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: 4/15/2014
☐ 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 _________________________
☐ Increase credit (former credit _________)
☐ Number (former number _____________)
☐ Crosslisting (between WSU departments)
   (Must have both departmental signatures)
☐ Conjoint listing (400/500)
☐ 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 559
Practice Transformation Project II: Implementation, Evaluation & Dissemination

credit per week lecture hrs per week lab hrs per week studio hrs per week prerequisite
NURS 557 and 558 - grade of B or higher

Description (20 words or less) Implementation and evaluation of the DNP Practice Transformation Project.

Instructor: Catherine Van Son
Phone number: (509) 324-7256
Email: vansonc@wsu.edu

Contact: Cindy Fitzgerald
Phone number: (509) 324-7279
Email: cefitzgeral@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: 10/8/3
Dean/date: 10/8/3
General Education Com/date: 10/8/3

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 559
COURSE TITLE: DNP Project II: Implementation, Evaluation & Dissemination
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 about the DNP Project that has been proposed 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
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 559
COURSE TITLE: DNP Project II: Implementation, Evaluation, & Dissemination
CREDIT HOURS: 3
COURSE FORMAT: Hybrid course (on-campus, in-class and online activities)
CLINICAL/ 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: Successful completion of N557 and N558 – minimum grade B
MEETING TIME: Tuesday 9-12
MEETING LOCATION: WSU-Spokane: SNRS 203
WSU-Vancouver: VLIB 110J

CATALOG DESCRIPTION
Implementation and evaluation of the DNP Project.

COURSE DESCRIPTION:
In this course, DNP students will work independently and collaboratively to implement and evaluate the DNP Project. A final DNP Project Report will be developed and a dissemination plan will be described.

NOTE: Students should consult the DNP Project Handbook, Chapter 13 of the WSU Graduate School Policies & Procedures manual, and the Graduate School website for details concerning project completion and preparation for graduation. Students must a grade of B or higher in this course in order to pass.
STUDENT LEARNING OUTCOMES
Upon the completion of this course, students will be able to:
1. Implement and evaluate a developed and approved plan to change practice within a clinical setting or community organization.
2. Analyze and evaluate the impact of the clinical practice change using appropriate analytical methods.
3. Complete a scholarly paper (using the SQUIRE Guidelines as a format and framework) that describes the complete DNP Project including problem identification, results of organizational assessment, plan design, data collection and analysis, implementation and evaluation plans.
4. Develop a comprehensive plan for the dissemination of the findings of the evaluation of the impact of the clinical practice change.

*See Required Readings, below.

FOCUS OF THE COURSE
In this course, the DNP student completes the DNP 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. Depending on the student and the project, and with course faculty approval, the student will complete the implementation, evaluation, and dissemination phases of the Project or develop, describe, and present plans for these project phases in the final Project Report and Presentation.

Students will synthesize knowledge and skills obtained in this and other didactic and integrative courses in order to address the ethical, legal, financial, and organizational aspects of the scholarly project. The DNP student will discuss and describe the topic of interest, the development of the project, and the role of the project in addressing the needs of a select population. Seminar sessions will support completion of the student's project as well as the development of plans for the final Project's implementation, evaluation, and dissemination of results. To complete the objectives of this course, the student must complete a practicum experience that includes a minimum of 120 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
NURS 559: Course Syllabus

*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](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](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](http://safetyplan.wsu.edu)

WSU-Vancouver Campus Safety Plan
[http://www.vancouver.wsu.edu/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
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://lms.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 videostreamed classes and other information related to classroom use and videoconferencing. To access videostream sessions you will need the user name and password assigned for use with MyWSU.

