UNIVERSITY OF KENTUCKY

New Course Report

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OFFICE OF THE SENATE COUNCIL

1. General Information

1a. Submitted by the College of: PHARMACY

Date Submitted: 6/2/2014

1b. Department/Division: Pharmacy Practice &Science

1c. Contact Person

Name: Emily S. Brouwer

Email: emily.brouwer@uky.edu

Phone: 859-218-0505

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year [1] Summer/2014

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: PPS 710

2c. Full Title: Techniques in Secondary Data Research

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: A successful pharmaceutical outcomes and policy researcher must have the ability to independently assess the literature in order to identify a clinically relevant research question, design a study that will address the question and analyze and present the results appropriately to the scientific community. This course will provide an introduction to the conduct of pharmaceutical outcomes and policy research through in-depth didactic and practical instruction on the development, design, and presentation of relevant research study. The course will have two components. Approximately half of the course will involve didactic instruction on specific topics related to the conduct and execution of pharmaceutical outcomes and policy research and half will be a hands-on experience in which the learner develops their own research question and hypothesis, designs a study and begins to analyze an existing healthcare dataset in order to answer a relevant pharmaceutical outcomes and policy question and present the results.

2k. Prerequisites, if any: Biostatistics 580 or equivalent

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 8

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|DBU227|David Burgess|PPS 710 NEW Dept Review|20140603

SIGNATURE|FROMA2|Frank Romanelli|PPS 710 NEW College Review|20140605

SIGNATURE|JDLIND2|Jim D Lindsay|PPS 710 NEW HCCC Review|20140716

SIGNATURE|ZNNIKO0|Roshan N Nikou|PPS 710 NEW Graduate Council Review|20140926

Courses | Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

Browse... No file selected.

	ID	Attachment
Delete	3442	RIP syllabus summer.doc
Delete	3489	PPS 710 APPROVAL BY COP REVIEWERS.pdf

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: PHARMACY Submission Date: 6/2/2014

b. * Department/Division: Pharmacy Practice & Science

c.
* Contact Person Name: Emily S. Brouwer Email: emily.brouwer@uky.edu Phone: 859-218-0505
* Responsible Faculty ID (if different from Contact) Email: Phone:

d. * Requested Effective Date: ○ Semester following approval OR ● Specific Term/Year [1] Summer/2014

e.
Should this course be a UK Core Course? ○ Yes ● No
If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☐ Inquiry - Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry - Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? ○ Yes [4] ● No

b. * Prefix and Number: PPS 710

c. * Full Title: Techniques in Secondary Data Research

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed [2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

45	Lecture	Laboratory[1]	Recitation	Discussion
	Indep. Study	Clinical	Colloquium	Practicum
	Research	Residency	Seminar	Studio
	Other	If Other, Please explain:		

g. * Identify a grading system:
● Letter (A, B, C, etc.)
○ Pass/Fail
○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
○ Graduate School Grade Scale

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? ○ Yes ● No
If YES: Maximum number of credit hours:
If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

A successful pharmaceutical outcomes and policy researcher must have the ability to independently assess the literature in order to identify a clinically relevant research question, design a study that will address the question and analyze and present the results appropriately to the scientific community. This course will provide an introduction to the conduct of pharmaceutical outcomes and policy research through in-depth didactic and practical instruction on the development, design, and presentation of relevant research study.

The course will have two components. Approximately half of the course will involve didactic instruction on specific topics related to the conduct and execution of pharmaceutical outcomes and policy research and half will be a hands-on experience in which the learner develops their own research question and hypothesis, designs a study and begins to analyze an existing healthcare dataset in order to answer a relevant pharmaceutical outcomes and policy

k. Prerequisites, if any:
Biostatistics 580 or equivalent

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus? ○ Yes ● No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): ☐ Fall ☐ Spring ☑ Summer ☐ Winter

b. * Will the course be offered every year? ● Yes ○ No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ● Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 8

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? ● Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ● No

If YES, explain:

8. * Check the category most applicable to this course:

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? ○ Yes ● No

If YES, name the proposed new program:

b. * Will this course be a new requirement [5] for ANY program? ○ Yes ● No

If YES [5], list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? ○ Yes ● No
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log.
[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)
[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

PPS : Techniques in Secondary Data Research
3 credit hours
Summer Semester 2013

Instructors: Karen Blumenschein (KBLUM1@uky.edu), 245 BPC

Emily Brouwer (Emily.browuer@uky.edu), 243 BPC

Daniela Moga (Daniela.moga@uky.edu), 241 BPC

Office Hours: Tuesday, 12:00 – 1:00 and by appointment

Overview

A successful pharmaceutical outcomes and policy researcher must have the ability to independently assess the literature in order to identify a clinically relevant research question, design a study that will address the question and analyze and present the results appropriately to the scientific community. This course will provide an introduction to the conduct of pharmaceutical outcomes and policy research through in-depth didactic and practical instruction on the development, design, and presentation of relevant research study.

