HEALTH STATUS OUTCOMES: COMMUNITY/PRIMARY CARE
NUR 911 Sections 001 and 701
3 Credits
Section 001, Tuesdays, 1:00pm – 4:00 noon, 500 West Fee Hall
Fall 2008

Catalog Course Description: Measurement of health status outcomes for populations across the life span within the community based primary care systems. Measurement and evaluation issues related to the costs of intervention to impact outcomes.

Additional Course Description: This course focuses on the measurement of health status and health outcomes for diverse populations across the life span within community based primary care systems provider (CBPCS). The continuum of care as it relates to CBPCS will be the organizing perspective. Factors such as practice patterns social determination and organization structure that may impact outcomes will be discussed, from a systems, processes of provider care and system structure population perspective (poverty, age) will be considered. Measurement and evaluation issues related to health status and health outcomes from a health care system perspective will be explored.

Course Objectives: At the end of this course, students will:
1. Examine the long and short term measurement of health status and well-being outcomes for aggregates vs. individuals.
2. Explore how health systems patterns of care (interventions) can influence health status outcomes.
3. Analyze how aggregate data are used within the community based primary health care system.
4. Examine current aggregate measures used in primary care to assess outcomes.
5. Consider how systems of care can use health status and well-being outcomes to determine quality of care.
6. Examine the cost of interventions to impact outcome(s).

Additional Course Objectives: To examine how determinants outside the healthcare system relate to aggregate health outcomes of care.

Prerequisites: None

Co-requisites: None

Professional Standards & Guidelines: The curriculum is guided by the following documents:

Faculty: Barbara Given, PhD, RN, FAAN
University Distinguished Professor
B515 C West Fee Hall
Tel: 517-353-0306
Fax: 517-353-8612
E-mail: bgiven@msu.edu
Office Hours: Appointment times can be arranged to accommodate student schedules

Faculty: Bill Corser, PhD, RN, NEA-BC
Associate Professor
416 B West Fee Hall
Tel: 517-355-0328
Fax: 517-353-5002
E-mail: corser@msu.edu
Office Hours: Appointment times can be arranged to accommodate student schedules

Instruction:

a. Methodology: Your NUR911 course activities will include:
   a) classroom group seminar discussions,
   b) topic-specific student presentations, and
   c) out-of-class articles and assigned reading seminar evaluation activities. All assigned text and article readings are expected to be completed prior to the indicated class time. Each student is responsible for understanding both the assigned readings and all content discussed in class. Each student is expected to actively participate during in-class group activities and classroom seminar discussions.

NOTE: This course assumes a previous understanding of health status outcomes from (e.g. Patrick, 1997 & 2000, Wilson & Cleary 1995 and Mitchell 1998) which have been discussed in NUR 901 and some basic content, (e.g., health status outcomes) as covered in NUR 910. Students wishing to take this course without NUR 901 or NUR 910 may need to do some selected independent reading prior to enrolling in NUR911.

Instructor Communications: Messages and assignments may be left at Dr. Corser’s faculty office 416B West Fee Hall in a well-marked envelope. His mailbox is in the mailroom across the hall from his office. Always keep a copy of each assignment for your own records. NOTE: Dr. Corser will grade assignment I & II papers. Dr. Given will grade the assignment III paper. Keep a copy of all papers and drafts submitted. All papers must be submitted electronically or in a colored well marked folder.

b. Required Texts:


Preparation for Class

For Each Class: Complete the assigned readings for the week and consider outcomes from population-based vs. patient level vs. provider and overall health system perspective. Consider the possible differences to investigate aggregate health outcomes in the topic area(s). How do they differ at each level? What is the relationship between structure, process, and outcome at each level? Be prepared to discuss the assigned readings in terms of your developing dissertation/research program area.

Evaluation:

a. Learning Assessments and Grading:

Evaluation Course Activities

1. Seminar Discussions and Presentations

Students will be expected to read and be responsible for all seminars. You will each present in two seminars. Take the component of the model being discussed that week and apply to your topic of interest. How is the topic of interest impacted by components of the model? How does the model impact the outcome of interest?

Assignments I & II

I. 50% of grade will be based on two reviews (25 percent each), class participation and 20-30-minute presentation of selected outcomes/topics for classes III to XIII with 5-6 page written summaries turned in the day of class including:

Components of the discussion and summary should include:

- conceptual definition
- measurement qualities (e.g. reliability, validity, sensitivity and specificity) aggregate and individual.
- application across the community-based primary care continuum
- differentiate how this is applicable to the individual vs. the system of the practice.
- clinical significance
- policy significance
- nursing relevance
b. Course Grade Requirements

1) As one of the nine required doctoral courses, a 3.0 grade must be attained in this course.

