MEMORANDUM

DATE: March 31, 2003

TO: Dr. James Holsinger, Jr.
Senior Vice President and Chancellor, Medical Center
Chair, Academic Council for the Medical Center
Deans, Department Chairs, Members of the University Senate

FROM: Dr. Carolyn A. Williams
Dean, College of Nursing

SUBJECT: Application for new MSN specialty track in Nursing Management and two new courses in Nursing Management

The faculty of the College of Nursing have approved and submit for your approval a proposal for a new clinical specialty track in Nursing Management within the MSN degree program. The proposed curriculum sequence is attached. This is not a new program proposal, but is instead a new specialty track to be offered within the existing MSN degree program.

The faculty of the College of Nursing also have approved and submit for your approval the following two new courses that will be part of this specialty track. Both courses differ from any currently available at the University given their emphases on clinical nursing care management issues.

NUR 740  Clinical Models for Professional and Advanced Nursing Care (4 CH) – This course focuses on clinical and business modeling at the point of service in nursing units, clinics and clinical programs. Students learn advanced concepts of interdisciplinary team development, delegation and supervision along with the financial and leadership skills required to manage a clinical unit effectively.

NUR 741  Rural Health Nursing Management Practicum (3 CH) -- This course provides students with in-depth clinical experience in nursing management of an inpatient unit, a clinic, or a program. The focus is on use of clinical research in designing, implementing and evaluating an innovative model of care for a defined rural population.

Effective Date: Fall, 2003

Memo to Senior Vice President and Chancellor Holsinger
March 31, 2003
Page Two
Rationale for proposal:

Interest in master’s level preparation for nurse managers has grown in recent years as complex clinical problems have increased in numbers and complexity. Issues related to workforce shortages in nursing and other health professions, concerns with quality and cost of care, and the need to provide culturally competent and fiscally prudent care all demand sophisticated skills from clinical nurse managers at the point of service in nursing units, clinics, and clinical programs. This new specialization responds to direct requests from local nurse leaders for master’s preparation for nurse managers that emphasizes clinical care delivery models and issues. A statewide market analysis of nurses and employers conducted by the College of Nursing in Fall, 2002 confirmed the interest in such a course of study among nurses and the corresponding interest among employers in hiring nurses with an MSN specialization in nursing management. Given the heavily rural nature of Kentucky’s population it is especially appropriate to emphasize rural health issues and nursing management related to rural population needs in this specialty track.

Thank you for your consideration of this proposal.
# SAMPLE PROPOSED FULL TIME PROTOTYPE
## NURSING MANAGEMENT

<table>
<thead>
<tr>
<th>YEAR I</th>
<th></th>
<th></th>
<th>YEAR II</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SEMESTER I - Fall</td>
<td>Cr.</td>
<td>SEMESTER II - Spring</td>
<td>Course</td>
<td>Cr.</td>
</tr>
<tr>
<td></td>
<td>NUR 601 - Theoretical Basis for APN (DL)</td>
<td>2</td>
<td>NUR 629 – Epidemiology (DL)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 602 - Research Methods in APN (DL)</td>
<td>3</td>
<td>NUR 603 - Clinical Reasoning in Advanced Practice (DL)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 604 – Advanced Practice Nursing Leadership (DL)</td>
<td>3</td>
<td>Advanced Practice Nursing Specialty Seminar (NUR 704, 712, 722, 725 or 732)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HA 635 – Management Accounting for Healthcare Organizations</td>
<td>3</td>
<td>NUR 740 – Clinical Models for Professional and Advanced Nursing (DL)</td>
<td>4 (inc. 2 clin.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>11</td>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
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<tr>
<td></td>
<td>SEMESTER III - Fall</td>
<td></td>
<td>SEMESTER IV - Spring</td>
<td>Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 741 – Rural Health Nursing Management Practicum</td>
<td>3 (3 cr. clin.)</td>
<td>NUR 605- Evidenced Based Nursing Practice (DL)</td>
<td>3 (inc. 2 cr. clin.)</td>
<td></td>
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<tr>
<td></td>
<td>Health administration elective, or cultural diversity elective</td>
<td>3</td>
<td>NUR 901 – Nursing Leadership Through Effective Use of Self (DL)</td>
<td>4 (inc. 2 cr. clin.)</td>
<td></td>
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<tr>
<td></td>
<td>NUR 900 – Process of Nursing Leadership (DL)</td>
<td>3 (inc. 1 cr. clin.)</td>
<td>NUR 903 – Biostatistics for Outcomes Evaluation (DL)</td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td>9</td>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
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</tbody>
</table>

