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**NUR 916**

**Program Planning and Evaluation for Improvement in Practice and Health Outcomes**

**CREDIT HOURS**: 3

**SEMESTER:** Fall 2018

**IMMERSION CLASS DATE:** 8/30/18 9:00 am – 9:50 am

**FACULTY**:

**Sections 201 & 202**

**Karen M. Butler, DNP, RN**

Professor and Assistant Dean for Academic Operations

Office: 202 CON Building

Phone: 859-323-5684

Email: [Karen.butler@uky.edu](mailto:Karen.butler@uky.edu)

Faculty Office Hours:

Course faculty are available to meet with students by appointment. Appointments may be made by students using faculty e-mail addresses (preferable method) or phone numbers listed on the front of the syllabus. Students can expect that faculty will respond to email or telephone messages within 48 hours during the regular business week.

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| **COURSE DESCRIPTION** |

This course provides students with the knowledge and tools to develop, implement and evaluate evidence based clinical and administrative programs to improve healthcare and system outcomes. Students will use evidence to develop a program implementation and evaluation plan using the philosophies, theories, research and evidence-based clinical practices in nursing and related fields. Emphasis is on a strategic view of health care systems and effective clinical program planning/implementation/evaluation within integrated care delivery systems and use of evidence for effective decision making. Further emphasis is on the use of program evaluation for improvements in clinical outcomes and efficiency.

**PREREQUISITES:**  NUR 925, NUR 915 and Enrollment in the Doctor of Nursing Practice program or consent of instructor.

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| **STUDENT LEARNING OUTCOMES**: At the completion of this course, the student will be able to: |

1. Critically analyze social, economic, demographic and technological trends influencing program planning.
2. Evaluate the advantages and disadvantages of models of program planning within the context of nursing and health care.
3. Compare the strengths and limitations of various approaches to program planning.
4. Design an action plan for a clinical program implementation and evaluation using evidence-based theories/models.
5. Develop comprehensive evaluation plans to measure desired outcomes.
6. Use ethical principles to guide the application of evaluation methods.

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| **STANDARDS** |

**AACN DNP Essentials**

* Essential I – Scientific underpinnings of practice
* Essential II – Organizational and Systems Leadership for Quality Improvement and Systems Thinking
* Essential III – Clinical Scholarship and Analytical Methods for Evidence-Based Practice
* Essential VI - Interprofessional collaboration for improving patient and population health outcome
* Essential VII – Clinical Prevention and Population Health for Improving the Nation’s Health
* Essential VIII - Advanced nursing practice

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| **LEARNING METHODS** |

*Course activities will be individualized to the learning needs and interests of students, as possible to meet the course objectives. Learning methodologies will include:*

* In class orientation
* Required reading (text, web-based readings and journal articles)
* Canvas-based modules
* Canvas-based instruction and assignments
* Canvas-based discussion board

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| **GRADING SCALE** |

100 – 90 = A

89 – 80 = B

79 – 70 = C

<70 = E

**INCOMPLETE GRADES**

**From the Graduate Student Handbook:**

“A grade of “I” (Incomplete) may be awarded to a graduate student if a part of the work of a course remains undone and there is a reasonable possibility that a passing grade will result from completion of the work. All Incompletes (“I” grades) must be replaced by a regular final letter grade within 12 months of the end of the semester, summer session or summer term in which the “I” grade was awarded or prior to the student’s graduation, whichever occurs first. If an “I” grade has not been replaced within the allowable period, the Registrar shall change the “I” grade to a grade of “E” on the student’s permanent academic record and adjust the student’s grade-point average accordingly, unless otherwise approved because of exceptional circumstances by the Dean of the Graduate School on recommendation of the Director of Graduate Studies in the student’s program.”

**NUR 916 course policy:** The student must submit a formal request in writing for an incomplete grade **and** submit a plan and timeline for completion of the remaining coursework, mutually agreeable, to the faculty of record for the course. Students must have a current passing grade in the course to request an incomplete grade.

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| **STUDENT EVALUATION** |

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| Assignments | Points | Due date  (by midnight) |
| Video Introduction on Canvas Discussion Board | 2 | September 1 |
| Program Planning and Design | 8 | September 23 |
| Program Implementation | 25 | October 14 |
| Stakeholders and Process Evaluation | 12 | November 4 |
| Outcome Evaluation | 15 | November 18 |
| Impact Evaluation and Reporting Results | 10 | December 9 |
| Discussion Board Questions (total) | 28 | Noted in Calendar |
| Total | 100 |  |

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| **ASSIGNMENTS** |

All assignments, whether graded or not, must be submitted by the due date prior to midnight in order to pass the course.

