

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 7826	CURRENT COURSE TITLE: EVALUATING SYSTEMS AND MODELS OF CARE IN ADVANCED NURSING PRACTICE
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: .	CHANGE PREREQUISITES/MINIMUM GRADES TO*: PERMISSION OF DEPARTMENT CURRENT CATALOG: PRE-REQUISITE: ADMISSION TO D.N.P. PROGRAM. CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by: Department Chair: <u>Suzanne Bell</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>Karen Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>9/24/13</u> <u>9/24/2013</u> <u>9/24/2013</u> <u>6/8/13</u> <u>10/16/13</u>	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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CHRISTINE E. LYNN COLLEGE OF NURSING

**COURSE OVERVIEW
FALL 2013**

- COURSE NUMBER:** NGR 7826
- COURSE TITLE:** Evaluating Systems and Models of Care in Advanced Nursing Practice
- COURSE FORMAT:** Blackboard assisted; monthly face-to-face sessions
- CREDIT HOURS:** 3 credits
- COURSE SCHEDULE:** Saturdays, monthly
- PLACEMENT IN CURRICULUM:** Second year of DNP program
- PREREQUISITE:** Permission of department
- COREQUISITE:** None
- FACULTY:** Ruth McCaffrey DNP, ARNP, FNP-BC, GNP-BC, FAAN
Office 115c
Email: Rmccaffr@Fau.Edu
Phone: 561 297 2945
- OFFICE HOURS:** By appointment
- COURSE DESCRIPTION:** An examination of various program evaluation strategies for nursing models and systems of care. Phases of evaluation will be included.
- COURSE OBJECTIVES:** Upon completion of NGR 7124, the student will demonstrate evidence of:
- 1. Being competent**
 - a. Describe the need for health program evaluations in the public health including assessment, policy development, and assurance

- b. Generate specific objectives for capstone project evaluation
- c. Review appropriate statistical analysis of program evaluation results
- 2. Becoming compassionate**
 - a. Discuss the ethical and cultural issues inherent in program evaluation.
 - b. Analyze the effectiveness of evaluation strategies
 - c. Develop assessment strategies that reflect the wholeness of the patient, family, and environment
 - d. Design action plans for program improvement and patient care outcomes based on evaluation findings
 - e. Create evaluation strategies grounded in caring that reflect knowledge, skills, and values in nursing
- 3. Demonstrating comportment**
 - a. Support the DNP as the appropriate person to perform program evaluation
 - b. Interpret the steps in program evaluation and the aspects of each step as it is unique to healthcare program evaluation
 - c. Develop evidence based approaches to program evaluation
- 4. Becoming confident**
 - a. Identify evaluation questions in the capstone project
 - b. Describe performance criteria to be measured in the capstone project
- 5. Attending to conscience**
 - a. Summarize threats to the validity of program evaluation
 - b. Devise methods for overcoming threats to the validity of the capstone project evaluation.
- 6. Affirming commitment**
 - a. Generate a plan for providing findings of the program evaluation to stakeholders and advanced practice nursing at large.
 - b. Prepare a cost benefit analysis for the capstone project.

TEACHING LEARNING STRATEGIES:

Lecture, nursing situation, group discussions, Blackboard activities.

GRADING AND EVALUATION METHODS:

Class participation and online exercises	20%
Evidence Tables: September	20%
Measurement Tool presentation on blackboard, October	20%
Data Analysis Exercise, November	15%
Program Evaluation Proposal	25%

GRADING SCALE: A grade below C is not passing in the Graduate Program.

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D
77-79 = C+	0-59 = F

REQUIRED TEXTS:

Grembowski, D. (2001). *The practice of health program evaluation* Thousand Oaks, CA:
Sage Publications

RECOMMENDED TEXTS:

Terry, A. (2012). *Clinical research for the doctor of nursing practice*. Sudbury, MA:
Jones & Bartlett.

TOPICAL OUTLINE:

Developing evaluation questions
Designing evaluation studies
Cost effectiveness analysis
Evaluation of program implementation
Populations and sampling
Measurement and data collection
Data analysis
Reports and disseminations of findings
Using evaluation findings to support quality improvement

DETAILED COURSE SCHEDULE

August Blackboard (Class 1)

Needs Assessment
Ethical Issues
Theoretical Foundations
Readings: Grembowski Chapter 1

September Class and Blackboard (Class2)

Purpose of Program Evaluations
Types of Program Evaluation
 Goals Based
 Formative
 Process
 Outcome
Steps of the Evaluative Process
Asking Questions
Readings: Grembowski Chapters ,2,3

October Blackboard (Class 3)

Designs for Data Collection

Cost-Effectiveness Evaluation
Evaluation of Program Implementation
Methods of Data Collection for Program Evaluation
 Quantitative
 Qualitative
 Mixed methods
 Measurement Tools
Readings: Grembowski Chapters 4,5,6