**Total Required** *(inc. 10 cr. clin., or 600 hours)*

44

*Graduate level statistics is a pre-requisite to admission. May be taken in the first semester as a co-requisite to Nursing Research.*

**An undergraduate health assessment course is a pre-requisite to admission.*

DL = distance (distributed) learning
APPLICATION FOR NEW COURSE

1. Submitted by College of Nursing ___________________________ Date 3/31/03

Department/Division offering course __College of Nursing

2. Proposed designation and Bulletin description of this course:

   a. Prefix and Number: NUR 740
   b. Title: Clinical Models for Professional and Advanced Nursing Care

   *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts

   Clinical Nursing Models

   c. Lecture/Discussion hours per week 4 *(See note) d. Laboratory hours per week 8

   Note: This course will meet in a 4 hour block one day each month during the semester using a distributed learning methodology.

   e. Studio hours per week 0 f. Credits 4

   g. Course description:

       Students will learn concepts underpinning clinical and business modeling. They will conduct integrated literature reviews around a particular clinical problem and develop evidence-based clinical models for practice using the best available research findings and best practices. Each will prepare a business plan for adoption of a clinical model by a nursing unit, clinical department, or clinical program that is fiscally and organizationally feasible. Students will incorporate concepts of teamwork and interdisciplinary collaboration into the plans, including evaluation and supervision.

   h. Prerequisites (if any):

       NUR 604, Advanced Practice Nursing Leadership; enrollment in graduate program in nursing 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, 2003 (semester and year)

6. Course to be offered: Fall X Spring Summer

7. Will the course be offered each year? X Yes No

(Explain if not annually):

8. Why is this course needed?

Many graduate students in the College of Nursing either originate in, or return to rural areas to practice. This course is part of a curriculum sequence that will focus on nursing management in rural healthcare settings, including acute, ambulatory, and long term care and public health or in healthcare settings that serve as major referral centers for rural populations. The course focuses on the exploration of models for providing preventive, primary health care, acute care, and chronic health care services in rural areas with a special emphasis on developing evidence-based nursing care delivery models most likely to improve health outcomes in these areas.

The only comparable course is PM 790, Research in Preventive Medicine and Public Health: Current Issues in Rural Health. However, NUR 740 differs from PM 790 because PM 790 focuses on cultural,
organizational and system issues, and does not have the emphasis on nursing care problems and models of nursing care delivery that NUR 740 proposes. Likewise, PM 790 does not include nursing management issues at the unit, departmental or clinical program level that NUR 740 emphasizes. Although courses in the MBA and MHA programs include content on management and financial issues, none addresses the constellation of nursing care delivery issues at the point of service that this course proposes. Further, none include content on development of clinical care delivery models and the implementation issues related to such models.

9. a. By whom will the course be taught? ____College of Nursing faculty

b. Are facilities for teaching the course now available?  ____Yes  ____No

If not, what plans have been made for providing them?

____

____

10. What enrollment may be reasonably anticipated? ____10-12 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?  ____Yes  ____X No

If so, explain

____

____

Will the course serve as a University Studies Program course?  ____Yes  ____X 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?  ____Yes  ____X 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 is part of a new Nursing Management specialty track being proposed for the MSN degree program in the College of Nursing. The College has collaborated with the Health Administration program in developing the concept for this area of specialization and has received support from the Director of the Martin School of Public Administration to allow students to take selected courses in the Martin School (see attached letter of support). The total curriculum sequence is 44 credit hours, which is consistent with several other already existing areas of specialization within the MSN 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.