For all graded assignments: Submit one electronic copy under the assignment tab associated with each individual assignment on Canvas.

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| **REQUIRED TEXTS AND ASSIGNMENTS** |

Issel, L.M., & Wells, R. (2018). *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health (4th Ed.).* Sudbury, MA: Jones and Bartlett. ISBN 978-1-2841-1211-5

[**http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide** (Links to an external site.)](http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide) **- Logic Model for Program Planning – Free download**

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| **CONTENT OUTLINE and CORRESPONDING COURSE LEARNING MODULES** |

Module 1: Program Planning Models

Module 2: Designing an Effective Program

Module 3: Program Implementation

Module 4: Introduction to Evaluation

Module 5: Process Evaluation of Programs

Module 6: Outcome Evaluation of Programs

Module 7: Impact Evaluation of Programs

Module 8: Reporting Results

**COURSE CALENDAR**

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| Date | Topics and Assignments |
| Week 1  8/26 – 9/2  Class Meeting  9-9:50  CON 511 | Module 1: Program Planning Models   * Class Introductions * Course Overview and Expectations |
| **September 1** | **Complete Discussion Board Video Introduction by midnight** |
| Week 2  9/3 – 9/9 | Module 1: Program Planning   * Intro to Program Planning Models * Needs Assessment * Developing SMART Objectives   Complete Assigned Readings  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| Week 3  9/10 – 9/16 | Module 1 continued: Program Planning  Module 2: Designing an Effective Program  Complete Assigned Readings  Listen to Voice-over PowerPoint  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| Week 4  9/17 – 9/23 | Module 2: Designing an Effective Program   * Developing a Logic Model   **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| **9/23** | **Program Planning and Design Assignment due by midnight** |
| Week 5  9/24 – 9/30 | Module 3: Program Implementation  Complete Assigned Readings  Listen to Voice-over PowerPoint  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| Week 6  10/1 – 10/7 | Module 3 continued: Program Implementation  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| Week 7  10/8 – 10/14 | Module 3 continued: Program Implementation  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| **10/14** | **Program Implementation Assignment due by midnight** |
| Week 8  10/15 – 10/21 | Module 4: Introduction to Evaluation   * The CDC Evaluation Model   Complete Assigned Readings  Listen to Voice-over PowerPoint  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| Week 9  10/22 – 10/28 | Module 5: Process Evaluation  Complete Assigned Readings  Listen to Voice-over PowerPoint  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| Week 10  10/29 – 11/4 | Module 5 continued: Process Evaluation  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| **11/4** | **Stakeholders and Process Evaluation Assignment due by midnight** |
| Week 11  11/5– 11/11 | Module 6: Outcome Evaluation   * Selecting outcome measures * Research designs for outcome evaluations * Review of levels of measurement   Complete Assigned Readings  Listen to Voice-over PowerPoint  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| Week 12  11/12 – 11/18 | Module 6 continued: Outcome Evaluation  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| **11/18** | **Outcome Evaluation Assignment due by midnight** |
| Week 13  11/19 – 11/25 | Module 7: Impact Evaluation  Complete Assigned Readings  Listen to Voice-over PowerPoint  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| Week 14  11/26 – 12/2 | Module 7 continued: Impact Evaluation  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| Week 15  12/3 – 12/9 | Module 8: Reporting Results  Complete Assigned Readings  **Complete Discussion Board Question: Initial post due no later than midnight on Wednesday; two responses due no later than midnight on Sunday.** |
| **12/9** | **Impact Evaluation and Reporting Results Assignment due by midnight** |

**Required Readings**

**Module 1: Program Planning Models**

Issel Text:

Chapter 1: Context of Health Program Development and Evaluation

Chapter 2: Relevance of Diversity and Disparities to Health Programs

Chapter 3: Community Health Assessment for Program Planning

**Module 2: Designing an Effective Program**

Issel Text:

Chapter 4: Characterizing and Defining the Health Problem

Chapter 5: Program Theory and Interventions Revealed

Chapter 6: Program Objectives and Setting Targets

Journal Articles:

W.K. Kellogg Foundation (2004). *Logic Model Development Guide.* Battle Creek, MI: Author.

**Module 3: Program Implementation**

Issel Text:

Chapter 7: Process Theory for Program Implementation

Chapter 8: Monitoring Implementation Through Budgets and Information Systems

Journal Articles:

Godlock, G., Christiansen, M., & Feider, L. (2016). Implementation of an evidence-based patient safety team to prevent falls in inpatient medical units*. MedSurg Nursing, 25 (1), 17-23.*

Munoz, M., Pronovost, P., Dintzis, J., Kemmerer, T., Wang, N. Y., Chang, Y. T……& Golden, S. H. (2012). Implementing and evaluating a multicomponent inpatient diabetes management program: Putting research into practice*. Joint Commission Journal of Quality and Patient Safety, 38* (5), 195-206.