TEXTBOOKS AND LEARNING MATERIALS

Required


White & Dudley-Brown: Translation of Evidence intro Nursing and Health Care Practice (Springer) *(Read Chapters 15)*
NURS 559: Course Syllabus

**Recommended**
Heinrich: A Nurse’s Guide to Presenting and Publishing (Jones & Bartlett)


**EVALUATION**

**Assignments and Grading Criteria**
Details about each Assignment are provided below.

<table>
<thead>
<tr>
<th>Assignment or Learning Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Experience (weekly Practicum Log, documentation of hours, preceptor/mentor evaluation)*</td>
<td>100</td>
</tr>
<tr>
<td>Final DNP Project Paper</td>
<td>200</td>
</tr>
<tr>
<td>Executive Summary to Agency</td>
<td>100</td>
</tr>
<tr>
<td>Dissemination Plan</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

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

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
</tr>
<tr>
<td>A+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
</tr>
<tr>
<td>95-100</td>
<td>C</td>
</tr>
<tr>
<td>90-94</td>
<td>C+</td>
</tr>
<tr>
<td>86-89</td>
<td>C−</td>
</tr>
<tr>
<td>83-85</td>
<td>D</td>
</tr>
<tr>
<td>80-82</td>
<td>D+</td>
</tr>
<tr>
<td>76-79</td>
<td>2.3</td>
</tr>
<tr>
<td>73-75</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>66-69</td>
<td>1.3</td>
</tr>
<tr>
<td>60-65</td>
<td>1.0</td>
</tr>
</tbody>
</table>

F − Points 59 or below − NO POINTS; NO COURSE CREDIT

**Practicum Experience**
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 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.
Final DNP Project Paper
Each student will prepare a scholarly paper describing all aspects of 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.

Executive Summary
Each student will complete an Executive Summary describing the completed Project. This summary will be submitted to course faculty for grading (see due date in course calendar) and to the student's mentor or other appropriate individual in the agency at which the project was completed. Guidelines for the Executive Summary are included below.

Dissemination Plan
1. Each student will develop a comprehensive plan for the dissemination of the findings of the evaluation and describing the impact of the clinical practice change.
2. Students will select one of the following outcomes for their dissemination plan (which includes a draft of their planned dissemination method):
   a. publication in peer-reviewed journal
   b. Poster/presentation at national conference (Western Institute of Nursing Research, practice-specific)
   c. Inservice, CE offering, course
   d. Another plan approved by faculty.
3. Students will prepare and present a brief podium or poster presentation to faculty and students of the College of Nursing.
# NURS 559: DNP PROJECT II
## COURSE MAP

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Student Learning Outcome</th>
<th>Demonstration of Student Learning (assignments, presentations, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Implement and evaluate previously developed plan to change practice within a clinical setting or community organization.</td>
<td>Formal PTP Paper using SQUIRE Guidelines (see outline in this document)</td>
</tr>
<tr>
<td></td>
<td>Analyze and evaluate the impact of the clinical practice change using appropriate analytical methods.</td>
<td>Weekly Practicum PTP log</td>
</tr>
<tr>
<td></td>
<td>Complete a scholarly paper (using the SQUIRE Guidelines* as a format and framework) that describes the complete DNP Project including problem identification, results of organizational assessment, plan design, data collection and analysis, implementation and evaluation plans.</td>
<td>Formal PTP Paper using SQUIRE Guidelines (see outline in this document)</td>
</tr>
<tr>
<td></td>
<td>Develop a comprehensive plan for the dissemination of the findings of the evaluation of the impact of the clinical practice change.</td>
<td>Comprehensive plan for the dissemination of the findings of the evaluation of the impact of the clinical practice change.</td>
</tr>
</tbody>
</table>

As the culminating project for the degree of Doctor of Nursing Practice, the DNP Project reflects the integration of all DNP student learning outcomes.
### NURS 559: DNP PROJECT II: IMPLEMENTATION & EVALUATION

#### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 5</td>
<td>PTP Practicum logs (prepare weekly, submit QOW)</td>
</tr>
<tr>
<td>Sept 19</td>
<td></td>
</tr>
<tr>
<td>Oct 3</td>
<td></td>
</tr>
<tr>
<td>Oct 17</td>
<td></td>
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<tr>
<td>Oct 31</td>
<td></td>
</tr>
<tr>
<td>Nov 14</td>
<td></td>
</tr>
<tr>
<td>Dec 5</td>
<td></td>
</tr>
<tr>
<td>November 21</td>
<td>Dissemination Plan Submitted</td>
</tr>
<tr>
<td>December 5</td>
<td>Final Paper Due (check with Graduate school dates and requirements)</td>
</tr>
<tr>
<td>December 15</td>
<td>Executive Summary given to Agency</td>
</tr>
</tbody>
</table>
NURS 559: DNP PROJECT II: IMPLEMENTATION & EVALUATION
PRACTICUM LOG *EXAMPLE*

