

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> Doctor of Nursing Practice <b>College</b> Nursing (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )		
<b>Prefix</b> NGR <b>Number</b> 7895	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) <b>Lab Code</b>	<b>Type of Course</b> Lecture <input checked="" type="checkbox"/>	<b>Course Title</b> Healthcare System Analysis and Quality Improvement
<b>Credits</b> (Review Provost Memorandum) 3	<b>Grading</b> (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see <u>Guidelines</u> ) This course provides an in-depth exploration into the science of improvement as a guide for quality initiatives in health care. Content areas include assessing organizations for gaps/deficiencies, methods for collecting and analyzing relevant data, and creating evidence-based strategies for positive change.	
<b>Effective Date</b> (TERM & YEAR) Summer 2022	<b>Prerequisites</b> none		
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</b>		<b>Academic Service Learning (ASL) course</b> <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	
		<b>Corequisites</b> none	<b>Registration Controls</b> (For example, Major, College, Level) Doctor of Nursing Practice program enrollment
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> In syllabus	
<b>Faculty Contact/Email/Phone</b> S. Bulfin sbulfin@fau.edu 561 297 3600		<b>List/Attach comments from departments affected by new course</b>	

<b>Approved by</b> Department Chair <u>Susan Bulfin</u> College Curriculum Chair <u>Kyndall N. Pritchard</u> College Dean <u>George</u> UGPC Chair <u>Christopher Butler</u> UGC Chair <u>Rob</u> Graduate College Dean <u>Robert W. Stackman Jr.</u> UFS President _____ Provost _____	<b>Date</b> <u>12-8-21</u> <u>12/08-2021</u> <u>12-8-21</u> Jan 4, 2022 Jan 4, 2022 Jan 4, 2022 _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**COURSE TITLE:** Healthcare System Analysis and Quality Improvement

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS**

***COVID-19 Statement***

*Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>. In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.*

**SEMESTER:** Fall

**COURSE NUMBER:** NGR 7895

**COURSE TITLE:** Healthcare System Analysis and Quality Improvement

**COURSE FORMAT/LOGISTICS:** Hybrid, Canvas assisted

**CREDIT HOURS:** 3

**PREREQUISITES:** Permission of Department

**COREQUISITES:** None

**FACULTY:** TBD

**OFFICE:** NUR XXX

**OFFICE HOURS:** By Appointment

**COURSE DESCRIPTION:** This course provides an in-depth exploration into the science of improvement as a guide for quality initiatives in health care. Content areas include assessing organizations for gaps/deficiencies, methods for collecting and analyzing relevant data, and creating evidence-based strategies for positive change.

**COURSE OBJECTIVES:** Upon completion of NGR XXXX, the student will be able to create caring nursing responses in: \*

**Becoming Competent**

1. Examine organizations/systems for gaps and inconsistencies between practice, policies, and best evidence using outcome metrics. (4.2j, 7.1g, 9.5g)

**Becoming Compassionate**

2. Partner with the appropriate organization stakeholders to create purpose and aim statements to enhance value, quality, cost effectiveness, access, and equity. (7.2h, 9.3m)

**Demonstrating Comportment**

3. Collaborate with practice partners to create a response to the call for quality improvement or program evaluation projects based on identified needs of the organization and persons served from a lens or caring. (5.1l, 6.1k)

**Becoming Confident**

4. Create measurable objectives and an evaluation plan responsive to the call for advanced nursing practice based on performance data and metrics. (7.3f)

**Attending to Conscience**

5. Outline the ethical and cultural issues inherent in quality improvement and program evaluation projects informed by collaboration with practice site stakeholders. (2h, 6.4f)

**Affirming Commitment**

6. Develop a clinical question based on a synthesis of current and emerging evidence around the topic of interest. (2.7f)

\*The 6 subjectives based on Roach's (2002) work organize the course objectives.

**TEACHING LEARNING STRATEGIES:** Teaching/learning strategies include interactive lectures, discussion boards, readings, focused learning modules, reflective analysis, presentations and written assignments based on nursing situations.