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). 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 concluded 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 MSN 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 their 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 contain 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.

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

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ACTION OTHER THAN APPROVAL

Rev 11/98
Attachment to Application for a New Course
NUR 740, Clinical Models for Professional and Advanced Nursing Care

Major Teaching Objectives

At the end of this course, the students will be able to:

1. Analyze the processes of clinical and business modeling.
2. Synthesize nursing and related clinical research into a feasible and creative clinical care delivery model.
3. Examine best practices in the literature for recommendations relevant to the clinical model under development.
4. Integrate research related to effective team functioning and collaboration into recommendations for the clinical model.
5. Use an evidence-based practice approach to supervising and developing health care teams.
6. Prepare a business plan for the clinical model incorporating a market analysis and financial pro formas.

Course Outline

I. Clinical and business modeling
   a. Identifying practice problems,
   b. Epidemiologic evidence of population health trends
   c. Conceptual bases of research in around problems identified
   d. Principals of modeling in organizational science

II. Designing new practice models
   a. Integrating research evidence with practice knowledge
   b. Distinctions between research evidence and best practices

III. Interdisciplinary collaboration
   a. Types of collaborative teams
   b. Intra and interorganizational collaborative processes
   c. Building coalitions
   d. Building consensus and shared visions

IV. Team supervision and development
   a. Building teams; recruitment, selection and retention
   b. Collaborative approaches to team member development
   c. Issues related to delegation and supervision
   d. Mentoring

V. Financial issues
   a. Rural health care
   b. Urban health
   c. Health systems
   d. Financing care for populations
   e. Health disparities

VI. Quality improvement strategies
   a. Data collection
   b. Monitoring trends and outcomes
   c. Displaying and communicating data
   d. Team-based solutions to quality problems

VII. Business planning
   a. Market analyses
   b. Structuring the clinical and business models
   c. Projecting resource requirements to support clinical initiatives
   d. Development of financial pro formas
### Questions to be Answered for the Medical Center Academic Council Regarding Multi-Media or Distance Learning Courses

**College of Nursing**  
*Proposal for NUR 740 Clinical Nursing Models for Professional and Advanced Nursing Care*  
*Distributed Learning Format*  
*March 31, 2003*

<table>
<thead>
<tr>
<th>Question</th>
<th>Plan</th>
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<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 this course. Students will be evaluated based on participation in in-class and on-line discussions, a formal presentation, clinical performance and written papers.</td>
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<tr>
<td>2. Describe the availability of related services such as laboratories, library service, research, and supplemental information.</td>
<td>Availability: Students will be provided with instruction on how to access course information on the web during the first in-class session of the 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.</td>
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<td></td>
<td>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 seven distributed learning courses underway in the Masters of Science in Nursing degree program and seven distributed learning courses in the DNP program. These courses have been phased in over the past three years. The College has gained considerable experience in the successful implementation of a distributed learning pedagogy. The MIT has successfully fielded questions and solved problems with students and faculty. She has a full time teaching assistant assigned to her who helps with implementation and technological issues for faculty teaching distributed learning courses. Students have extensive access to electronic journals and participate in an orientation to these resources by the Director of the Medical Center Library.</td>
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<tr>
<td></td>
<td>Students who do not have access to the computer equipment necessary to support the course may use computers located on-site.</td>
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</tbody>
</table>
3. Describe the technical requirements for remote sites (ITV, computer hardware/software, special equipment).

<table>
<thead>
<tr>
<th>Technical Requirements:</th>
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<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>
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<tr>
<td>• Microsoft Office or MS PowerPoint Viewer</td>
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</tbody>
</table>

All students in each of the College of Nursing distributed learning courses receive standard information in 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 a single 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 and has not been offered before.

