoring purposes
   e. Analysis of monitoring data
   f. Importance of feedback from monitoring

III. Strategies for impact assessment – Module 2
   a. Linking clinical interventions to outcomes
   b. Extraneous variables and confounding factors
   c. Design effects and impact assessment designs
   d. Design strategies for isolating the effects of extraneous factors
   e. Meta-evaluations
   f. Multi-method impact assessments
   g. Types of data useful for impact assessment
   h. Inference and validity in impact assessment

IV. Designs and methods for impact assessment – Module 3
   a. Randomized designs for impact assessment
   b. Nonrandomized designs for impact assessment
   c. Quasi-experiments for impact assessment

V. Data collection strategies for program evaluation – Module 3

VI. Analysis of program evaluation data – Module 3
   a. Measuring efficiency
   b. Resource allocation analysis
   c. Estimating costs, benefits, and effectiveness

VII. Utilization of evaluation results for clinical practice improvement – Module 4
   a. Performance and quality improvement
   b. Making decisions about program initiation, improvement, closure

Comparing program evaluation results with state, regional, and national indicators of practice patterns and population health – Module 4

Healthy People 2010
State health plans
Joint Commission for Accreditation of Healthcare Organizations’ ORYX indicators
Outcomes Assessment System (OASIS)
National Committee for Quality Assurance: Health Employer Data Information Set (HEDIS)
Analysis of small area variations in clinical practice patterns and outcomes

References


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](mailto:brenda@pop.uky.edu) 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](mailto:brenda@pop.uky.edu) by e-mail (brenda@pop.uky.edu).