Washington State University
MAJOR CURRICULAR CHANGE FORM - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 06/16/2014 - 5/16/2014  □ New course  □ Temporary course  □ Drop service course
(Effective date cannot be retroactive)  □ There is a course fee associated with this course (see instructions)

□ Variable credit ____________  □ Repeat credit (cumulative maximum _______ hours)
□ Increase credit (former credit ______)  □ Lecture-lab ratio (former ratio _____________)
□ Number (former number ________  □ Prefix (former prefix _____________.
□ Crosslisting (between WSU departments)  □ Cooperative listing (UI prefix and number ___________)
(Must have both departmental signatures)  taught by: WSU □  UI □  jointly taught □
□ Conjoint listing (400/500)  □ S, F grading
□ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
□ Request to meet GER in ________ (Must have GenEd Committee Approval)  □ Fulfills GER lab (L) requirement
□ Professional course (Pharmacy & Vet Med only)  □ Graduate credit (professional programs only)
□ Other (please list request)

NURS 558  Practice Transformation Project I: Program Design and Data Collection

Course Prefix 558  Course No.

3 1 60 60

Credit Lecture hrs Lab hrs Studio hrs
Per week Per week Per week

NURS 557 - grade of B or higher

Prerequisite

Description (20 words or less)

Development of program design plan and collection of data for the DNP Practice Transformation Project.

Instructor: Catherine Van Son
Phone number: (509) 324-7254
Email: vansonc@wsu.edu

Contact: Cindy Fitzgerald
Phone number: (509) 324-7279
Email: cefitzgerald@wsul.edu

Campus Zip Code: 99210

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/date  Dean/date  General Education Com/date
Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary) *  Graduate Studies Com/date

All-University Writing Com/date  Academic Affairs Com/date  Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Rationale for Course Change

**COURSE NUMBER:** NURS 558

**COURSE TITLE:** DNP Project I: Program Design and Data Collection

**CREDIT HOURS:** 3 (2 theory, 1 practicum; course requires completion of 120 hours of practicum experience)

This request reflects changes and improvements made to plans for the DNP program and final project.

The College of Nursing has worked closely with the WSU Graduate School to ensure that the final DNP Project is clearly described and that it has been developed in keeping with Graduate School and University policies. The CON Graduate Faculty support the implementation of this course and others related to the DNP Project.

Once the three DNP Project courses (NURS 557, NURS 558, and NURS 559) are approved, the College of Nursing will no longer offer two courses listed in the current Graduate Catalog, NURS 505 and NURS 506.

Below is the content that has been proposed about the DNP Project for inclusion in the Graduate School Policies & Procedures Manual. Separate approval is requested for that document.

**G. DNP Project**

The DNP Project is an integrative experience that synthesizes practice inquiry, leadership, and inter-professional practice. The focus of the project will be the development of a translational research project that requires the appraisal and translation of evidence to practice. Students will investigate a research question related to an area of nursing practice, the health care delivery system, or a health care policy issue. The transformation project may take a variety of forms, but each project must demonstrate the use of evidence to improve clinical outcomes or to resolve the gap between evidence and improvement of evidence in clinical practice and community policy.

1. **Project Requirements**

   Project requirements include development and implementation of the DNP Project, analysis of findings/results, and dissemination of recommendations for best practice. The product produced by students in completing the DNP Project is a scholarly paper. Students will present a report of their DNP Project to invited members of the College of Nursing Graduate Faculty. Students will be encouraged to disseminate findings of their research through presentation at a research conference and/or publication in a peer-reviewed journal.

