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

   

   

Will the course serve as a University Studies Program course?  X Yes ___ No
If yes, under what Area?

   


12. Check the category most applicable to this course:

   traditional; offered in corresponding departments elsewhere;
   X 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?  X Yes ___ No
If yes, which?

14. Will adding this course change the degree requirements in one or more programs?* X 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:

______________________________ ______________________

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 Medical Center Date

______________________________ ______________________

*Senate Council (chair) Date of Notice to

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

______________________________ ______________________

ACTION OTHER THAN APPROVAL

Rev 11/98
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

I. 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
The following plan outlines the procedures to be followed for the NUR 903, Philosophy and Foundations of Evidence Based Practice Course.

<table>
<thead>
<tr>
<th>Question</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the plan for administering and monitoring examinations for the multi-media course.</td>
<td>Plan: There are no examinations in these courses. Students will be evaluated based on participation in both in-class and on-line discussions, presentations, projects and written papers.</td>
</tr>
</tbody>
</table>
| 2. Describe the availability of related services such as laboratories, library service, research, and supplemental information. | Availability: Students will be provided with instruction on how to access course information on the web during the first in-class session of each course. They will also receive printed information in syllabi that will be mailed to them in hard copy format prior to the beginning of the course. Finally, the course web page will include supplemental instructional and trouble-shooting information.

The College employs a Manager of Instructional Technology, who has been a team member in the development of each of these courses. She also works with the course groups once the courses have been initiated to provide ongoing problem-solving assistance. The College has implemented four distributed learning courses in the Doctor of Nursing Practice degree program to date, with four additional courses slated to begin using this format in 2002-03. The MIT has successfully fielded questions and solved problems with students and faculty. The College plans to employ a second part-time instructional design specialist to provide assistance to faculty and students in the DNP program. Students have extensive access to electronic journals and participate in an orientation to these resources by the Director of the Medical Center Library.

Students who do not have access to the computer equipment necessary to support the course may use computers located on-site.
3. Describe the technical requirements for remote sites (ITV, computer hardware/software, special equipment).

Each distributed learning course group also has a Teaching Assistant to help with problem solving and course management.

<table>
<thead>
<tr>
<th>Technical Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ready computer access with high speed modem or network connection</td>
</tr>
<tr>
<td>• Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)</td>
</tr>
<tr>
<td>• Active e-mail account with attachment capabilities</td>
</tr>
<tr>
<td>• Microsoft Office or MS PowerPoint Viewer</td>
</tr>
</tbody>
</table>

All students in each of the College of Nursing distributed learning courses receive standard information in their printed syllabi, and on the course homepage, regarding the technical requirements for the course. In this way, the College can ensure that the requirements are similar across courses, making it easier for students to acquire and maintain the equipment needed during their programs of study. This also helps students become accustomed to one set of requirements and procedures.
4. If the course is or has been offered in a standard delivery mode, provide a brief statement that provides supporting evidence that the multi-media or off-campus course is enhanced or equivalent when compared to the standard delivery version of the course in the following four areas: 1) delivery time/schedule; 2) interaction (faculty-to-faculty; student-to-student); 3) evaluation; 4) other (explain). Please provide this information in table format (example below).

This is a new course, so there is no previous standard format with which to compare it.

<table>
<thead>
<tr>
<th></th>
<th>Standard Format</th>
<th>Multi-Media Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Time/Schedule</td>
<td></td>
<td>One day per month for four hours per day, supplemented by web-enhanced and experiential learning activities.</td>
</tr>
<tr>
<td>Interaction (faculty-to-faculty; student-to-student)</td>
<td></td>
<td>Seminar and group work during the monthly class meetings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Threaded discussions and electronic mail interaction.</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td>As described by the course description and objectives – no change in course content, course description, or course objectives. The only change is one of pedagogy.</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td>Class participation (both face-to-face and synchronous and asynchronous discussion groups), papers, projects, presentations</td>
</tr>
<tr>
<td>Other (explain):</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

5. Provide an electronic syllabus for the course using multi-media or off-campus mode (syllabus should include: a. a statement of learning objectives and, b. a description of evaluation methods).