November Class and Blackboard (Class 4)

 Sampling and Data Sources
 Measurement
 Analysis of Data
 Findings of evaluation

Readings: Grembowski Chapters 7,8, 10

COURSE ASSIGNMENTS:

Class participation and online exercises	10 %
Presentation of Capstone project idea with measurable objectives	20 %
Presentation of evaluation method for capstone	10 %
Measurement Tool presentation on blackboard	20 %
Data Analysis Exercise	10 %
Program Evaluation Proposal	<u>30 %</u>
Total (corresponds to grading scale)	100 %

BIBLIOGRAPHY

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- Butera-Prinzi, F., Charles, N., Heine, K., Rutherford, B. & Lattin, D. (2010). Family-to-family link p program: A community-based initiative supporting families caring for someone with an acquired brain injury. *NeuroRehabilitation*, 27, 31-47. doi 10.3233/NRE-2010-0579
- Cleary, M., Matheson, S., & Happell, B. (2009). Evaluation of a transition to practice programme for mental health nursing. *Journal of Advanced Nursing*, 65, 844-850. doi10.1111/j.1365-2648.04943.x
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- Harrigan, S. (2006). Developing and implementing quality initiatives in the ICU: strategies and outcomes. *Critical Care Nursing Clinics of North America*, 18(4), 469-479.
- Hickey, J. & Brosnan, C. (2012). *Evaluation of Health Care Quality in Advanced Practice Nursing*. Springer: New York, NY.

- Hoelz, T.M. & Rieger, P.T. (2007). Leadership & professional development blending nursing roles in oncology and imaging: an innovative strategy. *Oncology Nursing Forum*, 34(1), 27-31.
- Luk, A. (2009). The effectiveness of a caring protocol: An evaluation study. *Journal of Research in Nursing*, 14, 303-316. doi: 10.1177/1744987108093359
- Martin, M.T., Lane, A.J., & Neuman, M.E. (2009). Breast cancer screening program targeting rural Hispanics in southeastern Indiana: program evaluation. *Hispanic Health Care International*, 7, 153-159.
- Murray, T. (2006). Implementing a rapid response team: Factors influencing success. *Critical Care Nursing Clinics of North America*, 18(4), 493-501.
- Ostaszkiwicz, J. (2006). A clinical nursing leadership model for enhancing continence care for older adults in a subacute inpatient care setting. *Journal of Wound, Ostomy, & Continence Nursing*, 33(6), 624-629.
- Shermont, H. (2006). The impact of culture change on nurse retention. *Journal of Nursing Administration*, 36(9), 407-415.
- Staggers, N. (2007). Nurses: evaluations of a novel design for an electronic medication administration record. *CIN: Computers, Informatics, Nursing*, 25(2), 67-75.
- Vanhaecht, K. (2006). Clinical pathway audit tools: A systematic review. *Journal of Nursing Management*, 14(7), 529-537.
- Williams, T.A. (2007). Evaluation of a falls prevention programme in an acute tertiary care hospital. *Journal of Clinical Nursing*, 16(2), 316-324.

COURSE POLICIES AND GUIDELINES

Please read Important Info for specific guideline and rules for the on-line learning adventure.

Assignments are due on the date specified by the faculty on the course syllabus. The course syllabus is the official schedule for course activities. (I suggest you print a copy and hang it above your computer) Late work is not acceptable and will receive a grade of zero. If the student is unable to submit work on the designated date, arrangements must be made with the course faculty in advance of the due date. Extensions will only be considered in extreme circumstances and only for individual assignments. Discussion activities and assignment posted for peer critique as well as your critique of your peers work are time sensitive activities and ABSOLUTELY no extensions are possible. No extensions are granted after the due date, and no work will be accepted after the last class session.

All course work and correspondence must be submitted within this e-College course site. Assignments that are FAXED, e-mail or brought in hard copy to the faculty are not acceptable. If your assignment does not appear in the area designate for that assignment within this course framework---it does not exist.

Course work must be saved in the format and submitted via the course tool as described with the assignment guidelines.

Students are expected to participate in class and group activities and discussions.

Students who do not participate in these activities will receive a grade of zero for that component of their course grade.

Because of the nature of class activities and group projects, there will be no alternative assignments or opportunities for make up experiences or assignments.

COLLEGE OF NURSING POLICIES

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/GraduateHandbook>

c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>
and
<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in: Boca Raton – SU 133 (561-297-3880), Davie – LA-203 (954-236-1222), and Jupiter – SR 117 (561-799-8585), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must

be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities.

Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING
STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

Approved Faculty Assembly 9-23-2013

Revised April, 2012.