2. **Required Courses**

   The DNP Project is course-based and does not require the formation of a committee. The course faculty for the series of three DNP Project courses serves as the major advisor for development of the scholarly paper and presentation. A community-based leader who serves
NURS 558 – Rationale for course approval request
Revised 1-20-2014

as a preceptor and mentor for the DNP student may participate in reviewing and evaluating all major assignments produced for the Project courses. The course sequence required to complete the project includes 3 courses:

- □ NURS 557 – Concepts of Practice Transformation, 3 credits
- □ NURS 558 – DNP Project I: Data Collection and Program Design, 3 credits
- □ NURS 559 – DNP Project II: Implementation, Evaluation, and Dissemination, 3 credits
Course Syllabus

COURSE NUMBER: NURS 558
COURSE TITLE: DNP Project I: Program Design and Data Collection
CREDIT HOURS: 3 credits
COURSE FORMAT: Hybrid course (on-campus, in-class and online activities)
PRACTICUM REQUIREMENT: Course requires completion of a minimum of 120 clinical/practicum hours – see details in this document and in the DNP Student Handbook

COURSE FACULTY:
    Catherine Van Son
    Email: vansonc@wsu.edu
    Office Location: 322D
    Office Hours: TBD
    Office Phone: 509-324-7254

ADDITIONAL FACULTY:
    Linda Eddy
    Email: leddy@vancouver.wsu.edu
    Office Location: WSU-Vancouver
    Vancouver Library - 210
    Office Hours: By appointment
    Office Phone: 360-546-9625

PREREQUISITES: NURS 557 – grade of B or higher
MEETING TIME: Tuesday 9-noon
MEETING LOCATION: SNRS 203
                VLIB 110J

CATALOG DESCRIPTION
Development of program design plan and collection of data for the DNP Project.

COURSE DESCRIPTION:
DNP students will work independently and collaboratively to refine the design of their DNP Project to include a completed introduction, literature review, and identification of project design and data management plan. Upon receiving IRB approval, students will complete a needs assessment with supporting data appropriate to their organizational assessment and or project design. Students will develop plans for implementation and evaluation of the project. Each student will submit individual objectives at the beginning of the semester; course evaluation will
relate to the student's success in achieving these objectives. Product: Revised project proposal with completed introduction, literature review, and design/development/implementation phases.

STUDENT LEARNING OUTCOMES
Upon the completion of this course, students will be able to:

1. Apply knowledge of organizational assessment and change theory to the development of a plan to change practice within a clinical practice setting or community organization.
2. Develop a plan for practice change or intervention using the SQUIRE Guidelines* as a format and framework.
3. Identify the effect(s) of the planned change or intervention on client, patient, and/or resident outcomes, the selected healthcare system, and healthcare professionals within the selected setting.
4. Develop and submit an IRB application to the WSU IRB.
5. Develop a data management plan that is appropriate to the organizational assessment and implementation planned as part the practice change or intervention.
6. After IRB approval is obtained, begin data collection.

*See Required Readings, below.

FOCUS OF COURSE
This required course, the second in a series of three, is designed to assist the student in the continuation of the design and development of their planned DNP Project. Students will continue a review of the literature review and develop a plan for program design and collect data as appropriate. Students will obtain guidance from faculty, guest speakers and other students. Practicum experiences will focus on the integration of practice knowledge with research and leadership skills related to the problem or issue to be addressed in the DNP Project. Scheduled class sessions support student exploration of subject matter and practicum experiences. To complete the objectives of this course, the student is expected to complete a minimum of 120 practicum hours with a community-based mentor who has expertise in the area of the student's interest.

COURSE POLICIES

Additional Work
The instructor reserves the right to assign additional papers or activities beyond those described in the syllabus.

Academic Regulations
The Office of the Registrar lists Academic Regulations.

Dead Week or Closed Week
According to Academic Regulation (#79) per the Office of the Registrar, "No examinations or quizzes (other than laboratory examinations, make-up examinations and make-up quizzes) may be given during the last week of instruction." Note that special arrangements may be made for paper-proctored exams at a distance.

Academic Regulation #27: Credit Definition: Academic credit is a measure of the total minimum time commitment required of a typical student in a specific course. 
http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/27
Education Policies and Procedures Manual (EPPM)
The faculty senate approves Education Policies and Procedures.

Faculty Manual
Policies related specifically to expectations of faculty members in regard to courses and interactions with students are in the Faculty Manual.