**GRADING AND EVALUATIONS:**

Topic	Objective Evaluated	Percent
Discussion Boards (8) x 2points	1, 2, 5	16%
In-person sessions dialogue (3) x 2 = (1) x 3	1, 2, 5	9%
Developing SMART Goals	2, 3, 4	15%
Measurement Tool Presentation	4	15%
Data Analysis Exercise	4	20%
Evaluation Plan Proposal	4	25%
		100%

**GRADING SCALE:** Grade below C is not passing in the Graduate Program.

94 -100 = A

90 - 93 = A-

87 - 89 = B+  
84 - 86 = B  
80 - 83 = B-  
77 - 79 = C+  
74 - 76 = C  
70 - 73 = C-  
67 - 69 = D+  
64 - 66 = D  
61 - 63 = D-  
0 - 60 = F

### **REQUIRED TEXTS:**

Kleinpell, R. (2021). Outcomes assessment in advanced practice nursing (5<sup>th</sup> Ed.). New York: Springer. ISBN: 978-0826151254 (Print), ISBN: 978-0-8261-5126-1 (eBook)

Perrin, K.M. (2020). Principles of planning, evaluation, and research for health care programs (2nd Ed.). Massachusetts: Jones & Bartlett. ISBN: 978-1284203912

### **REQUIRED WEB RESOURCE:**

Institute for Healthcare Improvement (2017). IHI's QI essentials toolkit.  
<http://www.ihl.org/resources/Pages/Tools/Quality-Improvement-Essentials-Toolkit.aspx>

### **RECOMMENDED TEXTS:**

Thomas, P., Harris, J., and Collins, B. (2021). *Data-Driven Quality Improvement and Sustainability in Healthcare*. New York: Springer

### **TOPICAL OUTLINE:**

Overview of healthcare evaluation concepts

- Theoretical foundations
- Ethical and cultural considerations
- Gaps between policy and practice
- Applying concepts to the DNP project process

Assessing the need for change

- Framing the question
- Cost-Benefit
- Evaluating evidence

Developing a conceptual framework

- Concept models
- Logic models

Quality Improvement Frameworks and Models and Tools

- Model for Improvement
- Total Quality Management
- Lean Model
- Six Sigma

### Quality Improvement Tools

- Fishbone, Cause and Effect Diagrams
- Process Mapping, Flowcharting
- Brainstorming
- Pareto Charts
- Run Charts
- Control Charts

### Types of program evaluations

- Goals-based
- Formative
- Process
- Outcome

### Steps of the evaluation process

### Designs for data collection

### Methods of data collection for program evaluations

### Sampling and data sources

### Measurement

### Analysis of data

- Quality improvement tools
- Use of Statistics

### Findings of evaluation

### Dissemination of findings

## **COURSE ASSIGNMENTS:**

### **Discussion Boards/class participation**

Discussion boards are based on course content for the corresponding module and informed by the assigned readings or activities. Instructions will be topic specific.

Discussion boards will have two due dates: 1) the first date is when an original response is due, and 2) the second date is when all responses to peers should be completed. Posts beyond the second due date will not be graded.

The following requirements must be met to ensure full credit for discussion boards:

- It is expected that students remain active in the discussion boards and respond to all questions from the instructor or peers regarding their post. Points are awarded at the close of the discussion board and are based on substance and completeness.
- Ensure that all postings are detailed responses relating to course and/or chapter content. Responses should be a minimum of 2-3 paragraphs.
- For responses to peer postings:
  - Indicate the name of your peer or instructor when posting responses.
  - Provide substantive response. The response should be substantive.
  - Be sure to include your position on whether you agree or disagree with your peers' statements and why.
  - Correct grammar, spelling, and punctuation are expected in all posts. Adhere to the most recent APA standards for citing and formatting references (citations should be used in-text with a corresponding reference list included). Follow the basic rules of Netiquette: <https://www.fau.edu/oit/student/netiquette.php>

## **Topics for Discussion Board**

- Performance data and metrics,
- Ethical and cultural issues in quality improvement
- Enhancing value in the DNP project
- Incorporating caring theory into the DNP project
- System safety and quality assurance
- Practice/policy/evidence gaps

**Class Participation:** Class attendance is mandatory and student engagement in discussion during “live classes” will be evaluated based on meaningful contribution to the dialogue and responsiveness to questions/inquiries of faculty and classmates.

### **Assignment 1: Developing Measurable Goals**

Your finished assignment will be a 1-2 page document which describes a clinical question of interest that is supported by at least 3 peer reviewed journal articles (e.g. why is the clinical question of interest worth developing-what is the potential impact and benefit?), collaborate with clinical partners to identify possible concerns or needs, and include 3-4 measurable goals that are related to your clinical question.

Requirements:

1. Using the PICO framework, develop a clinical question of interest (clinical issues may be identified in collaboration with your practice partner). Support the selection of your question with at least 3 peer reviewed journal articles.
2. Using the CDC SMART format, develop 3-4 measurable goals that are related to your clinical question of interest.
3. Resources, references and handouts that will assist you in completing this assignment are attached.

