

**HEALTH STATUS OUTCOMES: COMMUNITY/PRIMARY CARE****NUR 911 Sections 001****3 Credits****Tuesdays, 9:00 am – 12:00 pm****B500 W Fee Hall****Fall 2009**

**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.

**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).

**Prerequisites:** None

**Co-requisites:** None

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

American Association of Colleges of Nursing. (2001). AACN Position Paper: *Indicators of quality in doctoral programs in nursing*. Washington, D.C.: Author.

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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:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* 6<sup>th</sup> ed.). Washington, D.C: Author.

Institute of Medicine *Care without Coverage: Too little too late.* (2002). National Academy Press, Washington, D.C. (order directly)

Institute of Medicine. *Crossing the Quality Chasm* (2001). National Academy Press, Washington, D.C.

Institute of Medicine. *Performance Measurement* (2006). National Academy Press, Washington, D.C.

Kohn, Corrigan (ed). *To Err is Human* (2000). Institute of Medicine. National Academy Press, Washington, D.C.

Smedley. (2003). *Unequal Treatment: What confronting Racial and Ethnic Disparities in Healthcare w/cd.* The Academy Press, Washington D.C. (order directly).

c. Optional Texts: Other doctoral program texts.

d. Required Resources, References, Supplies:

ANGEL Help Line

1.800.500.1554 (24 hrs, 7 days/week)

517.355.2345 (24 hrs, 7 days/week)

[www.angel.msu.edu](http://www.angel.msu.edu) (ANGEL Help link in upper right corner)

Always check with the ANGEL Help Line first!

Articles available through PubMed, journal websites, the MSU library (both electronic and print collections, or from instructors).

## 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 make a 20 to 30 minute presentation 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

- II. Note that the topics for your Assignment I and II papers must be different than the topic for your Assignment II “Major Paper.”

### 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.

%	GRADE
90 – 100%	4.0
85 – 89%	3.5
80 – 84%	3.0 (Minimum passing grade)
≤ 79%	Not passing

- 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
13. Health Care Cost Evaluation methods – Week 11

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:

Conceptualization of the outcome (15 points)

- i. Model discussion (15 points)
- ii. Relevance to the model (Nursing) (10 points)
- iii. Relevance to community-based primary care (10 points)
- iv. 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)
- v. Relevance for policy (7 points)
- vi. Clarity of writing
- vii. Strength of research based references and synthesis from the literature (10 points)

- An outline and outcome definition is **due by September 29th (Week 4)**
- A Draft of the paper is **due by November 17<sup>th</sup> (Week 11)**

**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 8th**. Earlier 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>
- MSU Spartan Life Student Handbook and Resource Guide  
<http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students—including Rights, Responsibilities and Regulations for Students <http://www.msu.edu/current/index.html>
- Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp>

**HEALTH STATUS OUTCOMES: COMMUNITY/PRIMARY CARE**

**NUR 911 Sections 001**

**3 Credits**

**Tuesdays, 9:00 am – 12:00 noon, 500 West Fee Hall**

**Fall 2009**

**Additional Course Information**

**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.

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

**Course Calendar:**

Week	Date	Topic
I	09/08/09	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
II	09/15/09	Concept of the care continuum and nurse sensitive outcomes to be examined over time in a community-based care system (aggregate).
III	09/22/09	Aggregate Health determinants outside the healthcare system (Disparities) Culture, Genetics, Personal, Family, Risks, Ecological, and Social Environment (antecedents) <b>MEASUREMENT CHALLENGES</b> Policies/ Regulations <b>(Student Presentations)</b>
IV	09/29/09	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 <b>(Student Presentations)</b> <b>***Outline of Major Paper Due</b>
V	10/06/09	Health Care Environment Factors involved: ➤ Availability (Care without Coverage, Chapters 1, 2, 3) ➤ Accessibility <b>MEASUREMENT CHALLENGES</b> ➤ Affordability Acceptability use of service <b>(Student Presentations)</b>
Week	Date	Topic