The course will have two components. Approximately half of the course will involve didactic instruction on specific topics related to the conduct and execution of pharmaceutical outcomes and policy research and half will be a hands-on experience in which the learner develops their own research question and hypothesis, designs a study and begins to analyze an existing healthcare dataset in order to answer a relevant pharmaceutical outcomes and policy question and present the results.

Course Objectives

1. Evaluate the scientific literature pertaining to a pharmaceutical outcomes and policy topic
2. Develop a relevant pharmaceutical outcomes and policy research question
3. Design a pharmaceutical outcomes and policy research study using appropriate data sources
4. Examine and present study data and results appropriately
5. Discuss intended results of a pharmaceutical outcomes and policy study

Pre-requisites

A basic understanding of Microsoft Word applications is required; knowledge of statistical programming software is preferred.

It is expected that all learners begin the course with appropriate human subjects training to evaluate and manipulate existing healthcare datasets.

Materials

There will be no required textbook for this course. Students are required to bring a personal laptop to class.

Schedule: (*subject to modifications should the need arise during the semester*)

Week 1

Tuesday, July 2: POP Faculty Project Descriptions

Thursday, July 4: Holiday

Week 2

Monday, July 8, Noon: Selection of Research Area/Topic Due

Tuesday, July 9: Critical Review of the Literature (KB)

*Tuesday, July 9, 12:00 – 2:00: EndNote Class (MC Library)

*Wednesday, July 10, 10:00 – 11:30: Secondary Literature Resources (Frank Davis, MC Library)

Thursday, July 11: Formulating a Research Question / Hypothesis (TBD)

Week 3

Monday, July 15, Noon: Research Question and Hypothesis Due

*Monday, July 15, 10:00 – 11:30: Evidence Based Medicine Resources (Frank Davis, MC Library)

Tuesday, July 16: Study Design, Part 1 (EB, DM)

Thursday, July 18: Study Design, Part 2 (EB, DM)

Week 4

Tuesday, July 23: Data Analysis, Part 1: Descriptive Statistics (EB, DM)

Thursday, July 25: Descriptive Statistics Workshop (EB, AG, DM, KB)

Week 5

Monday, July 29, Noon: Annotated Bibliography Due

Tuesday, July 30: Data Analysis, Part 2: Inferential Statistics (EB, DM)

Thursday August 1: Inferential Statistics Workshop (EB, AG, DM, KB)

Week 6

Monday, August 5, Noon: Study Design / Methods / Table Shells Due

Tuesday, August 6: How to Write an Abstract (DM, EB, KB)

Thursday, August 8: Abstract Critique Workshop (DM, EB, KB)

Week 7

Monday, August 12, Noon: ASHP Research-in-Progress Abstract Due

Tuesday, August 13: Student Presentations

Thursday, August 15: Student Presentations

Week 8

Monday, August 19, Noon: Research Proposal Due

Course Assignments

1. **Selection of research area/topic:** In the first week of class, faculty mentors will present a brief synopsis of potential project/topics related to pharmaceutical outcomes and policy research. Learners are expected to identify one of these research project/topics and associated faculty mentor(s) and submit these topics in a word document electronically on the assigned due date. These projects/topic areas will be the foundation for the research study developed throughout the course. **The research area/topic is due at noon on Monday July 8, 2013.**

2. **Research question/hypothesis**: The research question and associated hypothesis will be on the content area identified by the student and will be developed through a literature review using appropriate sources presented in class (e.g. pubmed). **The research question/hypothesis is due at noon on Monday July 15, 2013.**

3. **Preparation of a literature review / annotated bibliography:** The literature review/annotated bibliography will assess the literature dealing with the topic identified by the learner. The literature review should trace the development of the theoretical and empirical literature on the selected topic, identify the key contributions in that area, identify strengths and weaknesses in the literature, and suggest directions for further theoretical or empirical development. **The literature review / annotated bibliography is due at noon on Monday July 29, 2013**.

