Individual & Family: Health Status Outcomes Across the Lifespan
NUR 910 – 3 credits
Wednesdays, 9:10 am – 12:00 pm; B500 West Fee Hall
Spring 2009

Catalog Course Description: Measurement and conceptual underpinnings of health status outcomes for individuals and families across the life span. Focus on well-being in health and illness within community based primary care.

Course Objectives:
1. Examine and distinguish the concepts of health status and well-being for individuals and families across the lifespan.
2. Explore the relevance of health status for outcomes research in community based primary care.
3. Evaluate outcomes measures that reflect the concepts of health status and well being for their relevance and appropriateness in research.

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Prerequisites: None
Co-Requisites: None

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

**Required Texts (Will also use in 911):**


*Please also regularly check the websites for the Nation Quality Forum, journals such as NEJM, JAMA, Medical Care and Health Affairs, and Institute of Medicine. Other websites for current outcome related activities will be presented during the course.

**Evaluation and Grading:**

**LATE OUTLINES AND PAPERS WILL NOT BE ACCEPTED**

OUTLINES AND DRAFTS ARE REQUIRED for the major paper - Drafts need to be submitted with final paper.

Drafts are not graded/are used to provide formative feedback, but must be turned in and must be turned in with subsequent drafts and with final paper.

**APA format is to be used for all written work.**

Students are expected to be fully prepared for and actively participate in the seminars.

Each student will present in two classes as assigned and complete two mini papers for submission and grading related to these in class presentations. For each of these two papers, a 4-6 page summary is to be handed in and to all students at the time of presentation. References are to be included.

In addition each student will complete a major scholarly paper.

For each written assignment, consider the primary and community contexts of health care-not acute care. Outcomes for individuals in the acute care setting is not the area of focus in this program. Outcomes must be clinical and relevant to the health care system.

**Mini Paper I**
Presentation to focus on one individual or family outcome of concern to the health care system. (Try to focus on one of your interests.)

**Health Status Outcome**
Mini Paper I/ Presentation to focus on one individual or family outcome. Materials for class presentation are to be handed in.
A. Presentation 1 will be a review and discussion of the conceptual and operational definition of concepts of an outcome health status measure. Research based references are required.

B. For the general concepts of health status, the student is to provide a discussion of the concept. Each student is to also provide to all students and faculty 3-4 supplemental research based references not in the course bibliography. (Levels of evidence are to be described). Part of the presentation should be a review of articles that describe considerations in use of the outcome measure across the lifespan or in diverse populations.

C. The paper presentation is 25% of course grade.

Grading Criteria (see next page)
1. Discussion of and definition of an outcomes as a concept (at least 3 cited definitions) that reflects integration and synthesis of literature.
2. Operational definition of the outcomes as a concept (documentation of literature required).
3. Differentiate from other outcomes (e.g. function from disability.)
4. Relate to life span, diversity of population, culture
5. Change in outcome (e.g., variations in time, disease stage) should be described so we know what would be clinically significant
6. Relevance to Nursing Intervention to achieve outcome.
7. Clarity and Succinctness of presentation, proper APA format.

Topics (to be modified in the first few weeks of class) include:
1. Birth Weight, Blood Gases, Cholesterol, Blood Sugar, Cardiac Rate, Fever or Neutropenia, Weight, Cortisol,
2. SF36, Disability, Physical Function for Adults or Children
3. Depression, Burden, Anxiety, Anger, Worry
4. Pain, Fatigue, Insomnia, Dyspnea, Shortness of Breath, Peripheral Neuropathy
5. Dyspnea, Anorexia, Constipation, or Diarrhea
6. Cognitive Decline, Delirium, Attentional Fatigue
Grade Sheet 910
Health Status Outcome
Mini Paper 1
(25% of grade)

Criteria

*1. Outcome Concept Definition and Discussion (5 citations) ______10pts

*2. Operational Definition of the Outcome with Research Documentation (what Tool used to measure) ______10pts

3. Differentiate Selected from Other Similar Outcomes ______5pts

4. Relate to
   a) Life Span ______5pts
   b) Diverse Population ______5pts
   c) Cultural Variation ______5pts

5. Relevance of outcomes to Nursing Interventions ______10pts

Point deduction: ______pts

Clarity of Presentation\ APA Format
Grammar, format, etc
Breadth of Research Literature Used

Overall Points ______

50 pts Total

* Should reflect a synthesis of the literature
Mini Paper II  
Selected Health Status and Clinical Outcome

For this paper a major clinical outcome from the list of topics for the class is selected and developed in depth (25% of grade). Notice the emphasis is on measurement.