Sacco, T. L., & LaRiccia, B. (2016). Interprofessional implementation of a pain/sedation guideline on a trauma intensive care unit. *Journal of Trauma Nursing, 23 (3), 156-164.*

White, S., & Spruce, L. (2015). Perioperative nursing leaders implement clinical practice guidelines

using the Iowa model of evidence-based practice. *AORN, 102* (1), 50-59.

Wu, H., Ren, D., Zinsmeister, G. R., Zewe, G. E., & Tuite, P. K. (2016). Implementation of a nurse-led family meeting in a neuroscience intensive care unit. *Dimensions in Critical Care Nursing, 35* (5), 268-276.

**Module 4: Introduction to Evaluation**

Issel Text:

Chapter 9: Implementation Evaluation: Measuring Inputs and Outputs

Journal Articles and On-line Resources:

Centers for Disease Control-- Creating a Culture of Healthy Living Program*. Building Our Understanding: Key Concepts of Evaluation. What is it and how do you do it?*

Centers for Disease Control (2011*). Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide* (pages 1-23 only)

Milstein, B et al. (2000). A framework featuring steps and standards for program evaluation. *Health Promotion Practice, 1* (3), 221-228.

**Module 5: Process Evaluation**

Issel Text:

Chapter 10: Program Quality and Fidelity: Managerial and Contextual Considerations

Journal Articles:

Breitenstein, S. M et al. (2010). Implementation fidelity in community-based interventions. *Research in Nursing and Health, 33*(2), 164-173.

Hasson, H. (2010). Systematic evaluation of implementation fidelity of complex interventions in health and social care. Implementation Science, 5: 67. Access at <http://www.implementationscience.com/contents/5/1/67>

Howard, P. B. et al. (2009). Prescriber fidelity to a medication management evidence-based practice in the treatment of schizophrenia. *Psychiatric Services, 60*, 929-935.

**Module 6: Outcome Evaluation**

Issel Text:

Chapter 11: Planning the Intervention Effect Evaluations

Chapter 12: Choosing Designs for Effect Evaluations

Chapter 13: Sampling Designs and Data Sources for Effect Evaluations

Chapter 14: Quantitative Methods for Planning and Evaluation

Chapter 15: Qualitative Methods for Planning and Evaluations

Journal Articles:

Khara, M. & Okoli, C.T.C. (2011). The Tobacco Dependence Clinic: Intensive tobacco-dependence treatment in an addiction services outpatient setting. *The American Journal on Addictions, 20*: 45-55

Wyman, P. A. et al. (2010). An outcome evaluation of the Sources of Strength suicide prevention program delivered by adolescent peer leaders in high schools*. American Journal of Public Health, 100,* 1653-1661.

**Module 7: Impact Evaluation**

Issel Text: continue with Chapters 11-15

Journal Articles:

Rogers, P. J. (2009). *Introduction to Impact Evaluation.* Rockefeller Foundation, access at <http://www.interaction.org/document/introduction-impact-evaluation>

**Module 8: Reporting Results**

Issel Text:

Chapter 16: Program Evaluators’ Responsibilities

Journal Articles:

Okoli, Z. et al. (2014). *Vancouver General Hospital Smoking Cessation Clinic: Evaluation Report.* University of British Columbia: Authors.

Oermann, M., Turner, K., Carman, M. (2014). Preparing Quality Improvement, Research, and Evidence-Based Practice Manuscripts. *Nursing Economics, 32*(2), 57-69.

**GRADED ASSIGNMENTS**

**General guidelines for completing assignments:**

The assignments are targeted towards helping you develop new skills:

* conducting a needs assessment;
* planning a new program for an evidence-based practice change;
* implementing an evidence-based practice change;
* engaging stakeholders in the evidence-based practice change;
* evaluating the process of implementation of an evidence-based practice change;
* evaluating the outcomes of the evidence-based practice change, 1 to 3 years (short-term) and 4-7 years (long-term) after it is implemented; and
* evaluating the impact of the evidence-based practice change, 7 to 10 years after it is implemented.

In this course you need to think beyond your final clinical project and beyond graduation, and plan a long-term implementation and evaluation that could be done after a period of employment as a doctorally-prepared advanced practice nurse. Therefore, select an evidence-based practice change that can be implemented to address the clinical problem you identify in your needs assessment. Your implementation and evaluation assignments will focus on the practice you have selected.