VI	10/13/09	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 ( <b>Student Presentations</b> )
VII	10/20/09	Causes of Health Disparities (Read pertinent sections in Unequal Treatment) and the Effect on Health Outcomes ( <b>Student Presentations</b> )
VIII	10/27/09	Health Care Quality and Effectiveness. (Crossing the Quality Chasm, Chapter 1 & 7) Performance Measurement Qualifications(Chapters 1,2,3,4, Appendix G) ➤ Quality, effectiveness ➤ Comparative Effectiveness Research ➤ Indicators and outcomes MEASUREMENT CHALLENGES ( <b>Student Presentations</b> )
IX	11/03/09	Pay for Performance on CMS Website Crossing the Quality Chasm: Cost effectiveness of care outcomes (Chapter 8) ➤ Cost of Care, Healthcare Service Coverage ( <b>Student Presentations</b> ) Measurement Challenges <b>Class held by Dr. Bill Given, PhD</b>
X	11/10/09	Measurement challenges of system level vs. individual outcomes
XI	11/17/09	Utilization of Healthcare Services ➤ Types of Services ➤ Measurement Challenges <b>***Draft of Paper Due</b>
XII	11/24/09	<b>Individual health-related outcomes at aggregate level across community-based care continuum</b> ➤ Function/QOL/satisfaction ➤ Wellness: Self-care/prevention behaviors ➤ Social health ➤ Function/ disability ➤ Equality of access ➤ Survival/ mortality ( <b>Student Presentations</b> )
XIII	12/01/09	Integrating the health-related quality-of-life outcome components into care. Large Data Sets – Exploring which ones <b>Guest Speaker: Dr. Bill Given, PhD</b>
XIV	12/08/09	Care continuum outcomes influencing quality of clinical decisions – evidence based (Crossing the Quality Chasm)  Care Continuum - outcomes influencing policy (performance measures and guidelines) and regulations (To Err Is Human, Chapter 8)  <b>***Major Paper Due</b>