FERPA
Students have rights regarding protection of their academic records in accordance with the Family Educational Rights and Privacy Act.

Grade Appeals
According to the Education Policies and Procedures Manual (EPPM), “Students having complaints about instruction or grading should refer them first to the instructor. If the complaint is not resolved, then the student may refer the complaint in writing to the chairperson of the department in which the course is offered by the end of the last day of the following semester.”

Academic Integrity Policy
Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor’s permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. Any student who violates the University’s standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to http://conduct.wsu.edu/academic-integrity-policies-and-resources. Please use these resources to ensure that you don’t inadvertently violate WSU’s standard of conduct.

WSU’s Campus Safety Statement
Washington State University Spokane is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. All students should go to the zzusis portal at http://zzusis.wsu.edu and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the zzusis portal page. Providing multiple contact methods will help ensure you receive notifications in a timely manner, and your information will NOT be used for any other purpose.

WSU-Pullman Campus Safety Plan
http://safetyplan.wsu.edu

WSU-Vancouver Campus Safety Plan
http://www.vancouver.wsu.edu/safety-plan
WSU-Tri-Cities Campus Safety Plan
http://www.tricity.wsu.edu/safetyplan/

WSU-Spokane Campus Safety Plan
http://spokane.safetyplan.wsu.edu/

The University emergency management web site at http://oem.wsu.edu/emergencies.

Information about emergencies can be found on the WSU ALERT site – http://alert.wsu.edu. Alert notices can also be found on each campus Alert Site.

Spokane
http://spokane.wsu.edu/services/Facilities/Safety_Security/

The WSU Spokane Campus Safety Plan contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The Campus Safety Plan can be found at: http://spokane.wsu.edu/services/Facilities/campus-safety-plan/. Please visit this site to become familiar with the campus safety and emergency information provided. A link to the WSU Pullman Safety Plan is also available on this web site. Look for the “Spokane Emergency Information” box on the left side of the page and click the update link to be taken to the registration page where you can enter your cell, landline, and email contact information as well as arrange for emergency text messages to be sent to your cell phone.

Tri-Cities

Should there be a need to evacuate the building (e.g., fire alarm or some other critical event), students should meet the instructor at the blue light pole in the WEST or CIC Parking lot [use the parking lot for the building in which your class is located]. A more comprehensive explanation of the campus safety plan is available at www.tricity.wsu.edu/safetyplan. An emergency alert system is available and you can sign up for it at tricity.alert.wsu.edu.

Vancouver

WSU has made an emergency notification system available for faculty, students, and staff. Please register at zzusis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or http://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website.

WSU Disability Statement

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center on your campus. All accommodations MUST be approved through the appropriate Access Center. Please stop by or call 509-335-3417 to make an appointment with an Access Advisor. For more information contact a Disability Specialist on your home campus:

WSU-Pullman Access Center
Washington Building, Room 217
509-335-3417

WSU-TriCities Disability Services
http://www.tricity.wsu.edu/disability/
Student Services Department, West Bldg, Room 262
509-372-7352.

WSU-Spokane Disability Services
http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html
Academic Center, Room 130
509-358-7534

WSU-Vancouver Disability Services
http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services
VMMC, Lower Level
360-546-9138

Distance students may contact their 'home' campus office or may wish to access
information at this website:
http://drc.wsu.edu/default.asp?PageID=1799

LEARNING MANAGEMENT SYSTEM
Angel is the learning management system used by Washington State University to teach online
portions of courses. To use the Angel course management system, you must first enroll in
Angel. To enroll, you will need the user name and password assigned for use with MyWSU. To
access Angel, go to: http://ims.wsu.edu. You will find the course syllabus in the section,
"Syllabus." The course readings are available on electronic reserves via the library and can be
accessed in the section, "Lessons."

See http://ams.wsu.edu/Index.aspx for Academic Media Services to access video streamed
classes and other information related to classroom use and videoconferencing. To access video
stream sessions you will need the user name and password assigned for use with MyWSU.