All answers should be typed into the assignment as written either in the syllabus or under assignments in Canvas. Please do not retype! **See Appendix 1 for detailed assignments.**

**Discussion Board:**

The first week’s discussion board requires everyone to update their Canvas profile and create a video introduction of themselves. This should be no longer than 5 minutes, and include the specifics listed in the discussion board question for Week 1. It is due prior to midnight on Sunday, September 2. Two points will be awarded for completion of this assignment by the deadline. Every student should view the others’ introductions.

There is a discussion board question posted every week. In this course, the discussion board is intended to help students and faculty build a community through weekly, meaningful interaction with each other. This is a forum for civil discourse and discussion. When properly done, students will be able to use the discussions to enhance their graded written assignments, including feedback from their colleagues.

What faculty expect of students in the discussion board:

Students are expected to post an initial response prior to midnight on Wednesday of every week, and respond to at least two of their colleagues prior to midnight on Sunday of the same week.Two points will be awarded for each question if ALL of the following criteria are met:

1. Responses are original, respectful, substantive, reflect critical thinking, grounded in evidence, and appropriately cited if indicated.
2. All three of the required posts are completed by the stated deadlines.
3. There will be no partial credit given if all of these criteria are not met.

What students can expect of faculty in the discussion board:

1. Faculty will read the discussion board every day, and will make notes about content, quality, and timeliness.
2. Faculty will make one substantial response to everyone after the weekly deadline for all initial posts and responses has passed.

**POLICIES AND IMPORTANT INFORMATION**

**WHAT DOES ON-LINE LEARNING MEAN?**

This means that the course materials will be available to you on the web and that you will turn assignments in on the web. This does not mean; however, that the course is not interactive. For example, you may participate in online discussions with other class members and faculty as needed using virtual meeting technology available through Canvas. **Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.** Characteristics of successful distance learners should be reviewed at <http://www.uky.edu/DistanceLearning/current/resources/dlReadiness.html>

**Online Class Conduct:**

Your messages/words/media reflect you. Please use complete sentences and pay attention to spelling and grammar, and write as doctoral students should! Think about your audience and the relevance of your message before hitting the ‘submit’ button. Take time to make sure your message is correct in its form and content. You can do this by being concise and descriptive. Remember that the people in this class, including the faculty, are someone like you; they deserve and appreciate respect. Reviewing your message by watching it or reading it out loud will help you to ensure that it is appropriate.

**Canvas Protocol (LMS):**

Online education requires excellent time management and self-motivation. As an online class, this means receiving Canvas notifications ASAP and checking these notifications daily for messages, announcements, or assignment information. Budgeting your time carefully for coursework and reading/studying as if you were attending a class on a campus will help you avoid unforeseen delays and procrastination that will affect your overall performance.

**Computer requirements:** This web-enhanced course requires the following: (1) a computer with high speed access to the internet (Ethernet, broadband cable or DSL connection) and an internet browser.

**Minimum required laptop computer hardware:**

* Processor: Dual Core 1.8 Ghz or higher
* RAM: 4 GB minimum (more preferred)
* Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
* Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
* Operating system: Most recent version for your hardware (for example, Mac 0S 10.10+ or Windows 8+)
* Up-to-date virus software, preferably installed before coming to campus
* Webcam (many laptops come with an integrated webcam and won’t require an external device)
* Headphones or headset with microphone
* *Other helpful options:*2 GB or higher USB Flash Drive, external hard drive (for data backup/extra storage), wired or wireless external mouse, video out adapters (dvi/hdmi), and a laptop security cable.

**Minimum required tablet computer hardware:**

* Processor: Dual Core 1.3 Ghz or higher | Apple A5 or higher
* Storage capacity: 32 GB or larger
* Operating system: Most recent version for your hardware (for example, Windows 8.1, Windows RT, iOS 8)

Because tablets have less storage than laptops, tablet users with high-speed Internet connectivity can use UK's virtual desktop and application solution ([www.uky.edu/VirtualDEN](http://www.uky.edu/VirtualDEN)) to expand the number of applications available to them. See further below in this document about the software this service provides. Also, many tablets have HDMI or USB ports for connecting external monitors, keyboards, mouse, headset, and other devices.

**Software:**

1)Visit <https://download.uky.edu/> to learn about software available free of charge or at a reduced rate.(2) An active University of Kentucky e-mail account that is not forwarded to another email address, and (3) Microsoft Office 2007, which is available free to all university students from <http://e5.onthehub.com/WebStore/Welcome.aspx?ws=f43536c5-bbb4-dd11-b00d-0030485a6b08&vsro=8&JSEnabled=1>

It is important to have a basic understanding of how to use the World Wide Web (web) as well as Microsoft Office products (Word, PowerPoint, Excel, and Exchange). If you need assistance, help is available in The Hub, located in the basement of W.T. Young Library. For more information, visit <http://www.uky.edu/Libraries/hub>. In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

**UK Information Technology Customer Service Center:**

Contact the University of Kentucky Instructional Technology Customer Service Center (859-218-HELP) or <http://www.uky.edu/UKIT> for assistance with technology issues.