2) A student who fails or does not receive at least a 3.0 grade in this course must repeat this course before taking comprehensives and completing the doctoral program. After meeting with their course chair the student is to meet with his/her Major Professor and guidance committee to determine a remediation plan to repeat the course. Repeating the course and obtaining an acceptable grade is required. This course may be repeated only once.

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<th>%</th>
<th>GRADE</th>
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<tr>
<td>90 – 100%</td>
<td>4.0</td>
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<tr>
<td>85 – 89%</td>
<td>3.5</td>
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<tr>
<td>80 – 84%</td>
<td>3.0 (Minimum passing grade)</td>
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<td>≤ 79%</td>
<td>Not passing</td>
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c. Writing Requirements: Levels of evidence must be discussed and research articles used. Each student must write two summaries. Include a reference list of 5-6 references using APA format. (Different than the course reference list).

Two each of the following assignments must be completed by each student:

1. Aggregate Health Determinants outside healthcare system– Week 3
2. Antecedents of Aggregate Health Outcomes- Week 3
3. System Level Factors: Provider Patterns of Care – Week 4
4. Nursing Care Outcome Studies- Week 4
5. Availability and Accessibility of Healthcare Services- Week 5
6. Affordability and Acceptability of Healthcare Services- Week 5
7. Safety and Content of Care-- Week 6
8. Patterns of Care and Variations in Practice - Week 6
9. Causes of Health Disparities- Week 7
10. Health Disparities- Effects on Health Outcomes- Week 7
11. Health Care Quality/Effectiveness Indicators – Week 8
12. Health Care Performance Indicators -- Week 8
Criteria for evaluation (presentation plus written summary):
   a. Discussion of outcome/concept. (20 points)
   b. Clarity and succinctness (10 points)
   c. Differentiation between relevance to patient vs. system (10 points)
   d. Measurement properties / Qualities (20 points)
   e. Support from the literature—5-6 research based articles (20 points)
   f. Discussion of relevance to nursing / Clinical Significance (10 points)
   g. Policy significance (10 points)

Late papers will not be accepted! All assigned papers are to be turned in on day of class. Students must present paper topic to the class, each student will present two sessions. It is imperative that these are presented as scheduled in a timely fashion with the class schedule.

Assignment III
II. 50% of grade will be based on a major research paper. Expectation 25 pages (without bib or figures).

   The focus of paper will be one outcome in the context of community-based primary care (not acute care) (should be a concept related to your outcome of interest but at the aggregate level). The outcome must be examined from a system, community or population perspective (not the individual). The determinants and process of care to achieve the desired outcome should be included and discussed (consider the Patrick, Wilson & Cleary, Mitchell, Aday or Chronic Care Model). The analysis should include:

A. Conceptual
   1) Define the concept (outcome for aggregate measurement of interest), as it will be used in this paper.
   2) What model can be used to describe relationships of the outcome to determinants and process of care?
   3) What is the relevance to the model of community-based primary care (include a review of research-based literature)?
   4) What are the implications of the outcome for community-based primary care nursing practice?

B. Operational/Methodological
   1) What is the operational definition used for this outcome? Please be specific and use research-based literature (research based articles).
   2) How does this outcome relate to clinical decisions?
   3) How does this outcome fit into the overall health care system? (To whom, for what? Be specific) Is the outcome appropriate to use across the continuum of care; why or why not?
   4) When and what are the methodological issues using this measure as a systems measure?
   5) Describe the use of the measure to determine the outcome in relation to:
      a. Approach
      b. Source and type of data
      c. Timing
      d. Measurement including psychometric properties
      e. Consideration of use with vulnerable population
   6) Methods used to collect data in the system of care vs. community population focus.
   7) Given the results of the above, what are the implications for policy?

Criteria for Grading:
   i. Conceptualization of the outcome (15 points)
   ii. Model discussion (15 points)
   iii. Relevance to the model (Nursing) (10 points)
   iv. Relevance to community-based primary care (10 points)
   v. Methodology
      a) Measurement properties and challenges presented in-research-based literature (15 points)
      b) Operational definition supported with research literature (10 points)
      c) Relevance for system/organization and policy—research based literature. (8 points)
vi. Relevance for policy (7 points)
vii. Clarity of writing
viii. Strength of research based references and synthesis from the literature (10 points)

- An outline and outcome definition is due by September 16th
- A Draft of the paper is due by November 11th

**Due by December 2nd, 2008** – Late papers will not be accepted. All papers must be turned in electronically or in a carefully marked colored folder.