A. Each clinical outcome will be presented and discussed in class and graded from the following perspective:
   1. Conceptual definition of outcome (including synthesis of relevant research literature with research based citations)
   2. Define outcome operationally: How are you going to measure the concept? Try to select one measure or contrast no more than two.
   3. Discuss the measurement characteristics:
      a. Psychometrics (Reliability and validity - discuss each, report specifics)
      b. Sensitivity and specificity (Review Stewart and Archbold articles and other key references discussed in class). Likelihood of a floor or ceiling effect?
      c. Likelihood of an analyzable distribution of scores on the measure? How would variation in outcome results differ if 1.) an acute vs. chronic problem? 2.) Care trajectory adults (young vs. old) vs. children (young vs. old) across the lifespan, 3.) diverse populations (including minorities and non-mainstream cultural groups).
   4. Use of measure in clinical
      a. How you would use the measure? When you would use the measure versus when wouldn’t you use it? Why?
      b. When would you expect to see change in measure? E.g., 2-days, 6-weeks, 3-months, years? How frequently should measurement occur? Might there be a time-lagged (delayed outcome) effect and why?
   5. How is the outcome amenable to change by nursing intervention – what is the nurse intervention dosage that is needed and under what set of circumstances in order to bring about a change?
   6. Clinical vs. research significance. What would be a clinically meaningful change? How much?

Use this context to discuss the outcome. This is meant to be an in-depth analysis and presentation. Again, this relates to community and primary care.

Topics (to be revised and modified during the first few weeks of class)
1. Mental Health Status, Anger, Worry, Depression, Anxiety
2. Adult Cognitive Status (Different Levels)
3. Caregiver Burden, Coping, and Stress
4. Hardiness, Resilience, Hope, Optimism
5. Patient Activation
6. Social Support, Social Cohesion
7. Healthy Behaviors, Adherence, Decision Making, Problem Solving
8. Self Care Management

(See Grade Sheet next page)
Grade Sheet 910
Selected Health Status Outcome
Mini Paper 2
(25% of grade)

Criteria

*1. Conceptual definition of Outcome

*2. Operational Definition of Outcome

3. Measurement Issues (psychometrics)
   (Items 3 & 4 on criteria above)

4. When, Where and Why Utilized, Sensitive to Nursing Interventions

5. Clinical Significance/ Sensitivity to Change as an Outcome

Point deduction:

Clarity \ APA Format
Grammar, format, etc
Breadth of Literature Used

Total Points

*Should reflect the synthesis of the literature
**Major Paper**

In depth Analysis of a Health Status Clinical Outcome

A. The major paper will be an in-depth analysis of one clinical outcome (outcome of interest to you). The analysis must be supported with evidence based at the highest level that is available in the published literature. The topic should be a topic related to your interest.

B. Expectation- up to 25 pages (double spaced) of text without figures or references (50% of grade).

C. The analysis should include the following:
   1. Conceptual definition of outcome (in-depth synthesis of research literature including several citations for the support of your definition)
   2. Operational definition that reflects the selection of one (1) measure. Rationale for use –Supported with empirical (data-based) high level of evidence research literature
   3. Measurement of the selected outcome
      - When, where, how would you use the measure
      - Detailed discussion of measurement qualities, especially sensitivity and specificity, reliability and validity
      - Timing of measurement, relevance as longitudinal outcome measure
      - Use of measure. Discussion of use with selected population, lifespan, stage of disease, cultural, ethnic or diversity variations.
      - Expectations of time for change (24 hrs, 1 wk, 6 mo.)
   4. Relevance to nursing/nurse sensitive/discuss dosage of intervention
   5. Relevance to health/health care systems
   6. Feasibility as a clinical measure vs. research measure, clinical significance
   7. Policy relevance and implications of using this outcome

D. **Criteria for Point Credit for Major Paper** (See Grade Sheet next page)

   20  a) Conceptualization of the Outcome-Synthesis of the literature
   20  b) Operational definition (supported with research literature)
   25  c) Measurement properties presented and analyzed (Item 3 above)
   15  e) Relevance for nursing interventions, nurse sensitive
   5   f) Clinical significance (5)
   5   g) Relevance to Health System
   10  h) Policy relevance

Other criteria for loss of points

- Strength of research-based references/support and synthesis
- Use of APA format and proper citations (Endnote or comparable program— is strongly recommended.
- Grammar and spell check
- Clarity of writing

No late papers will be accepted.
Criteria

1. Conceptualization of Outcome (synthesis of literature) .................................................. 20 pts

2. Operational Outcome Definition with Research Literature to Support the measure. Select one Measure - give rationale for selection .................................................. 20 pts

3. Measurement Properties
   - Discuss measure with age span, stage of disease diverse populations (psychometrics, measurement timing)
   - Psychometric properties ........................................................................................................... 25 pts

5. Relevance to Nursing Sensitive, Intervention ........................................................................ 15 pts

6. Clinical Significance .................................................................................................................. 5 pts

7. Relevance to Health Care System. What is the level? .......................................................... 5 pts

8. Policy Relevance of this outcome ............................................................................................ 10 pts

Point deduction:
Clarity of Presentation\ APA Format
Grammar, format, etc
Strength of Research References ..................................................