**Information on Distance Learning Library Services:**

* Web: <http://libraries.uky.edu/DLLS>
* Carla Cantagallo, DL Librarian
* Phone: 859-257-0500, X 2171
* Email: [carla@uky.edu](mailto:carla@uky.edu)
* DL Interlibrary Loan Service: <http://libraries.uky.edu/page.php/lweb> id= 253

**COMMUNICATION:**

**Email or Canvas Messaging are the preferred methods of communication.** Students should check UK email account and Canvas Notifications daily and must respond to faculty communication within two business days of receipt. Faculty will respond to student emails within two business days of receipt.

**UK E-Mail Account:**

Course faculty will communicate via UK e-mail. Students must use their UK e-mail accounts for email correspondence and check the UK e-mail account daily. Please do not send emails from personal email accounts; due to the inherent security risks they will not be read or answered.

**Library Access:**

In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

For information on Distance Learning Library Services, please see [www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS) or contact the Distance Learning Librarian via local phone (859) 257-0500 ext. 2171; or email [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu). For DL interlibrary loan service please see [*http://libraries.uky.edu/page.php?lweb\_id=253*](http://libraries.uky.edu/page.php?lweb_id=253)

**POLICIES:**

**Submission of Assignments:**

* All assignments are due by **12:00 Midnight** on the due dates.
* All assignments must be uploaded to a corresponding Assignment Drop Boxes on Canvas course site. **NO ASSIGNMENTS ARE ACCEPTED THROUGH E-MAIL UNLESS SPECIFICALLY REQUESTED BY FACULTY.**
* All assignments must be turned in on time. Late assignments will have a deduction of 5% per day from the final assignment grade. Late assignments will not be accepted after the 2nd day. It is your responsibility to discuss inability to submit assignments on time to your instructor prior to the due date. Doing so does not necessarily mean that you will not receive the deduction for late assignments.

**Attendance:**

In a graduate course, each class member's preparation and contribution is vital to the quality of both his/her own individual learning and that of the other class members. Therefore, attendance is required at all scheduled immersion sessions and on-line presence for scheduled assignments is required according to the stated guidelines. University policies related to excused and unexcused absences are found in the University of Kentucky Student Rights and Responsibilities Guidelines (Please refer to Administrative Resources at *http://www.uky.edu/StudentAffairs/Code/)*. **NOTE:** Federal law requires documentation of attendance at the beginning of every semester. For this class, official attendance will be documented through attendance at the first immersion face-to-face class and completion of assignments due prior to September 5. Anyone not meeting these requirements will be counted at absent for this report.

**Inclement Weather During Immersion Sessions:**

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/PR/News/severe_weather.htm> or you can call (859) 257-5684. In general, the University is not closed for severe weather, but the instructor may decide to cancel the class, in which case, he will contact you via e-mail (or cell phone) and let you know before the class begins.

**Excused Absences:**

Absences in this course pertain to the scheduled immersion sessions, and on-line participation as scheduled in the course calendar. Students should notify the professor of absences as soon as possible, but certainly prior to the missed work. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, <http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php>. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required) and for making up the missed work. The professor must 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.

**Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

**Academic Integrity (Doctor of Nursing Practice Program):**

Academic Integrity for Health Professions: Health Professions students are held to higher standards of integrity than the non-health professions student because of the unique and important relationship the health professions have with society.  The student majoring in nursing is charged by society and guided by ethical principles and laws to safeguard the health of the public.  In nursing the standards are set by The American Nurses Association Code of Ethics. Violation of these standards include but are not limited to lying, cheating, plagiarism, fraud or other act(s) punishable by law or ethical misconduct.  Disciplinary action will result at least in failure of the assignment up to and including dismissal from the program.

The College of Nursing ascribes to the University of Kentucky[**Health Care Colleges Code of Student Professional Conduct**](http://www.uky.edu/nursing/sites/www.uky.edu.nursing/files/UK%20Health%20Sciences%20Student%20Professional%20Behavior%20Code.pdf)**.**

**Academic Integrity (University):**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations Due to Disability:**

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

**Immersion Session Classroom Behavior Policies:**

Cell phones must be turned off or to vibrate during class. If you are expecting an urgent call, please inform the instructor prior to class. Text messaging during class is **not permitted.** If you have an emergency and need to send someone a message or make a phone call during class, please leave the classroom to do so. Students may not use their laptop computers for non-course related reasons during class, and if found doing so may be asked to leave the class.