<table>
<thead>
<tr>
<th></th>
<th>Standard Format</th>
<th>Multi-Media Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Time/Schedule</td>
<td>Seminars scheduled one day per month for four hours per day, supplemented by web-enhanced and experiential learning activities.</td>
<td>Students are in clinical practica 8 hours per week as would normally be scheduled for a graduate nursing course with 2 cr. clinical (4:1 ratio of clock hours to credit hours).</td>
</tr>
<tr>
<td>Interaction (faculty-to-faculty; student-to-student)</td>
<td>Seminar and group work during the monthly class meetings.</td>
<td>Threaded discussions and electronic mail interaction.</td>
</tr>
<tr>
<td>Content</td>
<td>As described by the course description and objectives in the attached syllabus.</td>
<td></td>
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<tr>
<td>Evaluation</td>
<td>Class participation (both face-to-face and synchronous and asynchronous discussion groups), papers, clinical practicum, presentations</td>
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<tr>
<td>Other (explain):</td>
<td>N/A</td>
<td>N/A</td>
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</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 never been taught before, so no additional syllabus has been included.
UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

NUR 740, Clinical Models for Professional and Advanced Nursing Care

A DISTRIBUTED-LEARNING COURSE

TITLE: Clinical Models for Professional and Advanced Nursing Care

CREDIT HOURS: 4 Credits (2 cr. seminar; 2 cr. clinical)

PRE-REQUISITES: NUR 604, Advanced Practice Nursing Leadership; enrollment in graduate program in nursing or consent of the instructor

COURSE DESCRIPTION:

Students will learn concepts underpinning clinical and business modeling. They will conduct integrated literature reviews around a particular clinical problem and develop evidence-based clinical models for practice using the best available research findings and best practices. Each will prepare a business plan for adoption of a clinical model by a nursing unit, clinical department, or clinical program that is fiscally and organizationally feasible. Students will incorporate concepts of teamwork and interdisciplinary collaboration into the plans, including evaluation and supervision.

COURSE OBJECTIVES (for both seminar and clinical):

Upon completion of the course, the student will:

7. Analyze the processes of clinical and business modeling.
8. Synthesize nursing and related clinical research into a feasible and creative clinical care delivery model.
9. Examine best practices in the literature for recommendations relevant to the clinical model under development.
10. Integrate research related to effective team functioning and collaboration into recommendations for the clinical model.
11. Use an evidence-based practice approach to supervising and developing health care teams.
12. Prepare a business plan for the clinical model incorporating a market analysis and financial pro formas.

EVALUATION:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class and electronic discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Paper on rural nursing management issues</td>
<td>20%</td>
</tr>
<tr>
<td>Clinical nursing model business plan</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation on clinical nursing model business plan</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical practicum</td>
<td>30%</td>
</tr>
</tbody>
</table>

CLINICAL COMPONENT (2 CR)
Each student will have a clinical practicum as part of this course in which he/she works with a nurse manager preceptor in a clinical setting. The clinical environment may be in a rural area or may be in an urban healthcare facility that serves as a major referral center for rural areas. Together the student and preceptor explore the process and principles of nursing management as it relates to improving the health of rural populations. Students will work with the nurse manager in the development of a clinical model designed to improve some aspect of health for a selected rural population. Each student will develop a business plan for this clinical nursing model while in the clinical practicum. The choice of clinical setting and preceptor will be guided by the faculty for the course in consultation with students and preceptors on how best to link student and preceptor interests. Students are required to obtain 120 hours in the clinical environment.

CONTENT OUTLINE:

VIII. Clinical and business modeling
   a. Identifying practice problems,
   b. Epidemiologic evidence of population health trends
   c. Conceptual bases of research in around problems identified
   d. Principals of modeling in organizational science

IX. Designing new practice models
   a. Integrating research evidence with practice knowledge
   b. Distinctions between research evidence and best practices

X. Interdisciplinary collaboration
   a. Types of collaborative teams
   b. Intra and interorganizational collaborative processes
   c. Building coalitions
   d. Building consensus and shared visions