## COURSE CALENDAR

Week	Articles or Chapters
<b>I</b> <b>09/08/09</b>	<p><b><u>Health Status and Outcomes from Community-based Continuum Perspective:</u></b></p> <ol style="list-style-type: none"> <li>1. Aday, L.A., Begley, C.E., Lairson, D.R., Slater, C.H., Richard, A.J., Montoya, I.D. (1999). A framework for assessing the effectiveness, efficiency, and equity of behavioral healthcare. <i>The American Journal of Managed Care</i>, 5: SP25-SP44.</li> <li>2. Bazos, D.A., Weeks, W.B., Fisher, E.S., et al. (2001). The development of a survey instrument for community health improvement. <i>HSR</i>, 36(4), 773-792.</li> <li>3. Intercultural Cancer Council <a href="http://iccnetwork.org/ICC2006SurvivorshipReport.pdf">http://iccnetwork.org/ICC2006SurvivorshipReport.pdf</a></li> <li>4. Jefford, M., Stockler, M.R., &amp; Tattersall, M.H.N. (2003). Outcomes research: what is it and why does it matter? <i>Internal Medicine Journal</i>, 33:110-118.</li> <li>5. Jennings, B.M. (1999). A classification scheme for outcome indicators. <i>Image</i>, 31(4), 381-388.</li> <li>6. Hroschickoski, M.C., Solberg, L.I., Sperl-Hillen, J.M., Harper, P.G., McGrail, M.P., &amp; Crabtree, B.F. (2006). Challenges of change: a qualitative study of chronic care model implementation. <i>Annals of Family Medicine</i> 4(4), 317-325.</li> <li>7. Hung, D.Y, Rundall, T.G., Tallia, A.F., Cohen, D.J., Halpin, H.A., Crabtree, B.F. (2007). Rethinking prevention in primary care: applying the chronic care model to address health risk behaviors. 85(1), 69-91.</li> <li>8. Mitchell, P., Ferketich, S., &amp; Jennings, B. (1998). Quality health outcomes model. <i>Image</i>, 30(1), 43-46.</li> <li>9. Mitchell, P.H., &amp; Lang, N.M. (2004). Framing the problem of measuring and improving healthcare quality: Has the Quality Health Outcomes Model been useful? <i>Medical Care</i>, 42(2 suppl):II4-II11.</li> <li>10. Patrick, D. (1997). Finding health related quality of life outcomes sensitive healthy care organization and delivery. <i>Medical Care</i>, 35(11), NS49-57.</li> <li>11. Patrick, D.L., Chang, Y.P. (2000). Measurement of Health outcomes in treatment effectiveness evaluations: conceptual and methodological challenges. <i>Medical Care</i>, 38(9Suppl), II14-25.</li> <li>12. Stevens KR, Staley JM. (2006). The quality chasm reports, evidence-based practice, and nursing's response to improve healthcare. <i>Nursing Outlook</i>, 54(2): 94-101.</li> </ol>
<b>II</b> <b>09/15/09</b>	<p><b><u>Continuum of Care and Nurse Sensitive Outcomes</u></b></p> <ol style="list-style-type: none"> <li>1. Andersen, H., Schultz-Larsen, K., Kreiner, S., Forchhammer, B., Eriksen, K, et al. (2000). Can readmission after stroke be prevented? Results of a randomized clinical study: a post-discharge follow-up service for stroke survivors. <i>Stroke</i>, 31(5), 1038-45.</li> <li>2. Arday, David R., Milton, Micah H., et al. (2003). Smoking and Functional Status Among Medicare Managed Care Enrollees. <i>Am J Prev Med</i>, 24(3): 234-241.</li> <li>3. Balkrishnan, R., Christensen, D., &amp; Brown, D. (2002) Self-reported health status, prophylactic medication use, and healthcare cost in older adults asthma. <i>J Amer Geriatrics Soc</i>, 50 (5), 924-929.</li> <li>4. Counsell, S.R., Callahan, C.M., Clark, D.O., Tu, W., Buttar, A.B., Stump, T.E., Ricketts, G.D. (2007). Geriatric care management for low-income seniors a randomized controlled trial. <i>JAMA</i>, 298(22), 2623-2633.</li> <li>5. Inouye SK, Ying Z, Jones RN, Shi P, Cupp[les LA, Calderon HN, Marcantonio ER. (2008). Risk factors for hospitalization among community-dwelling primary care older patients: Development and validation of a predictive model. <i>Med Care</i>, 46(7):726-731.</li> <li>6. Lamb, G. (1997). Outcomes across the continuum. <i>Medical Care</i>, 35(11), NS106-114.</li> <li>7. Mitchell, P., Heinrich, J., Moritz, P., &amp; Hinshaw, A. (1997). Measurement into practice: A summary and recommendations. <i>Medical Care</i>, 35(11), NS124-NS127.</li> <li>8. Phillips C, Wright S, Kern D, et al. (2004). Comprehensive discharge planning with post discharge support for older patients with congestive heart failure. <i>JAMA</i>, 291(11): 1358-1367.</li> <li>9. Wetta-Hall, R. (2007). Impact of a collaborative community case management program on a low-income uninsured population in Sedgwick County, KS. <i>Applied Nursing Research</i>, 20: 188-194.</li> <li>10. Won, C.W., Fitts, S.S., Favaro, S., Olsen, P., Phelen, E.A. (2008). Community-based “powerful tools” intervention enhances health of caregivers. <i>Archives of Gerontology and Geriatrics</i>, 46, 89-100.</li> </ol>