Total Points ................................................................................................................................. 100 points
Outline of major paper due March 4th – REQUIRED

Draft of major paper due April 1st (Outline submitted with paper) – REQUIRED

Final major paper due April 29th with returned drafts and outline!

Late papers are not accepted.

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<th>GRADING SCHEME</th>
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<td>90-100%</td>
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<td>(Minimum passing grade)</td>
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<td>≤ 79%</td>
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Individual & Family: Health Status Outcomes Across the Lifespan
NUR 910 – 3 credits
Spring 2009
Additional Course Content

Additional Course Description:
This course focuses on the conceptual underpinnings of health status and well-being as patient outcomes in community-based primary care. Multiple domains of health status outcomes (social, psychological, cognitive, behavioral, family, and cultural and general health) will be examined across the lifespan. Frameworks for examining patient outcomes will be examined. Measures of components of health status and well-being will be evaluated for relevance and appropriateness to the individual and family. Methodology and measurement issues such as timing, source of data, reliability, validity, sensitivity, and specificity will be explicitly discussed. Clinical relevance and policy will also be addressed. The purpose is to understand how these concepts can be used to document outcomes in relation to nursing interventions.

Additional Course Objectives:
- To examine the concept of health status and well-being for individuals and families across the lifespan.
- To explore the distinction between health status outcomes for wellness and illness related to community-based primary care as relevant to nursing.
- To analyze the methods and measures for health status outcome – including sensitivity, specificity, reliability, validity, and appropriateness for populations under consideration.
- To analyze a selected health status outcome in detail to understand its relevance to clinical nursing research.
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<tr>
<th>Class</th>
<th>Topic</th>
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| (1)   | Jan. 14<sup>th</sup>  
Overview and examination of frameworks for classifying health status outcomes (Review on own levels of evidence). Define nurse sensitive outcome. Models to examine outcomes. |
| (2)   | Jan. 21<sup>st</sup>  
1. Examine and conceptually differentiate health status, well-being and quality of life. (Health Assessment, HRQOL, WB)  
2. Evaluate the relevance of lifespan, socio-economic cultural, ethnic, and health disparities factors as they influence outcomes. |
| (3)   | Jan. 28<sup>th</sup>  
• Same content for both class 2 and 3 |
| (4)   | Feb 4<sup>th</sup>  
Review definitions of structure, process, and outcome. (Review outcome models)  
Explore the relationship between process and outcome (focus on outcomes) in health care delivery models.  
Relevance of nursing-sensitive vs. interdisciplinary outcomes |
| (5)   | Feb. 11<sup>th</sup>  
(Bill)  
Analyze issues for outcome measures  
• Challenges to outcomes of measurement (timing, stability, source of data)  
• Reliability and validity, sensitivity, specificity, and other psychometric properties  
• Clinical disease or problem status, comorbidity, chronicity vs. acuity |
| (6)   | Feb. 18<sup>th</sup>  
(Bill)  
Outcome Measures  
• Research vs. **clinical significance** for the outcomes, clinical importance  
• Data sources (Self Report, Biological Measures, Chart Audit, etc.) |
| (7)   | Feb. 25<sup>th</sup>  
Outcome Measures (continued)  
• Appropriateness for various populations (ethnic, cultural; disparities)  
• Comorbidity  
• Relevance to individual and family  
• Population Lifespan, (children, mid-age, vs. elderly)  
• Health System Factors, Health Status trajectory |
| (8)   | March 4<sup>th</sup>  
Physiological and clinical measures as outcomes:  
• Vital signs, glucose, birth weight, cholesterol, immune markers, absolute neutrophils, oxygen, weight, cortisol, interleukin |
|     | **OUTLINE FOR MAJOR PAPER DUE** |
|     | March 11<sup>th</sup>  
Spring Break |
| (9)   | March 18<sup>th</sup>  
Physical functioning – SF36, Activities of Daily Living, IADL  
Role functioning, Disability, Functional Status |
| (10)  | March 25<sup>th</sup>  
Psychological Health Status, Selected examples:  
• Resilience/ Psychological Well-being  
• Depression / Depressive Symptoms – CESD, PHQ-9 and variations, Geriatric depression (GDS)  
• Anxiety (State-Trait Anxiety Inventory), worry  
• Distinctions between generalized psychological distress, and clinical status |
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<tr>
<td>April 1st</td>
<td>Symptoms, Selected examples: Pain, Cough, Fatigue, Anorexia, Dyspnea, Delirium, Insomnia</td>
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<td>(12) April 8th</td>
<td>DRAFT OF MAJOR PAPER DUE</td>
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| (13) April 15th | Mental and Cognitive Status  
- Short Portable Mini Mental Status Exam  
- Bayley Scales for Infant Development/Denver Development Test |
| (14) April 22nd | Family Measures & Social Support  
- FES  
- FCOPES  
- Caregiver Burden  
Social Interaction & Functioning  
- Dyadic adjustment  
- Social Support, Social Isolation, Cohesion |
| (15) April 29th | Health Behaviors  
- Adherence/Compliance  
- Healthy Life-Style (Patient Activation, Eating, Obesity, Screening Behaviors, Exercise)  
- Decision-Making, Problem Solving  
- Substance Abuse (Tobacco)  
- Self Care Behaviors (Self-Care Management), Decision Making |
| Classes end | Value and Use of Health Status Outcomes and Nurse Sensitive Outcomes in Health Care |
| May 1      | SUMMARY & FINAL PAPER DUE (turn in all drafts with final paper)                   |
| May 4th - May 8th | Finals Week                                                                       |
NUR 910 Outcomes Bibliography