**Health Sciences Student Professional Behavior Code:**

The College of Nursing ascribes to the Health Sciences Professional Behavior Code. Please see the following web site for additional information:[www.uky.edu/Regulations/AR/ar083.pdf](http://www.uky.edu/Regulations/AR/ar083.pdf)

**Teacher/Course Evaluations:**

The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are required to access the CoursEval website to fill out evaluations or to decline the opportunity within the designated time frame. Students who don’t visit each survey available to them within the designated time will receive an incomplete in the course that will remain until the surveys are accessed. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses.  Forwarding UK email to an alternate address is not a viable option.**

**Identification Badges:**

All students using UK HealthCare facilities for any purpose are issued an identification badge. If you lose or misplace the badge, you will be required to replace it at your expense. Without this badge, you will be unable to use these facilities. Graduating students will not receive final grades or transcripts until the ID badge is returned to the Office of Student Services.

**Blood Borne Pathogen Policy:**

Students are reminded to review the Blood Borne Pathogens. Review the policy at: <http://www.mc.uky.edu/Nursing/academic/application/BloodBorne.htm>

**Licensure:**

Registered nurse licensure without limitations in the state in which your clinical will take place is prerequisite to a clinical practicum or research. This means you will need a Kentucky RN license and a license for any out-of-state clinical activities.

**Appendix 1**

**Assignment 1**

Program Planning and Design of Effective Programs: 8 points (8% of grade)

**This assignment covers Modules 1 and 2. Respond to the following questions.**

**Part 1:** Create a program plan. (7 points)

* Identify and briefly describe a health program, policy, or evidence-based practice change/intervention you are interested in implementing and evaluating (for example, the problem you identified in NUR 915).
* Describe how you would plan for your program using the Comprehensive Rational Approach described by Issel on page 68 of your text.
* Describe how you would conduct a needs assessment for your clinical problem.   
  What are your data sources? Who will you include as sources of information for this assessment?
* Develop at least three objectives for your program using the SMART guidelines. Objectives must meet each of the SMART criteria.

**Part 2:** Begin to develop the Logic Model using the template provided in Canvas. (1 point)

Complete the **situation and priorities** sections of the Logic Model only. Include an updated version of the Logic Model in an appendix with this assignment.

**Assignment 2**

Program Implementation Assignment: 25 points (25% of grade)

**This assignment covers Module 3.**

**Part 2:** Develop your own implementation plan. (24 points)

Develop an implementation plan for an EBP or intervention to address a clinical problem of your choice. Hint: there are great recommendations in the readings listed in this module on Canvas.

Using Guidelines from the readings, write a plan to respond to the following questions:

1. What is the protocol for the activities the nurses are supposed to implement? Write out your specific protocol step by step. *(Refer to the Wu et al. article for an example of a protocol.)* 
   * Will you develop your own protocol, or are you using an already established practice guideline?
2. What human resources are needed for implementation?
   * Who is primarily responsible within the organization for implementation of the EBP?
   * Who will be implementing this EBP on the units? Identify all frontline staff who will be involved in implementation.
   * Will other department personnel need to be included? Examples are pharmacists, physical therapists, respiratory therapists, physicians, social workers If so, identify their roles in the EBP implementation.
   * How do you know whether the personnel want to implement it (do you have buy-in?) How can you assess this? How can you work with the “laggards” to facilitate their buy-in?
   * How will you use conflict resolution strategies to address conflicts that may occur among the people who will be implementing the EBP?
3. What managerial resources are needed to support staff members who are implementing the EBP? List them and state their role in implementing the EBP.
   * Do administrators at the hospital or clinic explicitly guarantee that they will support your implementation efforts, in terms of time and resources?
   * If you don’t know the answer to the above,what options might you use to find out about administrative support, and how would you leverage their support to ensure success of the EBP implementation?
   * Will you have an EBP committee, expert, or champion on the implementing units? Who are they and what will they do?
4. What informational resources are needed to implement your EBP?
   * Will you provide a procedure manual, toolkit, or other resources? Describe what information they will contain and who the target audience is.
   * What clinical decision support resources will you give to the frontline staff? (*refer to Munoz et al. for examples.)*
   * Who will develop these resources?
5. What physical resources are needed?
   * For example, supplies, space, equipment?
6. What time resources are needed? Give estimates for the following:
   * How much time will it take to train all three shifts (if applicable)?
   * How much time do you estimate that frontline staff will be engaged in using the EBP on a daily basis?
   * How will this additional time influence staff’s current workflow? What can be done to make sure it will fit into the workflow?
7. Documentation:

* Will you change the EMR to facilitate documentation? How much time do you estimate it will take to work with the IT people to do this?
  + Will you be developing any new paper forms for documentation of the new practice? Do you need to get administrative approval for new paperwork or documentation forms? If yes, how much time do you estimate that it will take to change the EMR, and/or get approval for new paperwork?