Student name:
Date submitted:

<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>
</table>

Comments:
<table>
<thead>
<tr>
<th>Executive Summary Sections</th>
<th>Section Description</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Knowledge &amp; Local problem</td>
<td>Provides a brief summary of the specific problem addressed in the project and describes the importance of the project for the organization or for a larger cause</td>
<td>10</td>
</tr>
<tr>
<td>Study question</td>
<td>Describes all questions addressed by the project, situating those questions within the scope of the larger organizational problem addressed by the project</td>
<td>5</td>
</tr>
<tr>
<td>Intervention</td>
<td>Provides a summary of • The interventions carried out, describing factors that contributed to the selection of the specific intervention • Organizational analysis that supported the intervention. • Steps taken in implementing the intervention • Instruments, procedures, meetings, processes that were required to complete the intervention • Measures taken to ensure success of the intervention</td>
<td>25</td>
</tr>
<tr>
<td>Outcomes and Results</td>
<td>Summarizes successes and failures of the intervention, presenting data to describe observed changes, measures, costs, benefits, harms, risks, unexpected results, etc. Provides evidence regarding the strength of association between anticipated and actual results</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Executive Summary Sections</th>
<th>Section Description</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusions, discussion,</td>
<td>Summarizes the most important successes and difficulties in implementing intervention components, and main changes observed in care delivery and clinical outcomes.</td>
<td>25</td>
</tr>
<tr>
<td>recommendations</td>
<td>Suggests steps that might be modified to improve future performance. Review issues of opportunity cost and actual financial cost of the intervention.</td>
<td></td>
</tr>
<tr>
<td>Future Recommendations</td>
<td>Advises the organization about the relationship between the project that was implemented and future success, outlining specific steps that should be taken.</td>
<td>10</td>
</tr>
<tr>
<td>Clarity of Writing &amp; Style</td>
<td>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.</td>
<td>5</td>
</tr>
</tbody>
</table>
# DNP Project Paper