**Introduction to References**
I do not expect you to read every reference. I provide a wide mix of things that deal with health status outcomes as used today in health care. I expect you to pick and choose and we will discuss in class. We often set priorities for the week for the readings. You are to become well read in outcomes.

**General References**

**Class 1 - January 14, 2009**

**Frameworks for Outcomes - *ed items are important references**

**Review texts for each class for relevant topics**

Ader D. (2007). Developing the patient-reported outcomes measurement information system (PROMIS). *Medical Care, 45*(5), S1-S2.

*Cella D, Yount S, Rothrock N, et al. (2007). The patient reported outcomes measurement information system (PROMIS). Medical Care, 45*(5), S3-S11.


**Class 2 & 3 - January 21, 2009; January 28, 2009**

**Health Status, QOL, Well-being**

**Review texts for relevant topics**


(See Health and Quality of Life Outcomes Articles in general)
Class 4 – February 4, 2009
Definition of Process and Outcome

Review texts for relevant topics


*Mitchell, P., Lang, N. (2004). Framing the problem of measuring and improving healthcare quality: has the quality health outcomes model been useful? *Medical Care, 42*(2) supplement, 2-4 to 2-11.


Class 5 – February 11, 2009
Issues around Outcomes Measurement

Review texts for relevant topics


**Class 6 – February 18, 2009**

**Outcome Measures**

**Review Texts**


Class 7 – February 25, 2009
Factors that May Affect the Outcome Measure

Cunningham PJ, Hadley J. (2007). Differences between symptom specific and general survey questions of unmet need in measuring insurance and racial/ethnic disparities in access to care. Medical Care, 45(9), 842-50.


**Please Review Required Texts**

**By now you should have read:**
To Err is Human Chapters 1, 2, 7
Unequal Treatment Chapters 1, 2, 3, 4
Quality Chasm Chapters 1, 2, 3

**Class 8 – March 3, 2009**

**Physiological Measures**


Class 9 – March 18, 2009
Physical Functioning

*Albrecht, G., Devlieger, P. (1999). The Disability Paradox: High Quality of Life Against All Odds. Social Science and Medicine, 48, 977-988. (Classic)


Kosinski, M., Keller, S., Hatoum, H., Kong, S., & Ware, J. (1999), The SF-36 Health Survey as a Generic Outcome Measure in Clinical Trials of Patients With Osteoarthritis and Rheumatoid Arthritis. *Medical Care, 37*(5): MS10-MS22.


**Class 10 – March 25, 2009**

**Psychological Health Status**

**Read relevant material in texts**


*Schulz, R., Beach, S., Ives, D., Martire, L. & Ariyo, A. et al. (2000). Association Between Depression and Mortality in Older Adults. *Archives of Internal Medicine, 160*, 1761-1768.


**Class 11 – April 1, 2009**

**Symptoms**


Cleeland, C., Reyes-Gibby, C. When is it Justified to Treat Symptoms? Measuring Symptom Burden. *Oncology, 16*(9), 64-70.


**Class 12 – April 8, 2009**

**Mental and Cognitive Status**


Spielberger State Trait Anxiety Inventory. STAI-Form Y-1.


**Class 13 – April 15, 2009**

**Family and Social Support**


**Class 14 -- April 22, 2009**

**Health Behaviors**


Class 15 – April 29, 2009

**General Health, Well-being, QOL**

(Also see readings for class 1, 2, & 3)


