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 904___ Proposed prefix and number ___No change__ _ __

  (b) Present Title_____Epidemiology Applied to the Design and Evaluation of Nursing and Health Services

  (c) New Title _____No Change_____ _____

  (d) Present credits: _____2_____ 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 <u>Bulletin</u> 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: NUR 903 Applied Biostatistics

     (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_____

<u>Signatures of Approval:</u>

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: _____

*<u>NOTE:</u> 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.
<center>******</center>
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

University of Kentucky
College of Nursing

NUR 904, Epidemiology Applied to the Design and Evaluation of Nursing and Health Services

A DISTRIBUTED-LEARNING COURSE

Title: NUR 904 - Epidemiology Applied to the Design and Evaluation of Nursing and Health Services

Credit   2 Semester Hours

Placement:

Course Description:

This course provides nurse executives and clinical nurse leaders a conceptual orientation and the knowledge of techniques from epidemiology to design and evaluate nursing and health care delivery systems which are focused on populations. Emphasis will be placed on the application of select analytic methods and designs to answer questions related to the management of population based health care.

Pre/co requisites: NUR 903 Applied Biostatistics for Outcomes Evaluation

Course Objectives:

The student will:

1.   Discuss strategies for assessing the health status of populations selected.
2.   Identify methods for determining the need for health services.
3.   Critically evaluate the factors that influence the health status of populations served.
4.   Compare strategies for monitoring system effectiveness.
5.   Critically analyze plans for the evaluating of health services and decisions regarding use of technologies.
6.   Analyze the effect of policy changes upon the delivery of health services.
7.   Evaluate methods of directing a system to meet population health care needs using epidemiologic techniques.

Learning Methods:

Lecture, seminar/discussion, student presentations, case studies, clinical projects, web-based and experiential learning assignments

Evaluation:

Population Analysis	35%
Class Participation	15%
Case Study	50%

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:

Giuffre, M. (1995, Feb.). Reading research critically: Assessing the validity and reliability of research instrumentation – Part 1. Journal of Post Anesthesia Nursing, 10(1), 33-037.

McHorney, C.A., Ware, J.E., Rogers, W., Raczek, A.E. & Rachel, J.F. (1992, May). The validity and relative precision of MOS short-and long-form health status scales and Dartmouth COOP charts. Medical Care, 30(5), Supplement, MS253-MS265).

Oleske, D.M. Epidemiology and the Delivery of Health Care Services, 1995, Plenum Press, New York.

Valanis, B. Epidemiology in Health Care, 1999, Appleton & Lange, Connecticut.

Course Outline:

1.   Epidemiologic Perspectives for Health Care Delivery – Module 1

        A.   History
        B.   Reasons for application of epidemiology to health care delivery
        C.   Feasibility of application
        D.   A framework for practice

2. Measurement Issues – Module 2
        A.   Methods
        B.   Logistics
        C.   Validity/reliability
        D.   Measures of Risk
        E.   Health status classifications
        F.   Measurement error
        G.   Measurement of frequency of population health events
        H.   Criteria for evaluating studies

3. Epidemiologic Basis of Tactical/Strategic Planning – Module 3
        A.   Theories of tactical/strategic planning
        B.   The planning processes
        C.   Data Resources
        D.   Tools of planning
        E.   Relationship of epidemiologic data to strategic planning

4. Analytic Approaches to Evaluation – Module 4
        A.   Study designs
        B.   Analysis of intervention effects
        C.   Causality
        D.   Sampling

5. Technology Assessment – Module 5
        A.   Definition
        B.   Categories of technologies
        C.   Technology life cycle: implications
        D.   Technology targets
        E.   Approaches to technology assessment

6. Management of Health Care Systems – Module 6
        A.   Epidemiologic application
        B.   Population diagnosis and planning for change
        C.   Monitoring performances related to population health
        D.   Measuring successes of agency linkages and or system configuration to effect changes in health status
        E.   Relationship between policy and epidemiology

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).