### **Assignment 2: Measurement Tool presentation**

The purpose of selecting a measurement tool is to find an instrument or instruments that will be useful in collecting the data needed to demonstrate the impact of your project.

1. Consider your clinical question of interest and how you might proceed in terms of developing a project that would answer your question.
2. Identify 3 or more outcomes you want to measure that would demonstrate the impact of your project. Use the context: ‘By the end of this project, participants should be able to....’
3. Identify a measurement tool that would be appropriate to measure the outcomes you have identified.
4. Create a one-page summary and a power point presentation about the measurement tool you have selected. The power point should have no more than six slides. Both the summary and power point must contain the following information:
  - a. Name of tool and who created it (if known)

- b. Description of why the tool was developed and what it is intended to measure
- c. How has the tool been tested for reliability and validity if applicable?
- d. How might you use this tool in your proposed DNP project?

### **Assignment 3: Data Analysis Exercise**

#### Part I

1. Create a survey or tool to collect data. The following example can be used as a guide.
  2. EXAMPLE: Your sample will be your colleagues in this class. Develop a PICOT question of a general nature that your colleagues can answer fairly easily.
- Develop a 5-10 question survey that utilizes a Likert scale response to each question (see example).
  - Be sure to include 2 or 3 demographic variables in your survey e.g. gender, age range etc.
  - Distribute the survey to the members of your group. Survey questions must be answered by respondents on two different dates to ensure that each of you have pre and post data with which to populate your data table.
  - Group members must complete each of the surveys in their group.
  - This will provide each of you with a sample dataset with which to populate your data table. You should receive about 5 completed surveys with two full sets of data from two different dates. The 'N' will be the number of people in your group (excluding you).

#### Part II

1. Using Excel, create a formal data table with pre and post data following the provided tutorials

#### Part III

1. In a narrative section beneath your table, please answer following questions related to your sample set:
  1. What is the PICOT Question for this data set?
  2. What is the quantitative measure you have selected?
  3. Describe the measurement tool you used
  4. What is your source of data?
  5. How did you collect the data?
  6. How often did you collect the data?

### **Assignment 4: Evaluation Plan Proposal**

Using the DNP Project Proposal and CDC model as guides, write a 4-page paper describing the evaluation process for a clinical project of interest. The project topic should emerge from the practice site and aligned with organizational needs., The paper must follow APA format and have a title page and references. Margins should be 1" all around. Use "Times New Roman" 11 or 12 point font. Assignment #4 rubric attached.

The outline for this paper must include elements of the CDC model covered in class:

1. Identification and collaboration with stakeholders
2. Description of the program/project – include significance of the problem and objectives— why is this project important? And what are the outcomes you hope to see?
3. Evaluation design (what is the method you plan to use to conduct the evaluation e.g. pre and post- test design? Survey with Likert scale? Review of secondary data?)
4. Method for gathering credible evidence
5. Data analysis plan (quality improvement tools or statistical test(s) to be applied to the data).

**ACADEMIC SERVICE-LEARNING STATEMENT (Optional):** Due to the nature of the course content, this course is designated as an “academic service-learning” course. The assistance you provide to an agency/organization during your academic service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you may participate in academic service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development. To receive academic service-learning notation of hours on your transcript, your hours must be logged according to university policy. Also, pre-assessment and post-assessment surveys are required to be taken by academic service-learning students.

- **Description of the Project:**
  - Students choosing this assignment will engage in a minimum of 10 hours of Academic Service-Learning opportunity at approved community locations. Community locations will be approved by the Christine E. Lynn College of Nursing.
- **Relevant and meaningful service in the community:**
  - The goal of the community-based epidemiological action project is to identify a call from the community, then design and lead an epidemiological effort that meets the identified call through Academic Service-Learning.
- **Enhanced academic learning:**
  - As this course focuses on epidemiology for advance nursing practice, practical application of the course content can occur through Academic Service-Learning activities that involve the application of epidemiological tools used in advanced nursing practice to improve health by altering personal, social and/or environmental risk factors. This will be a "real world" experience through activities such as health data collection, disease surveillance, contact tracing and health education.
- **Purposeful civic engagement:**
  - The goal of the community-based epidemiological action project is to identify a community need, then design and lead an epidemiological effort that meets a specific need in the community and allows students to apply knowledge and work toward course objectives while meeting a distinct community need.