TEXTBOOKS AND LEARNING MATERIALS

Required
Association, 6th Ed. Author: Washington, D.C.
(Read Chapters 1-4, and others as needed for your project)
on course Angel site.
Ogrinc, G., et al. (2008). The SQUIRE (Standards for QUality Improvement Reporting
Excellence) guidelines for quality improvement reporting: Explanation and elaboration.
Quality and Safety in Health Care, 17 (Suppl I), i13 – i32 (Available via Library Reserve
on course Angel site.
White & Dudley-Brown: Translation of Evidence into Nursing and Health Care Practice (Springer) (Read Chapters 11, 13 & 14)

EVALUATION

Assignments and Grading Criteria
See details about assignments below.

<table>
<thead>
<tr>
<th>Assignment or Learning Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRB Submission &amp; Approval</td>
<td>15</td>
</tr>
<tr>
<td>Data Management Plan</td>
<td>5</td>
</tr>
<tr>
<td>PTP Paper</td>
<td>50</td>
</tr>
<tr>
<td>Practicum Experience (weekly Practicum Log, documentation of hours, preceptor/mentor evaluation)*</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

*Students must complete all required practicum assignments in order to pass the course.

*Successful completion of this course requires that students earn a grade of B or higher in the practicum experience portion of the course. See the DNP Project Handbook and Graduate Student Handbook for details.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
<td>A+</td>
</tr>
<tr>
<td>A−</td>
<td>90 - 94</td>
<td>A</td>
</tr>
<tr>
<td>B+</td>
<td>86 - 89</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>83 - 85</td>
<td>B−</td>
</tr>
<tr>
<td>B−</td>
<td>80 - 82</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
<td>D−</td>
</tr>
</tbody>
</table>

IRB Submission and Approval
Each student will complete and submit an application to the Institutional Review Board that describes planned Project-related research. To be approved, all IRB applications must meet the WSU's criteria for Expedited or Exempt Review. See details about the IRB submission process and requirements: http://www.irb.wsu.edu/procedures.asp. Additional information will be provided on the course Angel site and in class.

Data Management Plan
Each student will develop a data management plan that provides details of qualitative and quantitative data that will be used to support the project. If appropriate to the type and quantity of data collected, the Data Management Plan will include details about (statistical) methods that will be used to draw inferences from the data.

As indicated by the nature of the paper, the instructor may require that students work with a statistician to ensure that the data analysis plans are sound.

DNP Project Paper
Each student will prepare a draft of the first several sections of the final scholarly paper that will be finalized in NURS 559. This draft will include a complete literature review and will describe the design and data plans for the DNP Project.

The paper will be prepared in APA format and in keeping with the SQUIRE guidelines. The guidelines and grading criteria for the paper are presented below.

**Practicum Experience**
This course requires the completion of 120 hours of practicum experience in support of the DNP Project. Successful completion of the practicum experience is required to pass the course.

See the DNP Project handbook for details about the practicum experiences required for this course.

The practicum portion of this grade is determined in three ways:
1. Evaluation of practicum logs (see due dates in course calendar)
2. Documentation of the completion of the minimum number of required hours in the E*Value system
3. Review of completed preceptor/mentor evaluation