Syllabus attached

6. Provide an electronic copy of the syllabus, if the course is being or was taught using traditional delivery formats.

This course has not been taught using a traditional delivery format.

i:\aadata\council\OutlineforOffCampusCourses.doc
NUR 903, Philosophy and Foundations of Evidenced Based Practice
Saturday, Once per month, 1-5, CON/HSLC 313 – Fall, 2002

A DISTRIBUTED-LEARNING COURSE

TITLE: NUR 903 – Philosophy and Foundations of Evidenced Based Practice

CREDIT: 3 Semester Hours

FACULTY: Marcia Stanhope, RN, DSN, FAAN
Professor
315 CON/HSLC Bldg.
(859) 323-8071
mkstan00@pop.uky.edu

COURSE DESCRIPTION:

This course will provide students with the knowledge and tools to support, promote and implement evidenced 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.

COURSE OBJECTIVES:

The student will:

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 evidenced 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.

LEARNING METHODS:
Seminar/discussion, student presentations, web-based and experiential assignments, enrichment experiences, written assignments.

**EVALUATION:**
- Evidenced based practice guideline 20%
- Interview and change analysis paper 20%
- Critique of program design 25%
- Critique of research articles (4) 10%
- Class participation 20%
- Faculty-student conferences 5%

**GRADING SCALE:**
- A 90-100
- B 80-89
- C 70-79
- E Below 69

**CLASS TIMES:**

This course will use a distributed learning format. Using a block scheduling plan, we will have 5 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 consisting of interactive learning assignments using electronic technology and experiential work.

**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.
CLASS DATES:

Class dates are:

Sat., 9/7
Sat., 9/28
Sat., 10/19
Sat., 11/23
Sat., 12/14

REQUIRED TEXTBOOKS:


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, you are strongly urged to read the Getting Started section to learn how to get around this 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).

VII. 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 the instructors 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.
NUR 903, Philosophy and Foundations of Evidence Based Practice

Content Outline

VIII. Evidenced Based Health Care
   a. Philosophy
   b. Importance to organizations
   c. Importance to clinical practice

IX. Theories of Planned Change
   a. Theory/framework for planned change
   b. Use of theory/framework
   c. Techniques for changing the health care environment

X. 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

XI. Developing evidenced based guidelines
   a. Approaches to guideline development
   b. Development process
   c. Gathering the evidence
   d. The product
   e. Creating change

XII. Sources of Evidence
     a. Published
     b. Unpublished
     c. Search strategies

XIII. Research as appropriate evidence
     a. Research methods
     b. Action research/evaluation research
     c. Methods of critiquing research

XIV. Outcomes of evidenced based practice
     a. System outcomes
     b. Policy outcomes
     c. Cost outcomes
     d. Quality/safety outcomes

Research Article Critiques (4) – 10% - Due Dates (see below)
Using an appropriate method students will critique 4 assigned research articles. Due dates are:
9/28
10/19
11/23
12/7

Interview and Change Analysis Paper – 20% - Due Date: October 25, 2002

Each student will identify a situation in which a recent change has been implemented. The student will:
1. Interview the person responsible for the change.
2. Analyze the process used to make the change.
3. Compare and contrast the actual event to the student’s adopted change/theory framework looking at the “goodness of fit” of the actual process used vs. the student’s adopted process.

Critique of Program Design – 25% - Due Date: November 29, 2002

Students will complete an analysis of their program design (NUR 905) paper as follows:
1. Complete a review of the evidence used to develop your program.
2. Indicate the type of evidence each reference/resource represents.
3. Level of each reference/resource.
4. Indicate the strength of the evidence used.
5. Critique the appropriateness of the program design based on the strength of the evidence.

Evaluation – 20% - Due Date: December 14, 2002

Practice Guideline – Each student will develop an evidenced based guideline for system or clinical practice. Grading will be based on:
1. Description of approach used to develop guideline
2. Review of evidence
3. Description of type/level of evidence.
4. Anticipated outcomes

Class Participation – 20%

All students will come to class prepared to discuss previously completed modules, assigned topics for the class, assigned readings, and course activities. Participation grade will include numbers of class days attended.

Faculty-Student Conference – 5%

Each student will be required to participate in at least (2) faculty student conferences during the semester. The topics for the conferences will be determined by both the faculty and student. Suggested times for scheduling: March and May. The student will be responsible for schedule with Peg Teachey.

ADDITIONAL REFERENCES - *RECOMMENDED READINGS


Goode. (1993). *Evaluation of Patient and Staff Outcomes with Hospital Based Managed Care*. University of Iowa, Iowa City, IA.


Lundin, L., Sargent, T., & Burke, L. J. (1997). Length of bed rest time following femoral artery cardiac catheterization. Paper presented at the Aurora Health Care Department of Nursing, Building Bridges to Research Based Practice: Enhancing Outcomes to Nursing Practice, Brookfield, Wisconsin.