## **BIBLIOGRAPHY:**

- Buono, E. W., Vrijens, B., Bosworth, H. B., Liu, L. Z., Zullig, L. L., & Granger, B. B. (2017). Coming full circle in the measurement of medication adherence: opportunities and implications for health care. *Patient preference and adherence*, 11, 1009.
- Burstin, H., Leatherman, S., & Goldmann, D. (2016). The evolution of healthcare quality measurement in the United States. *Journal of internal medicine*, 279(2), 154-159.
- Dempsey, C., & Assi, M. J. (2018). The Impact of Nurse Engagement on Quality, Safety,



and the Experience of Care: What Nurse Leaders Should Know. *Nursing administration quarterly*, 42(3), 278-283.

- Dempsey, C. (2017). *The antidote to suffering: How compassionate connected care can improve safety, quality and experience*. New York: McGraw-Hill.
- Harris, J., Roussel, L., Walters, S. & Dearman, C. (2015). *Project planning and management: A guide for CNLs, DNP's and nurse executives* (2<sup>nd</sup> Ed.) Burlington, MA: Jones & Bartlett.
- Longest, B. (2015). *Health program management: From development through evaluation* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Melnyk, B. & Fineout-Overholt, E. (2018). *Evidence-based practice in nursing and healthcare: A guide to best practice* (4<sup>th</sup> Ed.). Philadelphia: Lippincott Williams & Wilkins.
- Polit, D.F. & Beck, C. (2021). *Essentials of nursing research: Appraising evidence for nursing practice* (7<sup>th</sup> Ed.) Philadelphia: Lippincott Williams & Wilkins.
- Pritham, U. A., & White, P. (2016). Assessing DNP impact using program evaluations to capture healthcare system change. *The Nurse Practitioner*, 41(4), 44-53.
- Royse, D., Thyer, D. & Padgett, K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6<sup>th</sup> Ed.). Boston, MA: Cengage Learning
- Sherwood, G. & Barnsteiner, J. (2017). *Quality and safety in nursing: A competency approach to improving outcomes*. West Sussex, UK: Wiley & Sons.
- Trzeciak, S., & Mazzarelli, A. (2019). *Compassionomics: the revolutionary scientific evidence that caring makes a difference*. Studer Group. Pensacola, FL.
- Wade, D.T. (2009). Goal setting in rehabilitation: An overview of what, why and how. *Clinical Rehabilitation*, 23: 291–295.
- Zaccagnini, M. & Pechacek, J.M. (2019). *The doctor of nursing practice essentials: A new model for advanced practice nursing* (4<sup>th</sup> ed.). Burlington, MA: Jones & Bartlett.

## **COURSE SPECIFIC LITERATURE:**

### **ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)**

- Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8
- Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.
- Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2<sup>nd</sup> ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*.  
National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*  
Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*.  
Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.  
University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

## **COURSE POLICIES & 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. You may find it helpful to print a copy and keep it in your workspace, and/or place due dates on your electronic calendar. 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. In addition:

- Students are reminded that the College of Nursing Professional Statement and University Policies are related to academic integrity and apply to all tests, written assignments, verbal communications and other course activities. All policies in the college and university catalogues apply to this course
- All course work and correspondence must be submitted within this e-College course site. Assignments that are FAXED, e-mailed or brought in hard copy to the faculty are not acceptable. If your assignment does not appear in the area designated for that assignment within this course framework, it cannot be evaluated and will receive a grade of zero.
- Course work must be saved in the format and submitted via the course tool as described within the assignment guidelines.
- Students are expected to participate in class and group activities and discussions and should log on to the course website at least three times weekly to obtain the reading materials and check on course updates and announcements.
- 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.
- All students must have an FAU e-mail address and regular access to a computer.
- All assignments will be completed in APA format: (Publication Manual of the American Psychological Association, 5<sup>th</sup> edition; ISBN 1-557987912 or 1-557988192).
  - Margins: at least 1" (one inch)
  - Page size: 8.5"X 11"
  - Font: Preferred 12-point Times Roman Numeral. Courier is also acceptable.
  - Spacing: Double-spaced
  - Numbering: Number all pages in the upper right hand corner of each page.

## **COLLEGE OF NURSING POLICIES**

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

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Graduate Handbook located at:

<http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

## **CODE OF ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards.

Academic 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. Academic 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 University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: <http://www.fau.edu/ctl/AcademicIntegrity.php>

**CON Academic Integrity:** <http://nursing.fau.edu/academics/student-resources/graduate/policiesregulations/academic-integrity-policy.php>

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 Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

#### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

#### **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 non-attendance. 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 absences 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.