**Practicum Logs**
1. You must submit logs of activities and related notes using an outline form supplemented with narrative content as needed. (See example below.)
2. Logs should be prepared weekly and submitted on dates as described in the course calendar (every other week).
3. Each week's log entry should be no more than one typed page in length (font guidelines: Arial 10 point or Times New Roman 11 point). That is, students should submit no more than two pages on each due date.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Student Learning Outcome</th>
<th>Demonstration of Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, evaluate, and apply scientific theories of health, illness, and human behavior to strategies and interventions. (Relates to DNP Essential 1)</td>
<td>Apply knowledge of organizational assessment and change theory to the development of a plan to change practice within a clinical practice setting or community organization.</td>
<td>Formal draft of PTP paper</td>
</tr>
<tr>
<td>Lead in the vision, development, implementation, and evaluation of care delivery approaches that ensure ethical stewardship, accountability, quality, and patient safety. Serve as a leader in the development, implementation, and evaluation of health care policy to advance the nursing profession and to advocate for social justice, equity and ethical policies in all aspects of healthcare. Provide leadership in collaborative efforts among health professionals and with clients and community partners. (Relates to Essential 5)</td>
<td>Develop a plan for practice change or intervention that identifies the effect of the planned change or intervention on client, patient, and/or resident outcomes, the selected healthcare system, and healthcare professionals within the selected setting.</td>
<td>Formal draft of PTP paper</td>
</tr>
<tr>
<td>Program Outcome</td>
<td>Student Learning Outcome</td>
<td>Demonstration of Student Learning</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Translate evidence-based research into practice. Integrate, evaluate, and apply new knowledge and technology in advanced practice, administration, and education. (Relates to Essential 3)</td>
<td>Develop an IRB application and submit for review.</td>
<td>IRB Submission and Approval</td>
</tr>
<tr>
<td>Translate evidence-based research into practice. Integrate, evaluate, and apply new knowledge and technology in advanced practice, administration, and education. (Relates to Essential 3)</td>
<td>Develop a data management plan needed for organizational assessment and project implementation and begin data collection (&amp; consult with statistician if appropriate)</td>
<td>Completion of a Data Management and Evaluation Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicum activity as described in weekly logs &amp; mentor evaluation</td>
</tr>
<tr>
<td>Due Dates</td>
<td>Learning Activity</td>
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<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>May 30, 2014 (or earlier)</td>
<td>Submission of IRB application</td>
<td></td>
</tr>
<tr>
<td>May 23</td>
<td>PTP Practicum logs (write weekly, submit QOW)</td>
<td></td>
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<tr>
<td>June 6</td>
<td></td>
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<tr>
<td>June 20</td>
<td></td>
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<tr>
<td>July 7 (changed due to</td>
<td></td>
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<tr>
<td>July 4th holiday)</td>
<td></td>
<td></td>
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<tr>
<td>July 18</td>
<td></td>
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<tr>
<td>Aug 1</td>
<td></td>
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<tr>
<td>July 14</td>
<td>Data Management and Evaluation Plan completed (with Statistician meeting if</td>
<td></td>
</tr>
<tr>
<td></td>
<td>indicated)</td>
<td></td>
</tr>
<tr>
<td>August 1</td>
<td>Final Paper Due</td>
<td></td>
</tr>
</tbody>
</table>
**NURS 558: DNP PROJECT I: PROJECT DESIGN AND DATA COLLECTION**

**PRACTICUM LOG EXAMPLE**

<table>
<thead>
<tr>
<th>ACTIVITY DATE</th>
<th>TIME SPENT</th>
<th>MET WITH (if appropriate)</th>
<th>PURPOSE OF MEETING</th>
<th>ACTIVITY/OUTCOME/NEXT STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
### NURS 558 DNP Project Paper