<p>III 09/22/09</p>	<p><b><u>Determinants and Antecedents Outside the Health Care System (Individual, Family, Environment)</u></b></p> <ol style="list-style-type: none"> <li>1. Care without Coverage: Too little too late. (2002). National Academy Press, Washington D.C. (Chapters 3,4, &amp; Appendix D).</li> <li>2. DeVoe JE, Wallace LS, Fryer GE. (2009). Measuring patients' perceptions of communication with healthcare providers: Do differences in demographic and socioeconomic characteristics matter? <i>Health Expect</i>, 12:70-80.</li> <li>3. Du, X.L., Fang, S., Vernon, S.W., El-Serag, H., Shih, Y.T., Davila, J., Rasmus, M.L. (2007). Racial disparities and socioeconomic status in association with survival in a large population-based cohort of elderly patients with colon cancer. <i>Cancer</i>, 110, 660-669.</li> <li>4. Frank, L.D., Saelens, B.E., Powell, K.E., Chapman, J.E. (2007). Stepping towards causation: do built environments or neighborhood and travel preferences explain physical activity, driving, and obesity? <i>Social Science and Medicine</i>, 65:1898-1914.</li> <li>5. Fredland, N.M., Campbell, J.C., Han, H. (2008). Effect of violence exposure on health outcomes among young urban adolescents. <i>Nursing Research</i>, 57(3), 157-165.</li> <li>6. Kwak, J., Haley, W.E., Chiriboga, D.A. (2008) Racial differences in hospice use and in-hospital death among medicare and Medicaid dual-eligible nursing home residents. <i>The Gerontologist</i>, 48(1), 32-41.</li> <li>7. Losina E, Kessler CL, Wright EA, et al. (2006). Geographic diversity of low-volume hospitals in total knee replacement: implications for regionalization policies. <i>Medical Care</i>, 44(7): 637-45.</li> <li>8. Morenoff, J.D., House, J.S., Hansen, B.B., Williams, D.R., Kaplan, G.A., Hunte, H.E. (2007) Understanding social disparities in hypertension prevalence, awareness, treatment, and control: the role of neighborhood context. <i>Social Science and Medicine</i>, 65:1853-1866.</li> <li>9. O'Connor, P.J., Rush, W.A., Davidaon, G., Louis, T.A., Solberg, L.I., Crain, L., Johnson, P.E., Whitebird, R.R. (2008). Variations in quality of diabetes care at the levels of patient, physician, and clinic. <i>Preventing Chronic Disease: Public Health Research, Practice, and Policy</i>. 5(1), 1-9.</li> <li>10. Pathman DE, Fowler-Brown A, Corbie-Smith G. (2006). Differences in access to outpatient medical care for black and white adults in the rural south. <i>Medical Care</i>, 44(5): 429-38.</li> <li>11. Schootman M, Andresen EM, Wolinsky FD, et al. (2006). Neighborhood conditions and risk of incident lower-body functional limitations among middle-aged African Americans. <i>Am J Epidemiol</i>, 163(5): 450-8.</li> <li>12. Smith, J.L., Rost, K.M., Nutting, P.A., et al. (2001). Resolving disparities in antidepressant treatment and QOL outcomes. <i>Medical Care</i>, 39(9), 910-922.</li> <li>13. Southern D, McLaren L, Have P, et al. (2005). Individual-level neighborhood-level income measures: agreement and association with outcomes in a cardiac disease cohort. <i>Medical Care</i>, 43(11): 1116-1122.</li> <li>14. Tourangeau, A.E., Cranley, L.A., Jeffs, L. (2006). Impact of nursing on hospital patient mortality: a focused review and related policy implications. <i>Quality Saf Health Care</i>, 15,4-8.</li> <li>15. Tseng CL, Sambamoorthi U, Rajan M, et al. (2006). Are there gender differences in diabetes care among elderly Medicare enrolled veterans? <i>J Gen Intern Med</i>, 21(S3): S47-53.</li> <li>16. Unequal Treatment: Confronting Racial and Ethnic Disparities in Healthcare (2003). National Academy Press, Washington, D.C. Chapters 2 and 3.</li> <li>17. Wright, R.J., Subramanian, S.V. (2007), Advancing a multilevel framework for epidemiologic research on asthma disparities. <i>Chest</i>, 132(5), 757S-769S.</li> <li>18. Zaslavsky, A., Hochheimer, J., Schneider, E., Cleary, P., Seidman, J., et al. (2000). Impact of socio-demographic case mix on the HEDIS measures of health plan quality. <i>Medical Care</i>, 38(10), 981-992.</li> </ol>