### **POLICY ON THE RECORDING OF LECTURES (OPTIONAL)**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **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. For more information,

see: <https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

**CON Religious Accommodation:** <http://www.fau.edu/sas/New.php>

### **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.

### **COURSE SCHEDULE**

Module	Course Overview	Reading/Activities
1		Readings

	<b>Systems Analysis and Evaluation</b> <ul style="list-style-type: none"> <li>• Theoretical foundations</li> <li>• Ethical and cultural considerations</li> <li>• Gaps between policy and practice</li> <li>• Applying concepts to the DNP project process</li> </ul>	Chapter 1: Kleinpell text Chapter 1: Perrin text  <b>Activities: Discussion Board 1</b>
<b>Module 2</b>	<b>Assessing the Need for Change</b> <ul style="list-style-type: none"> <li>• Framing the question</li> <li>• Cost-Benefit</li> <li>• Evaluating evidence</li> </ul> <b>Developing a conceptual framework</b> <ul style="list-style-type: none"> <li>• Concept models</li> <li>• Logic models</li> </ul>	Review CDC Handouts/Resources  “Developing Program Goals and Measurable Objectives”  <a href="https://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf">https://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf</a>  "Information and SMART goals toolbox" at Minnesota Department of Health <a href="http://www.health.state.mn.us/divs/opi/qi/toolbox/objectives.html">http://www.health.state.mn.us/divs/opi/qi/toolbox/objectives.html</a>  <b>Discussion Board 2</b>
<b>Module 3</b>	<b>Quality Improvement Frameworks and Models</b> Model for Improvement <ul style="list-style-type: none"> <li>• Total Quality Management</li> <li>• Lean Model</li> <li>• Six Sigma</li> </ul>	IHI Toolkit  Institute for Healthcare Improvement: Quality improvement Essential Toolkit: Review toolkit and accompanying videos on the use of the quality improvement tools.  <a href="http://www.ihl.org/resources/Pages/Tools/Quality-Improvement-Essentials-Toolkit.aspx">http://www.ihl.org/resources/Pages/Tools/Quality-Improvement-Essentials-Toolkit.aspx</a>
<b>Module 4</b>	<b>Quality Improvement Tools</b> <ul style="list-style-type: none"> <li>• Fishbone, Cause and Effect Diagrams</li> <li>• Process Mapping, Flowcharting</li> <li>• Brainstorming</li> <li>• Pareto Charts</li> <li>• Run Charts</li> <li>• Control Charts</li> </ul>	<b>Assignment 2:</b> PowerPoint presentation on a Measurement Tool  <b>Discussion Board 3</b>

<b>Module 5</b>	<b>Program Evaluation</b>  <b>Types of program evaluations</b> <ul style="list-style-type: none"> <li>• Goals-based</li> <li>• Formative</li> <li>• Process</li> <li>• Outcome</li> </ul>	1. Perrin Pages 34-42  2. “Types of Program Evaluations” <a href="https://www.cdc.gov/std/program/pupestd/types%20of%20evaluation.pdf">https://www.cdc.gov/std/program/pupestd/types%20of%20evaluation.pdf</a>  Participate in Module 3 discussion board
<b>Module 6</b>	<b>Steps in the Evaluation Process</b>  <b>Data Collection</b> <ul style="list-style-type: none"> <li>• Designs</li> <li>• Methods</li> </ul>	1. Kleinpell, Chapter 3 & 5 2. Perrin, Chapters 11 & 12  3. Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide. <a href="https://www.cdc.gov/eval/guide/index.htm">https://www.cdc.gov/eval/guide/index.htm</a>  4. HRSA Quality Toolbox <a href="https://www.hrsa.gov/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf">https://www.hrsa.gov/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf</a>  5. Project Star <a href="#">Project Star Study Designs for Evaluation.pdf</a> Download Project Star Study Designs for Evaluation.pdf  6. Program Development: University of Wisconsin Cooperative Extension (2021) <a href="https://fyi.extension.wisc.edu/programdevelopment/evaluating-programs/">https://fyi.extension.wisc.edu/programdevelopment/evaluating-programs/</a>  <b>Discussion Board 4</b>