4. **Preparation of study design/methods/table shells:** The learner will design an observational study to evaluate the research question identified through the literature review on the selected

topic for the course. The study design and methods must be observational in nature with the ability to utilize existing data sources available to the learner. The learner will prepare empty tables that will be populated upon data analysis. These tables must include a descriptive table, a table with bivariate results and a table that will display multivariate/adjusted results. The student may also explore other data presentation formats in addition to the three required tables. **The study design/methods/table shells are due at noon on Monday August 5, 2013.**

5. **Abstract**: The learner will prepare an ASHP research-in-progress abstract using the literature review and study design prepared and following the guidelines outlined by ASHP. **The ASHP research-in-progress abstract is due at noon on Monday August 12, 2013.**

6. **Research Proposal:** Each learner will design a research protocol that will aim to answer the study question defined at the beginning of the course. The learner should use the literature review/annotated bibliography as well as the study design and tables shells prepared throughout the course. The goal is to prepare a protocol of sufficient quality that it could be submitted to a funding agency or dissertation committee and implemented leading to a publishable manuscript. **The research proposal is due at noon on Monday August 19, 2013**

Grading

Grades will be assigned as follows:

Selection of research area/topic	5%
Research question/hypothesis	5%
Literature review/annotated bibliography:	15%
Study design/methods/table shells:	10%
Abstract:	25%
Final Proposal	25%
Student presentation	10%
Student participation	5%

Grading Scale:

$\geq 90\% = A$
$\geq 80\% = B$
$\geq 70\% = C$
below 70% = E

Course Policies

Academic integrity, cheating, and plagiarism:. Ethical behavior is expected of all students in the course. Each student in the class is expected to adhere to the highest standards of academic honesty. Cheating, plagiarism, and destruction of course materials violate the rules of the University and the ethical standards of professional behavior. Violations of the university's rules regarding academic honesty can lead to a failing grade in the course and expulsion from the University. Instances of academic dishonesty will be reported to appropriate University officials as required by University rules and procedures. University of Kentucky Code of Student Rights and Responsibilities defines academic offenses and details procedures for dealing with them. The Code can be viewed electronically on the University's web site: http://www.uky.edu/StudentAffairs/Code/part1.html All students are expected to be familiar with the content of the Code of Student Rights and Responsibilities.

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom behavior should be in compliance with the student code of conduct. Full details can be viewed at: http://www.uky.edu/StudentAffairs/Code/part1.html. Consistent with this policy, student behavior that detracts from the educational environment will not be tolerated. Examples of inappropriate behaviors include engaging in disrespectful debate, holding disruptive discussions with fellow classmates, reading newspapers or playing electronic games during class, receiving phone calls in the classroom, or sleeping. Disruptive students will be asked to leave the classroom and will receive a zero for participation points that day.

Student preparedness, group work and collaboration: Except in those instances where students are explicitly instructed to submit work done as a group, students are expected to work and submit material individually. Cheating and plagiarism will not be tolerated in this course. It is the expectation of the instructor of this course that students will not cheat, plagiarize, or attempt to gain unfair advantage, and will report any incident(s) to appropriate faculty if they become aware of such activity. When working with a group or collaborative effort, equal participation is expected of each member. Each group assignment will require an attestation of each group member's contributions to the group work attached to the returned document.

Attendance: Regular and timely class attendance is critical to success in this course. The course coordinator without prior notice of any kind will monitor attendance. Students with excused absences defined by the University Senate section 5.2.4.2 http://www.uky.edu/StudentAffairs/Code/part2.html will not be penalized for the missed coursework but may be required to complete missed activities. All absences must be **directly** reported to and approved by the course coordinator. The right to request appropriate verification is reserved. Unexcused absences will directly affect the final grade for this course. In the event of an unanticipated University closing all classes will be cancelled and the coursework made up during the remaining time in the semester.

Missed assessments or laboratory exercise of any kind without notification or in the light of an unexcused absence will be graded as zero. In all cases, it is the responsibility of the student to procure any missed work including handouts. Students should not expect to be provided a handout if they are not in class.

All decisions regarding excused and unexcused attendance of any kind shall be at the final discretion of the course coordinator.

Verification of Absence: Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. (US: 11/10/85 and RC: 11/20/87)

Make-up Work Policy: Make-up work will be allowed only in the event of death in the immediate family or student illness accompanied by proof of physician visitation. All work must be made-up within one class period after returning to school. A grade of zero will be placed on all work missed or not completed within the specified time frame.

Assignments Graded Incorrectly: All assignments will be evaluated and returned. Any assignment graded incorrectly must be brought to the attention of the course director within one calendar week of the

assignment being returned. One calendar week after returned, all grades become final and no corrections will be made.