1. Training: Does staff need to be trained on the use of the EBP? If yes, respond to the following questions:
   * Who will you train?
   * What dates and times will you train?
   * What are your procedures for training the frontline staff to implement the EBP?
   * What will you include in the training**? List specific content related to the activities of your EBP or intervention.**
   * What are your plans for training all 3 shifts on an inpatient unit (if applicable)?
   * What are your plans for training staff that are hired after implementation has begun?
   * How will you measure effectiveness of training?
   * What are your plans for remediation if staff members aren’t implementing the EBP or intervention correctly?
2. Rolling it out:

* What implementation framework will you use to guide implementation? (for example, Iowa Model, PARIHS, or another model of your choice)
  + Explain your rationale for use of this model.
* Describe how you will begin implementation of the EBP on the unit/clinic.
  + - What is your timeline for implementation?
    - How soon after training will you implement the EBP?
  + Choose an implementation strategy for rolling it out. Will you:
    - Do a pilot implementation on one unit?
    - Implement in an entire hospital or clinic?
    - Implement in an entire hospital system that includes 3 or more hospitals?
  + Describe your rationale for choosing this implementation strategy.

**Part 4:** Update the Logic Model (1 point)

Include the implementation plan/strategies in the **Input/Activities/Output** sections of your Logic Model. Include this updated Logic Model as an Appendix with this assignment.

**Assignment 3**

Stakeholder and Process Evaluation Assignment: 12 points (12% of grade)

**This assignment covers Modules 4 and 5.**

\*Refer to the Okoli PowerPoint on Process Evaluation in Canvas.

**Part 1.** Stakeholders (3 points)

* Identify a minimum of six stakeholders who are important to include in the implementation of your EBP. Include patients/families as they are a crucial component of EBP. Include at least one stakeholder external to the clinic setting.
* Clearly and briefly define the roles and the responsibilities of each stakeholder in your program.

**Part 2:** The Process Evaluation. 8 points

Develop a plan to evaluate the process related to implementation protocol for your EBP. This is only about whether the participants are doing what you intended for them to do in implementing the protocol.

For your Process Evaluation Plan:

What is the new practice? (briefly describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Describe Reach. How will you calculate Reach for this new practice?
* Briefly describe the design of your process evaluation. What is your rationale for choosing this design?
* Draw a diagram of the process evaluation design with O = observation, and X = intervention. Include what activities fall into each section. (Do not draw a diagram of your entire program, just the process evaluation)
* Write four fidelity questions that you will use to evaluate adherence to implementation of the EBP.
* **How and when/how often** will you provide feedback on the process evaluation to the frontline participants and administrators?

**Part 3:** Update the Logic Model (1 point)

Add the Process Evaluation Plan to the Activities/Outputs section of your Logic Model. Include an updated version of the Logic Model in an appendix with this assignment.

**Assignment 4**

Outcome Evaluation Assignment: 15 points (15% of grade)

**This assignment covers Module 6.**

\*Refer to the Okoli PowerPoint on Outcome Evaluation in Canvas.

SCENARIO: You are a doctorally-prepared APRN. For your clinical project, you conducted a needs assessment and found implementation of an EBP guideline was needed to improve the processes and outcomes of care. You implemented an EBP guideline in the setting immediately after graduation. You have been conducting process evaluations on implementation of the EBP for the past year, and your process evaluation indicates that reach is 90% and provider/manager fidelity to the elements of the EBP ranges from 85-88%. Now you are interested in looking at 1-year outcomes of implementation of your project.

**Part I:** Develop an Outcome Evaluation Plan (14 points)

* Briefly summarize your project.
* List four 1-year outcomes, using very specific language and variables.
* Each variable in your outcomes must be measured using a reliable and valid instrument or measurement scale. For each variable, s**pecify which measurement tool you will be using.**
* If you are addressing a medical illness/clinical problem:
  + At least **one** of these should be a clinical outcome, but you can include more than one if appropriate.
  + The remaining variables need to relate to clinical, patient, or performance domains, as applicable towards the clinical problem you are addressing.