XI. Team supervision and development
   a. Building teams; recruitment, selection and retention
   b. Collaborative approaches to team member development
   c. Issues related to delegation and supervision
   d. Mentoring

XII. Financial issues
    a. Rural health care
    b. Urban health
    c. Health systems
    d. Financing care for populations
    e. Health disparities

XIII. Quality improvement strategies
    a. Data collection
    b. Monitoring trends and outcomes
    c. Displaying and communicating data
    d. Team-based solutions to quality problems

XIV. Business planning
    a. Market analyses
    b. Structuring the clinical and business models
    c. Projecting resource requirements to support clinical initiatives
    d. Development of financial pro formas

SUGGESTED 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, 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).

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.

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Special Directions or Assignments</th>
<th>Activities</th>
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</table>
| Week 1     | 1 PM – 5 PM: COURSE MEETING IN LEXINGTON | Course Overview
Module 1: Clinical and Business Modeling
a. Identifying practice problems,
b. Epidemiologic evidence of population health trends |
| Week 2 | Module II: Designing New Practice Models  
|---|---|
| a. Integrating research evidence with practice knowledge  
| b. Distinctions between research evidence and best practices |

| Week 3 | Module II: Designing New Practice Models  
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<tr>
<td>b. Distinctions between research evidence and best practices</td>
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| Week 4 | 1 PM – 5 PM: COURSE MEETING IN LEXINGTON  
|---|---|
| Discuss Module II: Designing New Practice Models  
| Introduction to Modules III & IV: Interdisciplinary Collaboration and Team Supervision and Development  
| Group Exercise Related to Module III, Interdisciplinary Collaboration and Team Supervision and Development |

| Week 5 | Module III: Interdisciplinary Collaboration  
|---|---|
| a. Types of collaborative teams  
| b. Intra and interorganizational collaborative processes  
| c. Building coalitions  
| d. Building consensus and shared visions |

| Week 6 | Module IV: Team supervision and development  
|---|---|
| a. Building teams; recruitment, selection and retention  
| b. Collaborative approaches to team member development  
| c. Issues related to delegation and supervision  
| d. Mentoring |

| Week 7 | Module V: Financial issues  
|---|---|
| a. Rural health care  
| b. Urban health |

| Week 8 | 1 PM – 5 PM: COURSE MEETING IN LEXINGTON  
|---|---|
| Discuss Modules III & IV: Interdisciplinary Collaboration and Team Supervision and Development  
| Interactive exercise related to collaboration, team supervision and development  
| Discuss Module V: Financial Issues  
| Group Exercise Related to Module V, Financial Issues in Rural and Urban Health Care |

| Week 9 | Module V: Financial issues  
|---|---|
| c. Health systems  
| d. Financing care for populations  
| e. Health disparities |

| Week 10 | Module VI: Quality Improvement Strategies  
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<tbody>
<tr>
<td>a. Data collection</td>
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### 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, and study messages. You are strongly encouraged to stay on schedule with the modules. Each section of modules will be available in Blackboard. Videotapes, CDs and other electronic class materials will be available in the Medical Center Audiovisual Library (6th floor, CON Building).

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<tr>
<th>Week 11</th>
<th>Module VI: Quality Improvement Strategies</th>
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<tr>
<td></td>
<td>b. Monitoring trends and outcomes</td>
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<td>c. Displaying and communicating data</td>
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<td>d. Team-based solutions to quality problems</td>
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<tr>
<th>Week 12</th>
<th>1 PM – 5 PM: COURSE MEETING IN LEXINGTON</th>
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<tr>
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<td>Discuss Module V and VI: Financial Issues and Quality Improvement Strategies</td>
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<td>Introduction to Module VII: Business Planning</td>
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<tr>
<th>Week 13</th>
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<td>a. Market analyses</td>
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<td>b. Structuring the clinical and business models</td>
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<td>c. Projecting resource requirements to support clinical initiatives</td>
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<td>d. Development of financial pro formas</td>
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<td>e. Projecting resource requirements to support clinical initiatives</td>
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<td>Final Student Presentations</td>
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