- The final paper is due by December 2nd. Outline and drafts must be turned in with the final paper to get a grade for the course
- APA format must be followed or the paper will be returned without scoring

*University & College Policies:*

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON Student handbook [http://nursing.msu.edu/handbooks.asp](http://nursing.msu.edu/handbooks.asp)
- Information for Current Students—including Rights, Responsibilities and Regulations for Students [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs [http://www.reg.msu.edu/UCC/AcademicPrograms.asp](http://www.reg.msu.edu/UCC/AcademicPrograms.asp)
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>I</td>
<td>8/26/08</td>
<td>Introduction Health Status/Health Outcomes from the community-based care continuum perspective (review models) – Patrick Model, Wilson/Cleary Model, Mitchell Model, Chronic Care Model. Define Health Status Outcome at aggregate level.</td>
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<td>II</td>
<td>09/02/08</td>
<td>Concept of the care continuum and nurse sensitive outcomes to be examined over time in a community-based care system (aggregate).</td>
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<td>III</td>
<td>09/09/08</td>
<td>Aggregate Health determinants outside the healthcare system (Disparities) Culture, Genetics, Personal, Family, Risks, Ecological, and Social Environment (antecedents) MEASUREMENT CHALLENGES Policies/ Regulations (Student Presentations)</td>
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<td>IV</td>
<td>09/16/08</td>
<td>System level factors (To Err is Human Chapter 1,5,6,7) ➢ Organizational Arrangements/ Structure/Resources ➢ Providers and provider process ➢ Nursing Care Outcomes Studies Specifically for Process and Outcomes (Student Presentations) ***Outline of Major Paper Due</td>
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<td>V</td>
<td>09/23/08</td>
<td>Health Care Environment Factors involved: ➢ Availability (Care without Coverage, Chapters 1, 2, 3) ➢ Accessibility ➢ Affordability ➢ Acceptability use of service</td>
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<td>VI</td>
<td>09/30/08</td>
<td>Safety and Content of Care (To Err is Human Chapter 1,2,5,7, Appendix D) Patterns of care and variations in practice MEASUREMENT CHALLENGES (Student Presentations)</td>
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<td>VII</td>
<td>10/07/08</td>
<td>Causes of Health Disparities (Read pertinent sections in Unequal Treatment) and the Effect on Health Outcomes</td>
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<td>VIII</td>
<td>10/14/08</td>
<td>Health Care Quality and Effectiveness. (Crossing the Quality Chasm, Chapter 1 &amp; 7) Performance Measurement Qualifications(Chapters 1,2,3,4, Appendix G) ➢ Quality, effectiveness ➢ Indicators and outcomes MEASUREMENT CHALLENGES</td>
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<td>IX</td>
<td>10/21/08</td>
<td>Measurement challenges of system level vs. individual outcomes</td>
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<td>X</td>
<td>10/28/08</td>
<td>Pay for Performance on CMS Website Crossing the Quality Chasm: Cost effectiveness of care outcomes (Chapter 8) ➢ Cost of Care, Healthcare Service Coverage (Student Presentations) Measurement Challenges</td>
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<td>XI</td>
<td>11/04/08</td>
<td>Utilization of Services ➢ Types of Services ➢ Measurement Challenges</td>
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| XII  | 11/11/08| Individual health-related outcomes at aggregate level across community-based care continuum  
- Function/QOL/satisfaction  
- Wellness: Self-care/prevention behaviors  
- Social health  
- Function/disability  
- Equality of access  
- Survival/mortality  
(Student Presentations)  
***Draft of Paper Due |
| XIII | 11/18/08| Integrating the health-related quality-of-life outcome components into care. Large Data Sets – Exploring which ones  
(Student Presentations). |
| XIV  | 11/25/08| Care continuum outcomes influencing quality of clinical decisions – evidence based  
(Crossing the Quality Chasm) |
| XV   | 12/02/08| Care Continuum - outcomes influencing policy (performance measures and guidelines) and regulations (To Err Is Human, Chapter 8)  
***Major Paper Due |
# NUR 911 Required Reading

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| 08/26/08 | **Health Status and Outcomes from Community-based Continuum Perspective:**  
Continuum of Care and Nurse Sensitive Outcomes


17. Wright, R.J., Subramanian, S.V. (2007), Advancing a multilevel framework for epidemiologic research on asthma disparities. *Chest, 132*(5), 757S-769S.
System Level Factors (Payment, Provider)


Safety and Context of Care- Access, Affordability, & Availability (Performance Indicators)


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<td>Individual Health-Related Outcomes as Community Based Quality Care</td>
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3. Community-level indicators for understanding health and human services issues: A compendium of selected indicator systems and resource organizations.


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**Care Continuum Outcomes Influencing Clinical Decisions and Policies**