For your outcome evaluation plan, describe your plans for the following evaluation activities and provide a rationale for each activity:

* Describe the EBP and provider/administrator activities associated with the EBP.
* Describe the purpose of the evaluation plan and the questions that will guide the evaluation.
* Describe the evaluation design (will it be experimental, quasi-experimental, case control, etc.? What is your rationale for choosing this design?
* Develop a diagram of your outcome evaluation design using 0 as the observation and X as the EBP/intervention. Do not draw a diagram of your entire project, just the outcome evaluation design. Include what activities fall into each section.
* State the sample size.
* What is your sampling frame?
* What is your sampling strategy? Why did you select this strategy?
* Where will you obtain your sample?
* What is the time-frame of measurement (pre-and post-implementation or post-implementation only?) Why are you using these time-frames?
* If it is a longitudinal study, how often will you measure the outcomes (every month, 3 months, 6 months, or 12 months?)
* What are the inclusion/exclusion criteria for the patients you will include in the study?
* How will you obtain data about the clinical outcomes?
* How will you obtain data about the variables related to symptoms, functioning, quality of life, satisfaction, knowledge, attitudes, or adherence? What surveys or instruments will you use to measure these outcomes?
* What statistical tests will you use to analyze the data?
* Develop a table with the variables, level of measurement and how often each variable will be measured. Include the demographic variables of the participants in this table.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | | | **Strategy for measurement (chart audit, survey, etc.)**  **Be specific in naming your measurement tool.** | **Level of measurement** | **Statistical tests** | **Timing of measurement** |
| Outcome Variable 1  Clinical | | |  |  |  |  |
| Outcome Variable 2  (Specify domain) | | |  |  |  |  |
| Outcome Variable 3  (Specify domain) | | |  |  |  |  |
| Outcome Variable 4  (Specify domain) | | |  |  |  |  |
|  | **DEMOGRAPHIC VARIABLES** | | | | | |
| **Variable** | | **Data to be collected** | | **Level of measurement** | **Statistical tests** | **Timing of measurement** |
| Age | |  | |  |  |  |
| Race/Ethnicity | |  | |  |  |  |
| Marital Status | |  | |  |  |  |
| Sex | |  | |  |  |  |

**Part 2:** Update the Logic Model (1 point)

Add the outcome variables/evaluation plan to your logic model in the short-term outcomes section. Include this updated version of your logic model in an appendix of your narrative.

**Assignment 5**

Impact Evaluation and Reporting Results Assignment: 10 points (10% of grade)

**This assignment covers Modules 7 & 8.**

\*Refer to the OKOLI PowerPoint on Impact Evaluation in Canvas.

SCENARIO: You have been working at the clinic for 9 years. You have been doing process evaluations since year 1 of implementation and you find that the reach continues to average about 80-85% per year, and provider fidelity continues to be high at about 83-85%. You decide that the time is right for a study to look at the long-term impact of your EBP implementation efforts. You will examine the impact of the EBP **for the previous 2 years.**

**Part 1:** Develop an Impact Evaluation Plan (8 points)

**Identify and list two impact variables that you will examine in your evaluation.**

**Examples:** incidence and prevalence rates of the targeted diagnoses/behaviors; rates of long-term complications associated with the diagnoses/behavior; mortality rates; long term administrative measures, such as financial impact, long-term patterns of service use, growth of the organization, etc. etc.

**Include the following in your impact evaluation plan.**

* Describe the purpose of the evaluation plan and questions that will guide the evaluation.
* Describe the impact evaluation design. Why did you choose this design? Give your rationale for choosing it.
* Draw a diagram of the design, using 0 as observation and X as the EBP/intervention. Do not draw a diagram of your entire project, just the impact evaluation design. Include what activities fall into each section.
  + include each data collection time-point.
* Describe the variables you selected. At least **one** of these should be rates of long term complications if you are focusing on a clinical problem.
* What are your procedures for identifying a comparison group? (for example, pipeline comparison, single difference means comparison, or double difference means comparison) Provide a rationale for your procedures.
* What is the sample size?
* What are the inclusion/exclusion criteria for the participants you will include in the study?
* What are your procedures for collecting data?
* How will you analyze the data?
* Develop a table with the variables, level of measurement and how often each variable will be measured. Include the demographic variables in this table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **Strategy for measurement** | **Level of measurement** | **Statistical tests** | **Timing of measurement** |
| Impact variable 1 |  |  |  |  |
| Impact variable 2 |  |  |  |  |
|  | **DEMOGRAPHIC VARIABLES** | | | |
| Age |  |  |  |  |
| Race/Ethnicity |  |  |  |  |
| Marital Status |  |  |  |  |
| Sex |  |  |  |  |

**Part 2:** Reporting Results (1 point)

Briefly outline a plan to disseminate your results by answering these questions:

What is an executive summary, and what purpose does it serve?

What types of information should be included in an executive summary?

**Part 3:** Complete the Logic Model (1 point)

Add the impact variables/evaluation plan to the Long-Term Outcomes section of your Logic Model. The Model is now complete! Include the completed Logic Model in the appendix of this assignment.