<b>Module</b>  7	<b>Sampling</b> <ul style="list-style-type: none"> <li>• Concepts and Methods</li> <li>• Probability and Non-probability</li> <li>• Potential sample sizes</li> </ul>	<p>1. Kleinpell, Chapters 6-10; browse chapters and focus on chapters that are relevant to your clinical role or practice, and/or relevant to your project.</p> <p>2. Perrin: Chapter 9</p> <p><u>Additional Reading</u></p> <p>Perla, R. Sampling Considerations for Health Care. Quality Management in Health Care. Jan-March, 2013, Vol. 22 Issue 1, p.36, 12 p.</p> <p>University of Toronto. <u>Primary QI Module 3. Videos</u> <u>University of Toronto</u></p> <p>Value of small sample sizes in rapid-cycle quality improvement projects 2: Assessing fidelity of implementation for improvement interventions. <a href="https://qualitysafety.bmj.com/content/27/1/61.long">https://qualitysafety.bmj.com/content/27/1/61.long</a></p> <p>Evaluation FAQ: What Sample Size Do I Need for an Impact Evaluation? <a href="https://www.measureevaluation.org/resources/publications/fs-15-157/at_download/document">https://www.measureevaluation.org/resources/publications/fs-15-157/at_download/document</a></p> <p><b>Discussion Board 5</b></p>
<b>Module</b>  8	<b>Measurement Tools</b>	<p><b>Required Readings</b></p> <p>Required readings will include readings on several topics relevant to preparing for your DNP project:</p> <p><b>Quality Manuscripts</b></p> <p>Quality Improvement Feature Series Article 3: Writing and Reviewing Quality Improvement Manuscripts</p>



		<p><b>Measurement Tool Presentation</b></p> <p><b>Discussion Board 6</b></p>
<p><b>Module</b></p> <p><b>9</b></p>	<p><b>Analysis of data</b></p> <ul style="list-style-type: none"> <li>• Quality improvement tools</li> <li>• Use of Statistics</li> </ul>	<p><b>Data Analysis</b></p> <p>Statistics Help for Students.com <a href="http://statistics-help-for-students.com/">http://statistics-help-for-students.com/</a></p> <p>Smith, A., Ayanian, J., Covinsky, K., Landon, B., McCarthy, E., Wee, C., &amp; Steinman, M. (2011). Conducting high-value secondary data analysis: An introductory guide and resources. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3138974/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3138974/</a> (Links to an external site.)</p> <p>U.S. Department of Health and Human Services Office of Research Integrity (2004). Responsible conduct in data management: Data analysis. <a href="http://ori.hhs.gov/education/products/n_illinois_u/datamanagement/datopic.html">http://ori.hhs.gov/education/products/n_illinois_u/datamanagement/datopic.html</a></p> <p>University of Kansas (2015). Community toolbox: Collecting and analyzing data. Retrieved from <a href="http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/collect-analyze-data/main">http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/collect-analyze-data/main</a> (Links to an external site.)</p> <p><b>Reporting Research Findings</b></p> <p>University of Washington (2010). Reporting results of common statistical tests in APA format. <a href="https://depts.washington.edu/psych/files/writing_center/stats.pdf">https://depts.washington.edu/psych/files/writing_center/stats.pdf</a></p>

		<b>Data Analysis Exercise</b>  <b>Discussion Board 7</b>
	<b>Findings of evaluation</b>  <b>Dissemination of Findings</b>  <b>Squire Guidelines</b>	<b>Dissemination of Research Findings</b>  AHRQ (n.d.). Development of a planning tool to guide research dissemination. Retrieved from  <a href="http://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/patient-safety-resources/resources/advances-in-patient-safety/vol4/Carpenter.pdf">http://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/patient-safety-resources/resources/advances-in-patient-safety/vol4/Carpenter.pdf</a>  <b>Attachments</b> <ul style="list-style-type: none"> <li>• <a href="#">AHRQ dissemination tool.pdf</a></li> <li>• <a href="#">Data Analysis Secondary Data Sets NIH 2011.pdf</a></li> <li>• <a href="#">Oermann 2014 Preparing QI research and EBP manuscripts.pdf</a></li> <li>• <a href="#">Publishing a DNP capstone The where, when, what and how Resnick 2013.pdf</a></li> <li>• <a href="#">UW reporting data analysis findings.pdf</a></li> <li>• <a href="#">Point Counterpoint DNP Project 2010 ACNP2.pdf</a></li> </ul> <b>Discussion Board 8</b>  <b>Evaluation Plan Proposal Assignment</b>

## PROFESSIONAL STATEMENT

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that

each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



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 guides 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.

**Revised 11/12/21**

**Approved DNP Committee**