**Guidelines and Grading (based on SQUIRE Guidelines*)**


<table>
<thead>
<tr>
<th>Paper Sections</th>
<th>Section and Description</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title and Abstract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Title</td>
<td>Indicates concerns for the improvement of quality (broadly defined to include the safety, effectiveness, patient-centeredness, timeliness, efficiency, and equity of care) States the specific aim of the proposed intervention Identifies a study method to be used (for example, &quot;A qualitative study,&quot; or &quot;A randomized cluster trial&quot;)</td>
<td>2</td>
</tr>
<tr>
<td>2. Abstract</td>
<td>Drafts a summary of key information from various sections of the text using the abstract format of the intended publication. Should not exceed 100 words. <em>(note: write this last)</em></td>
<td>5</td>
</tr>
<tr>
<td>Introduction 1-3 pages</td>
<td>Why did you start?</td>
<td></td>
</tr>
<tr>
<td>3. Background Knowledge &amp; Local problem</td>
<td>Provides a brief, summary of current knowledge of the care problem to be addressed, and characteristics of organizations in which it occurs. Describes the nature and severity of the specific local problem or system dysfunction that was addressed.</td>
<td>8</td>
</tr>
<tr>
<td>4. Study question</td>
<td>States precisely the primary improvement-related question and any secondary questions that the study of the intervention was designed to answer</td>
<td>5</td>
</tr>
<tr>
<td>5. Intended improvement</td>
<td>Describes the specific aim (changes/improvements in care processes and patient outcomes) of the proposed intervention Specifies who (champions, supporters) and what (events, observations) triggered the</td>
<td>5</td>
</tr>
<tr>
<td>Paper Sections</td>
<td>Section and Description</td>
<td>Possible Points</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>6. Theory</td>
<td>decision to make changes, and why now (timing)</td>
<td>5</td>
</tr>
<tr>
<td>1-3 Paragraphs</td>
<td>Provide a brief explanation of the theory used to guide this PTP.</td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td><strong>What are you doing?</strong></td>
<td></td>
</tr>
<tr>
<td>1-5 Pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Ethical issues</td>
<td>Describes ethical aspects of implementing and studying the improvement, such as privacy concerns, protection of participants' physical well-being, and potential author conflicts of interest, and how ethical concerns were addressed.</td>
<td>5</td>
</tr>
<tr>
<td>8. Sample and Setting</td>
<td>Describes sample (population) involved in this PTP. This section may also need to describe the healthcare providers involved in this project.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Specifies/describes elements of the local care environment involved in the PTP; provides specifics of the practice (e.g. rural clinic, hospital, acute care, outpatient clinic, inpatient unit, public health clinic, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Characterizes relevant elements of setting or settings (for example, geography, physical resources, organizational culture, history of change efforts), and structures and patterns of care (for example, staffing, leadership) that provided context for the intervention.</td>
<td></td>
</tr>
<tr>
<td>9. Planning the Intervention</td>
<td>Describes the intervention(s) and its component parts in sufficient detail that others could reproduce it.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Indicates main factors that contributed to choice of the specific intervention(s) (for example, analysis of causes of dysfunction; matching relevant improvement experience of others with the local situation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outlines initial plans for how the intervention(s) was to be implemented: e.g., what is to be done (initial steps; functions to be accomplished by those steps; how tests of change will be used to modify intervention), and by whom (intended roles, qualifications, and training of staff)</td>
<td></td>
</tr>
<tr>
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<td>Provides a timeline that depicts the PTP process inclusive of baseline/pre-data, intervention(s), post-data time frames. Explains the course of the intervention(s) (for example, sequence of steps, events or phases; type and number of participants at key points), preferably using a time-line diagram or flow chart.</td>
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<td>Describes data management plan (include how issues related to use/dissemination of data collected in/from the organization will be addressed).</td>
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<td>Describes instruments and procedures (qualitative, quantitative, or mixed) used to assess a) the effectiveness of implementation, b) the contributions of intervention.</td>
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<td>Paper Sections</td>
<td>Section and Description</td>
<td>Possible Points</td>
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|                | components and context factors to effectiveness of the intervention, and c) primary and secondary outcomes  
Reports efforts to validate and test reliability of assessment instruments  
Explains methods used to assure data quality and adequacy (for example, blinding; repeating measurements and data extraction; training in data collection; collection of sufficient baseline measurements) |                  |
| 12. Analysis   | Provides details of qualitative and quantitative (statistical) methods used to draw inferences from the data  
Aligns unit of analysis with level at which the intervention was implemented, if applicable  
Specifies degree of variability expected in implementation, change expected in primary outcome (effect size), and ability of study design (including size) to detect such effects  
Describes analytic methods used to demonstrate effects of time as a variable (for example, statistical process control) | 15               |
| Clarity of Writing & Style | Writing style is clear, easy to follow, succinct, and complete. Paper is consistent with APA writing style according to Washington State College of Nursing guidelines.  
A grade of B- or higher is required to pass the course. | 15  100 pts      |