## Guidelines and Grading

<table>
<thead>
<tr>
<th>Paper Sections</th>
<th>Section Description</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title and Abstract</strong></td>
<td><strong>Indicates concerns for the improvement of quality (broadly defined to include the safety, effectiveness, patient-centeredness, timeliness, efficiency, and equity of care)</strong>&lt;br&gt;States the specific aim of the proposed intervention&lt;br&gt;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><strong>1. Title</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Abstract</strong></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. (note: write this last)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Intro (1-3 pages) of exceed 100 words, TOE. TP Creates/Maintains</strong></td>
<td>Why did you start?</td>
<td></td>
</tr>
<tr>
<td><strong>3. Background Knowledge &amp; Local problem</strong></td>
<td>Provides a brief, summary of current knowledge of the care problem to be addressed, and characteristics of organizations in which it occurs.&lt;br&gt;Describes the nature and severity of the specific local problem or system dysfunction that was addressed.</td>
<td>8</td>
</tr>
<tr>
<td><strong>4. Study question</strong></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><strong>5. Intended improvement</strong></td>
<td>Describes the specific aim (changes/improvements in care processes and patient outcomes) of the proposed intervention</td>
<td>5</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Paper Sections</th>
<th>Section Description</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Theory 1-3 Paragraphs</td>
<td>Specifies who (champions, supporters) and what (events, observations) triggered the decision to make changes, and why now (timing)</td>
<td></td>
</tr>
<tr>
<td>Methods (1-5 Pages)</td>
<td>Provide a brief explanation of the theory used to guide this PTP.</td>
<td>5</td>
</tr>
<tr>
<td>7. Ethical issues</td>
<td>What are you doing?</td>
<td>5</td>
</tr>
<tr>
<td>8. Sample and Setting</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></td>
</tr>
<tr>
<td></td>
<td>Describes sample (population) involved in this PTP. This section may also need to describe the healthcare providers involved in this project. 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, impatient unit, public health clinic, etc.) 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>10</td>
</tr>
</tbody>
</table>
| 9. Planning the intervention | Describes the intervention(s) and its component parts in sufficient detail that others could reproduce it  
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)  
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)  
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.  
Describes data management plan (include how issues related to use/dissemination of data collected in/from the organization will be | 25              |
<table>
<thead>
<tr>
<th>Paper Sections</th>
<th>Section Description</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>11. Description</td>
<td>Describes instruments and procedures (qualitative, quantitative, or mixed) used to assess a) the effectiveness of implementation, b) the contributions of intervention 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).</td>
<td></td>
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<tr>
<td>12. Analysis</td>
<td>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).</td>
<td>20</td>
</tr>
<tr>
<td>Outcomes/Results (1-2 Pages -excludes graphs/figures/tables)</td>
<td>What did you find? Factually state your PTP findings.</td>
<td></td>
</tr>
<tr>
<td>13. Outcomes</td>
<td>Changes in processes of care and patient/client outcomes associated with the intervention. Presents data on changes observed in the care delivery process. Presents data on changes observed in measures of patient/client outcome (for example, morbidity, mortality, function, patient/client/staff satisfaction, service utilization, cost, care disparities). Considers benefits, harms, unexpected results, problems, failures. Provided evidence regarding the strength of association between observed changes/improvements and intervention components/context factors (e.g. results from statistical analysis of data). Address includes summary of missing data for intervention and outcomes.</td>
<td>20</td>
</tr>
<tr>
<td>Discussion (2-4 pages)</td>
<td>What do the findings mean?</td>
<td></td>
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<tr>
<td>14. Discussion &amp; relation to</td>
<td>Summarizes the most important successes and difficulties in</td>
<td>35</td>
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| other evidence | implementing intervention components, and main changes observed in care delivery and clinical outcomes  
Highlights the study's particular strength  
Compares and contrasts study results with relevant findings of others, drawing on broad review of the literature; use of a summary table may be helpful in building on existing evidence.  
Explores possible reasons for differences between observed and expected outcomes  
Draws inferences consistent with the strength of the data about causal mechanisms and size of observed changes, paying particular attention to components of the intervention and context factors that helped determine the intervention's effectiveness (or lack thereof), and types of settings in which this intervention is most likely to be effective  
Suggests steps that might be modified to improve future performance  
Reviews issues of opportunity cost and actual financial cost of the intervention.                                                                                      |                 |
| 15. Limitations | Considers possible sources of confounding, bias, or imprecision in design, measurement, and analysis that might have affected study outcomes (internal validity)  
Explores factors that could affect generalizability (external validity), for example: representativeness of participants; effectiveness of implementation; dose-response effects; features of local care setting  
Addresses likelihood that observed gains may weaken over time, and describes plans, if any, for monitoring and maintaining improvement; explicitly states if such planning was not done  
Reviews efforts made to minimize and adjust for study limitations  
Assesses the effect of study limitations on interpretation and application of results  
Address questions of generalizability of PTP findings.                                                                                                               | 10              |
| 16. Conclusions | Considers overall practical usefulness of the intervention  
Suggests implications of this report for further studies of improvement interventions.                                                                                                                                  | 15              |
<p>| Other Information | Were other factors relevant to conduct and interpretation of the study?                                                                                                                                                    |                 |
| 17. Funding     | Describes funding sources, if any, and role of funding organization in design, implementation, interpretation, and publication of study.                                                                                   |                 |</p>
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<tr>
<td>Clarity of Writing &amp; Style</td>
<td>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.</td>
<td>25</td>
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<td></td>
<td>A grade of B- or higher is required to pass the course.</td>
<td>200 points</td>
</tr>
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