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 908 Proposed prefix and number No change

   (b) Present Title Clinical Practice Model Development

   (c) New Title No Change

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

   (e) Current lecture:laboratory ratio 3:2 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 focuses on integrating theory and evidence to support clinical decision making in nursing practice. The student selects a health care problem amenable to nursing intervention and explores this problem from a variety of perspectives. Logic and science are applied in developing practice guidelines, designing clinical monitoring systems, and developing an evidence-based clinical practice model to address a health problem for a defined population.

   Prerequisite: NUR 907 Assessing and Enhancing Clinical Programs

   (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)
UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

NUR 908, Clinical Practice Model Development

A DISTRIBUTED-LEARNING COURSE

TITLE: NUR 908 - Clinical Practice Model Development

CREDIT: 5 (3 hrs didactic; 2 hrs clinical)

COURSE DESCRIPTION:

This course focuses on integrating theory and evidence to support clinical decision making in nursing practice. The student selects a health care problem amenable to nursing intervention and explores this problem from a variety of perspectives. Logic and science are applied in developing practice guidelines, designing clinical monitoring systems, and developing an evidence-based clinical practice* model to address a health problem for a defined population.

PREREQUISITES: NUR 907 Assessing and Enhancing Clinical Programs

COURSE OBJECTIVES: The student will:

1. Critically analyze theory and evidence related to an identified health problem.
2. Evaluate the fit between what is known about the identified health problem and present practice in light of existing theory and evidence.
3. Develop an evidence-based clinical practice improvement model for the identified health problem and a plan for monitoring/assessing model components.

LEARNING METHODS: Seminar discussion, case presentations, process maps, consultation with expert clinician about the nursing care of a selected caseload, web-based and experiential learning assignments.

EVALUATION:

Paper: Critical analysis of a health problem and present practice 30%

Paper: Development of an evidence-based clinical practice model 30%

Seminar Participation: 20%

Self-Reflection Journal: 20%

*Models: are defined as protocols, interventions, strategies for decision making, guidelines, pathways, etc.

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:
1. Use of theory and conceptual frameworks in developing a knowledge base for clinical problems – Module 1

2. Levels of evidence for assessing the knowledge base for clinical problems – Module 1
   - Reliability and validity of measurement methods

3. Strategies for developing evidence-based clinical guidelines – Module 2

4. The design of clinical data bases and monitoring systems – Module 2

5. Types of existing models - Module 2

6. Construction of practice improvement models – Module 3

7. Use of performance measurement – Module 3

8. Practice variations – Module 3

9. Building cost-efficient models – 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).
REFERENCES:


