New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):

Example: PHI 361 RH

Course Title: Program Planning and Evaluation, Outcomes, & Quality Indicators

Abbreviated Course Title (≤ 30 chars): Program Planning & Evaluation

First Semester to be Offered: Spring 2015

Submitted by: Kate Hallowell

Submitter’s Contact Info: Phone, Email:

406-994-3500 khallowell@montana.edu

Instructor: Polly Petersen

Department: Nursing

College: Nursing

New Graduate Course Review Process

Instructor completes the New Course Packet.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.

Provost’s Office reviews the new course request.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.

APPROVALS

Kate Hallowell 9/23/14

Department Head 9/23/14

Chair, College Curriculum Comm. 9/23/14

Graduate School Dean 9/23/14

Assoc. Provost 9/23/14
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qtools/CCN/ccn_default.asp

   * If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   * If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>NRSG 611</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>Program Planning and Evaluation, Outcomes, &amp; Quality Improvement</td>
</tr>
<tr>
<td>Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>Nursing</td>
</tr>
<tr>
<td>College:</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

Is this course “equivalent” to a course in the MUS System?: □ Yes  ☑ No

Learning Outcomes for the Course:

1. Analyze logic models and other conceptual and theoretical underpinnings of program planning and evaluation, outcomes management, and quality improvement.
2. Evaluate a clinical micro-, meso-, and macro-system model as a tool for diagnosing and treating a system's needs.
3. Discuss the process of tailoring evaluation instruments for diverse individuals and communities for the collection of both qualitative and quantitative evaluation data.
4. Evaluate issues of outcomes management including established standards, practice guidelines, clinical interventions, and influences of care and cultural systems.
5. Evaluate models for improvement designed to optimize health outcomes.
6. Synthesize data and utilize information systems and technology to evaluate and achieve optimal client care outcomes and quality improvement efforts.

Following successful completion of this course, the student will:...
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th>Course Title (for Catalog):</th>
<th>Program Planning and Evaluation, Outcomes, &amp; Quality Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title (for Schedule of Classes, <strong>30 characters, max.</strong>):</td>
<td>Program Planning &amp; Evaluation</td>
</tr>
<tr>
<td>First Semester to be Offered:</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>

Restricted Entry/Consent of Instructor Required:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Instructor’s GID (last 4 digits only):

- [3333]

Department Offering Course:

Nursing

College:

Nursing

Is the requested course number available? (x4155 to check):

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Frequency of course offering:

- Annually

Semester(s) offered (check all that apply):

- Summer
- Fall
- Spring

Summer Options (check all that apply):

- First 6 weeks
- Second 6 weeks
- 12 weeks

Credits by mode of instruction:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>Lab/Studio</td>
<td></td>
</tr>
<tr>
<td>Recitation/Discussion</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS:**

3

Primary Mode(s) of Delivery:

- Face-to-face
- Web-Enhanced (small on-line comp.)
- On-Line Only
- Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

- Assigned Day(s): M, Tu, W, Th, F, Sa, Su

- Assigned Time(s): |

- Assigned Building: |

- Assigned Room: |

Capacity (room capacity, or enrollment “cap”):

30

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Graduate Standing

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

**This graduate nursing course focuses on the role of the graduate nurse in health-related program planning and evaluation. Principles of quality improvement and outcomes management are integrated into the methods. Formative and summative evaluation models will be integrated throughout the course.**
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified.

The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

This is a required course in the new DNP curriculum that was approved by the Board of Regents. Additional funding was approved to support this program through the MSU Investment Proposal process in AY 12-13.

Helen Melland, Dean, College of Nursing
NEW GRADUATE COURSE NARRATIVE – NRSG 611

Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:
   a. What are the special goals or purposes of the course that support a “graduate” level of the course?
      1. Analyze logic models and other conceptual and theoretical underpinnings of program planning and evaluation, outcomes management, and quality improvement.
      2. Evaluate a clinical micro-, meso-, and macro-system model as a tool for diagnosing and treating a system's needs.
      3. Discuss the process of tailoring evaluation instruments for diverse individuals and communities for the collection of both qualitative and quantitative evaluation data.
      4. Evaluate issues of outcomes management including established standards, practice guidelines, clinical interventions, and influences of care and cultural systems.
      5. Evaluate models for improvement designed to optimize health outcomes.
      6. Synthesize data and utilize information systems and technology to evaluate and achieve optimal client care outcomes and quality improvement efforts.
   b. Is this course intended to be a required part of a new degree curriculum option, major, or minor? Yes, this required course is part of the new DNP curriculum.
   c. Provide a course syllabus containing all major topics to be covered. Syllabus attached.
   d. List required texts or other required references.

2. Level of Offering:
   a. Has the course been offered previously as a 591? No
      i. If so, when?
      ii. What was the enrollment?
      iii. What level of students took the course?
      iv. What were the evaluations?
   b. Does the course represent an upgraded version of an undergraduate level course? No
      i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent) **Graduate Standing**

d. What performance requirements are placed on students which make this a graduate course? **Please see Assignments and Guidelines in syllabus.** Participation in the D2L discussions, submission of the literature review matrix, leadership paper, project paper and possibly additional activities are required coursework.

   i. Specifically state the written requirements or products of this course. **Listed under Assignments and Guidelines in syllabus.** How will the student=s learning be assessed and graded? **Please see tables under evaluation and grading for Discussion, Literature Review, Leadership paper and Project in syllabus.**

3. **Relationship to other courses, curricula, and Departments:**

   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? **This DNP course builds on prior DNP course work as required in the DNP curriculum.**

   b. Does this course replace one or more courses that will not be offered? If so, which one(s)? **No**

   c. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? **N/A**

   d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? **N/A**

   e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? State reactions, both favorable and unfavorable. **N/A**

4. **Students Served:**

   a. Does the proposed course serve:

      i. Majors only? **Yes**

      ii. Non-majors only? State area(s) or discipline(s) to be served. **No**

      iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. **What is the anticipated course enrollment?** **30**

6. **Resources (including instructor):**

   a. Are department financial resources sufficient for offering this course? **Yes**

   b. Does the instructor have the requisite academic training to offer this course? **Yes**

      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). **Polly Petersen is tenure-track.**

   c. Are the library holdings adequate to support this course? **Yes**

7. **Course Evaluation:**
a. How will the students evaluate the course and instructor? Online professor evaluations and new course forms for students and instructor.

b. How will the department evaluate the course and instructor? Same as above.

8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
MONTANA STATE UNIVERSITY-BOZEMAN
COLLEGE OF NURSING
Master Resource Outline
NRSG 611 Program Planning and Evaluation, Outcomes, & Quality Improvement

Credits: 3 credits (lecture)
Pre-requisite Courses: none

Course Description: This graduate nursing course focuses on the role of the graduate nurse in health-related program planning and evaluation. Principles of quality improvement and outcomes management are integrated into the methods. Formative and summative evaluation models will be integrated throughout the course. Students will apply evidence-based practice and improvement science to plan and evaluate health-related programming.

Instructor: Polly Petersen, PhD, RN
Office: Apsaruke 214, Billings campus
Office phone: 406-657-1716
Cell phone (first preference): 575-649-0981
Email: polly.petersen@montana.edu

Course Objectives:
1. Analyze logic models and other conceptual and theoretical underpinnings of program planning and evaluation, outcomes management, and quality improvement.
2. Evaluate a clinical micro-, meso-, and macro-system model as a tool for diagnosing and treating a system’s needs.
3. Discuss the process of tailoring evaluation instruments for diverse individuals and communities for the collection of both qualitative and quantitative evaluation data.
4. Evaluate issues of outcomes management including established standards, practice guidelines, clinical interventions, and influences of care and cultural systems.
5. Evaluate models for improvement designed to optimize health outcomes.
6. Synthesize data and utilize information systems and technology to evaluate and achieve optimal client care outcomes and quality improvement efforts.

Following successful completion of this course, the student will:
1. Understand concepts and theories that relate to the organizational and leadership responsibilities for planning and evaluating quality improvement projects and outcomes.
2. Be equipped to evaluate organizational culture, selecting appropriate tools and instruments, collection methods, identify issues of current processes and lead a transformation to optimize care outcomes and quality improvement efforts within budgetary guidelines.
3. Recognize the importance of advocating for clients and participation in the development of health care policy for a diverse population.

4. Develop a working relationship with healthcare team members to support collaborative, evidence-based care.

**Course Texts:**


**Assignments and Guidelines:**

Welcome to NRSG 611. I look forward to working with you to further understand the healthcare setting, how we can play our part to improve that system and provide better care for our clients. Please feel free to contact me by email or phone if you have any questions at any time. It is your responsibility to check this site frequently for any announcements, information and clarification about the course.

It is the expectation that all assignments will be written in APA format. If you have not already purchased the 6th edition of the *Publication Manual of American Psychological Association,* it might benefit you to do so. All assigned projects and papers will be held to that standard. Assignments will be considered late if not submitted on indicated due date and time. Class participants with extenuating circumstances are expected to resolve these issues with me on an individual basis and prior to established due dates.

**Class Discussions (140 points total)**

There will be a total of 10 discussions that are related to course and learning objectives. The expectation is that everyone will participate in these discussions, offering insightful, professional, and evidence-based dialogue in a free flowing fashion. I will post the first discussion topic but is up to the class to begin to generate topics and questions for others to respond to as well. As a graduate level student, it is the expectation that you read and write in a professional manner and begin to use sources that are beyond the assigned readings. Please also provide citations as well as access to these sources for your classmates. Because this course is completely on-line, discussions within the course replace the dialogue we would share in a classroom setting. While the grading for discussions is sometimes subjective, based on the quality of your engagement and use of data to support your ideas, you should please also refer to the discussion grading rubric for further expectations and clarification.
Literature Review Matrix (100 points)

Building a file of relevant journal articles and information is an important component of graduate education. Using the matrix model and the literature you have already accumulated in previous courses, you will be able to organize your data in a very clear fashion.

Leadership paper (260 points)

This will be a paper identifying a leadership concept, theory or model to utilize and facilitate the change that you feel is supportive of your project and its implementation. This only needs to be a 3 to 4 page paper, not including references in that page count. There is no requirement of a title page. Identify the leadership concept/theory/model. Give a description, its strengths and weaknesses and how and why you would utilize this particular concept/theory/model in your project. Include tools as a leader you will use to support this concept/theory/model, such as the communication plan you would utilize as a team (presented in 608), root cause analysis, Gantt chart, Dartmouth Institute Values Compass or other tools that support your effectiveness. Please be sure to define the tool's purpose and why you believe it would be effective.

Project (400 points)

Students will work individually or with another student of your choice, assuming a leadership role in a healthcare improvement project identified either in your professional setting, from the McLaughlin, Johnson and Sollecito text or a continuation from the 608 project. This project will need to be outlined, including identification, reason for selection and how to make changes, intervention to resolve problem, literature and a leadership concept/theory/model to support intervention, evaluation of intervention implementation, financial and budgetary considerations, outcomes and conclusions. If you have chosen a project that is from the text, there will not be an opportunity for true implementation of your intervention so some imagination will be required. If you choose to use a situation in your own professional setting or continue with project from 608, you will need to clear this with the facility as well as have a memo of understanding signed. Selection of a mentor in this setting is advised and highly recommended!

Evaluation and Grading:

The following is information regarding the four assigned components of this course.

Discussion Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria (14/topic max. points possible)</th>
<th>Expectation</th>
<th>Met Fully</th>
<th>Met Partially</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Focus</td>
<td>Writing demonstrates excellent understanding, reasoning, in-depth inquiry,</td>
<td>Writing demonstrates a good understanding of topic, reasoning, in-</td>
<td>Writing demonstrates limited understanding, reasoning, some inquiry,</td>
<td>Not present; no contribution to the module topic (0).</td>
</tr>
<tr>
<td><strong>Readings/Resources</strong></td>
<td>Writing refers to the module readings and other resources available on the topic including additional resources pertinent to topic (3).</td>
<td>Writing indicates reference to textbook readings, limited outside resources (2).</td>
<td>Writing reflects superficial awareness of the reading assignment (1).</td>
<td>No reflection on the reading assignment apparent (0).</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Timely</strong></td>
<td>Discussions posted to dropbox on time (2).</td>
<td>Late discussion (1).</td>
<td>No participation (0).</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity/Accuracy</strong></td>
<td>The question being addressed is listed; writing is impartial, clear, precise, and accurate with no errors. Sources are correctly cited and referenced (3).</td>
<td>The question is listed with writing that is unbiased; few errors and sources are cited (2).</td>
<td>The question being addressed is not evident; writing demonstrates bias and some errors. Sources are not cited (1).</td>
<td>The question being addressed is not evident; writing is poor, not appropriate to discussion (0).</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Topic is discussed, examples from personal experience and knowledge of the topic are included. Initiates discussion (3).</td>
<td>Limited application of module topic and concepts applied to discussion (2).</td>
<td>Topic is discussed using only personal experiences to support (1).</td>
<td>No application of module topic or concepts applied (0).</td>
</tr>
</tbody>
</table>
Discussions are the on-line classroom dialogue. It is when we learn from each other. Participation is essential. I will post the initial discussion but anticipate that, as the discussion flows, many of you will pose questions for each other. Your thoughts and ideas should be supported by data as often as possible. However, personal experiences are appropriate to support points that you might be trying to make. We are nurses; our profession and those experiences provide a colorful richness that the entire class can appreciate.

**Literature Review Matrix Grading Rubric:**

<table>
<thead>
<tr>
<th>Criteria (100 max. points possible)</th>
<th>Met Fully</th>
<th>Met Partially</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project topic/focus</strong></td>
<td>Project has merit and is vital to improve the quality of care for clients. Review of literature supports that merit (30).</td>
<td>Project needs refinement, lacks focus in some areas (15).</td>
<td>Unable to identify search terms used for literature review (5).</td>
</tr>
<tr>
<td><strong>Readings/resources</strong></td>
<td>Search indicates relevancy to project (20).</td>
<td>Search needs refinement, some resources are irrelevant (10).</td>
<td>Search is disjointed, unfocused, and difficult to follow progression (5).</td>
</tr>
<tr>
<td><strong>Timely</strong></td>
<td>Assignment posted to dropbox on time (10).</td>
<td></td>
<td>Late or no assignment turned in (0).</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>The topic is clear and concise, apparent throughout the extent of the literature reviewed (20).</td>
<td>Literature reviewed is good but some problems with understanding support for project topic (10).</td>
<td>Unclear how literature support project topic (5).</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Articles listed are relevant and expansive, applicable to proposed project (20).</td>
<td>Articles are mostly relevant to project (10).</td>
<td>Literature is not relevant to project topic (0).</td>
</tr>
</tbody>
</table>

The key to good patient care is understanding the evidence that is available, current and results of solid science. You must become proficient at discerning the differences of such evidence as you become an advanced practitioner. Organizing this data is critical. You have already been collecting appropriate literature, now evaluate and organize it using Garrard's Matrix Method.
Leadership Paper grading criteria (260 points):

There are many leadership concepts/theories/models that you might utilize to support the intervention and implementation of your project. Besides those covered in the Barker et. al. text, you might want to think about systems theories, models, nursing theories or other strategies that you have read about in your literature search that support your project, intervention and/or implementation. I am open to concepts/theories/models that are outside of nursing as well (i.e. business, sociology, engineering) but please make sure your justification is solid! Please identify one or more tool that might also support your efforts as the leader of the project. This could include a communication plan, root cause analysis,

The paper should be at least 3-4 pages long (no title page required). Reference page is not included in this count. APA format is required. Please identify the concept/theory/model, define it and identify its strengths and weaknesses as well as how you will utilize this concept/theory/model in your project. Grading criteria follows:

1. Select one leadership concept/theory/model that best suits the situation that you plan to address in the final project for this course. Concept/theory/model is appropriate for the project (40 points).

2. Explanation and application of leadership concept/theory/model: explanation is clear and concise; there is evidence of complete understanding (60 points).

3. Strengths and weaknesses of leadership concept/theory/model are identified yet justification remains evident (50 points).

4. Selection, definition, incorporation, and effectiveness of appropriate tools to support leadership of project (60 points).

5. The paper is submitted on time to dropbox (30 points).

6. Writing is without spelling errors, is in APA format (6th edition). References are properly cited. The paper is doubled space, at least 3-4 pages in length (20 points).

Project Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria (400 max. points possible)</th>
<th>Met Fully</th>
<th>Met Partially</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Focus</td>
<td>Writing demonstrates excellent comprehension of, clinical reasoning, in-depth inquiry, and understanding of the</td>
<td>Writing demonstrates limited comprehension of, clinical reasoning, in depth inquiry, and understanding with</td>
<td>Project is superficial and does not relate to quality improvement (20).</td>
</tr>
<tr>
<td></td>
<td>project topic (100).</td>
<td>the project topic (60).</td>
<td>Poor evaluation of intervention, unsuccessful project. Sources are not cited (10).</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Readings/Resources</strong></td>
<td>Writing addresses the project concerns, full implementation of the intervention, resources to support implementation and evaluation of implementation. Sources are correctly cited and referenced (40).</td>
<td>Writing reflects superficial understanding of the project, intervention and evaluation (20).</td>
<td></td>
</tr>
<tr>
<td><strong>Timely</strong></td>
<td>Assignment posted to dropbox on time (20)</td>
<td></td>
<td>Late or no assignment turned in (0).</td>
</tr>
<tr>
<td><strong>Clarity/Accuracy (1)</strong></td>
<td>The problem is identified, supported by data, appropriate interventions identified, evidence of conceptual/theoretical consideration, budgetary implications addresses, interventions evaluated and project is complete. Writing is impartial, clear, precise, and accurate (100).</td>
<td>The problem is identified with interventions, some identification of conceptual/theoretical underpinnings and evaluation of intervention is limited. Some gaps in clarification of all components of project (50).</td>
<td>The problem is not identified, limited intervention for project. Writing demonstrates bias and some errors (10).</td>
</tr>
<tr>
<td><strong>Application (2)</strong></td>
<td>A leadership role is assumed for identification of problem, appropriate tools selected, chosen intervention and proper evaluation of intervention is applied. Project is complete (100).</td>
<td>A leadership role is apparent but limited application of intervention, evaluation. Project is incomplete in some areas (50).</td>
<td>No interventions identified or applied. No evaluation of intervention. No leadership role assumed (10).</td>
</tr>
<tr>
<td><strong>Grammar/format</strong></td>
<td>APA format is used, proper grammar, no</td>
<td>Some errors in formatting, grammar</td>
<td>Paper is not formatted correctly,</td>
</tr>
</tbody>
</table>
The project will reflect a problem that you have chosen to identify that impacts quality and outcomes in our healthcare setting. The project paper will show evidence of conceptual or theoretical underpinnings and planning of the setting's needs as well as justification of appropriate evaluation tools and data. Use of tools provided in previous courses is encouraged, however, include identification and justification of these tools. The project paper should also include evaluation of existing standards, guidelines and current interventions as well as data provided by the facility that contributes to the issue. Please include consideration of budgetary obligations and cultural or diverse population differences that may contribute to the problem. The project paper must have a title page, running head and include the following sections; abstract, introduction, identification of problem, intervention and implementation, evaluation of intervention/implementation, Arial font at 11 point, double-spaced. Length of paper is related to your ability to address and answer these points in a succinct, clear fashion.

**Policies:**

**Assignments:**

Participation in the D2L discussions, submission of the literature review matrix, leadership paper, project paper and possibly additional activities are required coursework. Failure to complete any of the assignments will result in a failing grade for the course. Assignments are due no later than midnight on the designated date. A maximum of 10% reduction in grade will be taken for errors in grammar, style, spelling, and documentation of all written work. Professional written papers are the expectation of this course. As previously mention, all academic papers must be formatted using APA format (6th edition) unless otherwise noted on the grading criteria or assignment description.

Students may also consult the APA website at: http://www.apastyle.org.

**Plagiarism:**

The use of another student's work, or the incorporation of work not one's own without proper credit, may constitute course failure. Please be careful to cite all of your references within the text of your scholarly discussions and papers to diminish the risk of plagiarism. Plagiarism is considered academic misconduct and will be dealt with appropriately.

**Class Participation:**

Participation is expected and monitored per MSU policy. Students are responsible for content covered in all required readings and discussions. Participation includes completing assignments and participating actively in all discussions. Independent work is required for completion of this course. While the sharing of information through joint discussion and study is encouraged, the submission of another’s work as one’s own is not acceptable. Evidence of academic misconduct on the part of the student may warrant a failure for the course as well as possible dismissal.
from MSU. This policy is outlined in the Student Conduct Code located at: www.montana.edu/wwwfachb/policy/acguide.html

Students are responsible for their own learning. I will serve as a mentor and facilitator in this learning process, however, you must be an active participant in the learning process in order for learning to occur. Collaborative learning takes place by thoughtful analysis, synthesis, and discussion of class assignments, relevant previous experiences, and literature review.

D2L Expectations:

This course is computer-enhanced using D2L. The rationale for enhancing the course in this way is to permit students to interact with each other asynchronously regarding the course content and facilitate communication and evaluation between instructor and students.

It is assumed you are proficient with D2L, however, tutorials are available at http://eu.montana.edu/d2l/help/learner_video/

Additional help is available at:
http://eu.montana.edu/d2l/help/learner_help/

Any difficulties you may have accessing D2L should be submitted to the D2L helpdesk. Please notify me when access to D2L is problematic to ensure continued participation and timely submission of assignments.

All course email from me will be sent via D2L. Students should check their D2L email during the week and for any required D2L discussion activities. Students may contact me regarding course-specific questions via D2L. However, it is strongly encouraged that students communicate emergent information (e.g., regarding absences, delayed submission of assignments) by phone to me at the previously listed contacts. Grades will be posted within D2L.

**2015 Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Content/Reading Assignment</th>
<th>Assignments and Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14, 2015</td>
<td>Classes start</td>
<td>Introductions</td>
</tr>
<tr>
<td>January 19-23</td>
<td>Barker text chapters 1, 2, 3, &amp; 4</td>
<td>Discussion one</td>
</tr>
<tr>
<td></td>
<td>Nelson text chapters 1-4, 11</td>
<td></td>
</tr>
<tr>
<td>January 26-30</td>
<td>Barker text chapter 5</td>
<td>Discussion one (continued)</td>
</tr>
<tr>
<td></td>
<td>Nelson text chapter 5</td>
<td></td>
</tr>
<tr>
<td>February 2-6</td>
<td>Barker text chapter 6</td>
<td>Discussion two</td>
</tr>
<tr>
<td></td>
<td>Nelson text chapters 6, 7, 8 &amp; 9</td>
<td></td>
</tr>
<tr>
<td>February 9-13</td>
<td>Barker text chapters 8 &amp; 9</td>
<td>Discussion two (continued)</td>
</tr>
<tr>
<td>February 16-20</td>
<td>Barker text chapters 10 &amp; 11</td>
<td>Discussion three</td>
</tr>
<tr>
<td>February 23-27</td>
<td>Barker text chapter 13</td>
<td>Discussion four</td>
</tr>
<tr>
<td></td>
<td>Nelson text chapters 10, 12, 15, 16 &amp; 20</td>
<td></td>
</tr>
<tr>
<td>March 2-6</td>
<td>Nelson text chapter 18</td>
<td>Discussion five</td>
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<tr>
<td>March 9-13</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Date Range</td>
<td>Assignments</td>
<td>Discussion Notes</td>
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<tr>
<td>March 16-20</td>
<td>Nelson text chapter 21</td>
<td>Discussion six</td>
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<tr>
<td></td>
<td></td>
<td>Intensive class (interactive</td>
</tr>
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<td></td>
<td></td>
<td>video)</td>
</tr>
<tr>
<td>March 23-27</td>
<td>Nelson text chapters 13, 14, 17, 19 &amp; 23</td>
<td>Discussion seven</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature Matrix due</td>
</tr>
<tr>
<td>March 30-April 3</td>
<td>Nelson text chapter 22, 24 &amp; 25</td>
<td>Discussion eight</td>
</tr>
<tr>
<td>April 6-10</td>
<td></td>
<td>Project due</td>
</tr>
<tr>
<td>April 13-17</td>
<td></td>
<td>Discussion nine</td>
</tr>
<tr>
<td>April 20-24</td>
<td></td>
<td>Discussion ten</td>
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<tr>
<td>April 27-May 1</td>
<td></td>
<td>Leadership paper due</td>
</tr>
<tr>
<td>May 4-8</td>
<td>Finals week.</td>
<td></td>
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</table>

**Final Grade Scoring:**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>900-800 points</td>
<td>A</td>
</tr>
<tr>
<td>799-700 points</td>
<td>B</td>
</tr>
<tr>
<td>699-600 points</td>
<td>C</td>
</tr>
<tr>
<td>599-500 points</td>
<td>D</td>
</tr>
<tr>
<td>499 or below points</td>
<td>F</td>
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</tbody>
</table>
NRSG 611 Program Planning and Evaluation, Outcomes, & Quality Improvement

Credits: 3 (lecture)
Semester Offered: Spring
Prerequisites: none
Degree: MN, DNP

Course Description: This graduate nursing course focuses on the role of the graduate nurse in health-related program planning and evaluation. Principles of quality improvement and outcomes management are integrated into the methods. Formative and summative evaluation models will be integrated throughout the course. Students will apply evidence-based practice and improvement science to plan and evaluate health-related programming.

Course Objectives:

1. Analyze logic models and other conceptual and theoretical underpinnings of program planning and evaluation, outcomes management, and quality improvement.

2. Evaluate a clinical micro-, meso-, and macro-system model as a tool for diagnosing and treating a system’s needs.

3. Discuss the process of tailoring evaluation instruments for diverse individuals and communities for the collection of both qualitative and quantitative evaluation data.

4. Evaluate issues of outcomes management including established standards, practice guidelines, clinical interventions, and influences of care and cultural systems.

5. Evaluate models for improvement designed to optimize health outcomes.

6. Synthesize data and utilize information systems and technology to evaluate and achieve optimal client care outcomes and quality improvement efforts.

7. Critique care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.

8. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.

Approved by GAAC: 1/30/12
Approved by Faculty: 4/9/12

DNP Essential #1: Scientific underpinnings
DNP Essential #2: Organizational and Systems Leadership for Quality Improvement
DNP Essential #3: Clinical scholarship and analytical methods for evidence-based practice.
DNP Essential #5: Health care policy and advocacy
DNP Essential #6: Inter-professional Collaboration Improving Patient/ Health Outcomes