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<p>VIII &amp; IX 10/27/09 and 11/03/09</p>	<p><b>Health Care Effectiveness, Performance, Quality Utilization</b></p> <ol style="list-style-type: none"> <li>1. Agency for Healthcare Research and Quality. (2009). Dashboard on Healthcare Quality State Snapshots. Available at: <a href="http://statesnapshots.ahrq.gov/snaps08/index.jsp">http://statesnapshots.ahrq.gov/snaps08/index.jsp</a></li> <li>2. Brooten, D., Naylor, M., &amp; York, R., et al. (1995). Effects of nurse specialists traditional care on patient outcomes and cost: Results of five randomized trials. <i>American Journal of Managed Care</i>, 1, 35-41.</li> <li>3. Cohen SB, Ezzati-Rice T, Yu W. (2006). The utility of extended longitudinal profiles in predicting future health care expenditures. <i>Medical Care</i>, 44(5 Suppl): 145-53.</li> <li>4. Corser, W., Sikorskii, A., Olomu, A., Stommel, M., Proden, C., Holmes-Rovner, M. (2008). Concordance between comorbidity data from patient self-report interviews and medical record documentation. <i>BioMedCentral-Health Services Research</i>, 8, 85. doi:10.1186/1472-6963-8-85.</li> <li>5. Etz, R.S., Cohen, D.J., Woolf, S.H., Holtrop, J.S., Donahue, K.E., Isaacson, N.F., et. al. (2008). Bridging primary care practices and communicates to promote health behaviors. <i>American Journal of Preventive Medicine</i>, 35(5S), S390-S397.</li> <li>6. Grossman, E., Kegan, T., Lessler, A.L., Ly, M.H., Huynh, L., O'Malley, J., et. al. (2008). Inside the Health Disparities Collaborative: A detailed exploration of quality improvement at community health centers. <i>Medical Care</i>, 46(5), 489-496.</li> <li>7. Harish, Z., Bregante, A., Morgan, C., Fann, C., Callaghan, C., Witt, M., Levinson, D., Caspe, W. (2001). A comprehensive inner-city asthma program reduces hospital and emergency room utilization. <i>Annals of Allergy, Asthma, and Immunology</i>, 86(185-189).</li> <li>8. Inglehart, J.K. (2009). Prioritizing comparative-effectiveness research- IOM recommendations. <i>NEJM</i>, 361(4), 325-327.</li> <li>9. Institute of Medicine. (2009). 100 Initial Priority Topics for Comparative Effectiveness Research. Available at <a href="http://www.iom.edu">http://www.iom.edu</a> web site.</li> <li>10. MacLean CH, Louie R, Shekelle PG, et al. (2006). Comparison of administrative data and medical records to measure the quality of medical care provided to vulnerable older patients. <i>Medical Care</i>, 44(2): 141-8.</li> <li>11. Stryer, D., Tunis, S., Hubbard, H., &amp; Clancy, C. (2000). The outcomes of outcomes and effectiveness research: Impacts and lessons from the first decade. <i>Health Services Research</i>, 35(5), 977-993.</li> <li>12. Woolf, S.H. (2008). The meaning of translational research and why it matters. <i>JAMA</i>, 299(2), 211-213.</li> </ol>
<p>X and XI 11/10/09 and 11/17/09</p>	<p><b>Cost and Utilization of Services</b></p> <ol style="list-style-type: none"> <li>1. Aiken, L., Sochalski, J., &amp; Lake, E. (1997). "Studying outcomes of organizational change in health services. <i>Medical Care</i>, 35(11), NS6-NS18.</li> <li>2. Anderson, R.M. (2008). National health surveys and the Behavioral Model of Health Services Use. <i>Medical Care</i>, 46(7), 647-653.</li> <li>3. Braitwaite, R.S., Meltzer, D.O., King, J.T., Leslie, D., &amp; Roberts, M.S. (2008). What does the value of modern medicine say about the \$50,000 per quality-adjusted life-year decision rule? <i>Medical Care</i>, 46(4), 349-356.</li> <li>4. Brooten, D. (1997). Methodological issues linking costs and outcomes. <i>Medical Care</i>, 35(11), NS87-NS95.</li> <li>5. Cantrell CR, Eaddy MT, Shah MB, et al. ( 2006). Methods for evaluation patient adherence to antidepressant therapy: a real-world comparison of adherence and economic outcomes. <i>Medical Care</i>, 44(4): 300-3.</li> <li>6. Christakis, D., Mell, L., Koepsell, T., Zimmerman, F., Connell, F. (2001). Association of lower continuity of care with greater risk of emergency department use and hospitalization in children. <i>Pediatrics</i>, 103(6), 524-529.</li> <li>7. Costantini, O., Huck, K., Carlson, M., Boyd, K., Buchter, C., Raiz, P., Cooper, G. (2001). Impact of a guideline-based disease management team on outcomes of hospitalized patients with congestive heart failure. <i>Archives of Internal Medicine</i>, 161, 177-182.</li> <li>8. Covaleski MA. (2005). The changing nature of the measurement of the economic impact of nursing care on health care organizations. <i>Nursing Outlook</i>, 53(6): 310-316.</li> <li>9. Gold, M.R., Stevenson, D., &amp; Fryback , D.G. (2002). HALYs and QALYs and DALYs, Oh</li> </ol>

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XII

11/24/09

**Individual Health-Related Outcomes as Community Based Quality Care**

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