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: 08/15/2014 1/1/2014

☐ 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)

☐ Professional course (Pharmacy & Vet Med only)

☐ Graduate credit (professional programs only)

☐ Other (please list request)

NURS 557 Concepts of Practice Transformation

course prefix course no. title

<table>
<thead>
<tr>
<th>credit</th>
<th>lecture hrs</th>
<th>lab hrs</th>
<th>studio hrs</th>
<th>prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>NURS 554, NURS 518</td>
</tr>
</tbody>
</table>

Description (20 words or less) Application of knowledge of current nursing science to the development of a proposal for the final DNP 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.

Cynthia Fitzgerald 10/8/13

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 557
COURSE TITLE: Concepts of Practice Transformation
CREDIT HOURS: 3 (2 theory; 1 practicum; course requires completion of 60 hours of practicum experience)

The originally approved proposal to implement the Doctor of Nursing Practice Program in the College of Nursing (2010) indicated that students would need to complete 10 credits in NURS 505 and/or NURS 506 as a requirement for the final (capstone) project. It was envisioned that students would repeat these courses to gain the required number of credits.

With the help of a consultant (Dr. Robin Dennison, Georgetown University), the Practice Transformation Project was revised to reflect emphasis on advanced practice engagement, interprofessional practice, leadership, and translational research. Work with the WSU Graduate School over the past year led to development of a process that now includes three fixed-credit courses (9 credits) that blend theory and practicum content.

To avoid confusion with what was formerly approved, a new course number is requested for this course, which is essentially a revision of NURS 505.

The Graduate School has worked closely with the College of Nursing to ensure that this final project in the Doctor of Nursing Practice Program is clearly described and in keeping with Graduate School and University policies. The CON faculty have voted in support of the implementation of this course and others related to the Practice Transformation Project.

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

G. Practice Transformation Project

The Practice Transformation 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
NURS 558 – Rationale for course approval request

Project requirements include development and implementation of the Practice Transformation Project, analysis of findings/results, and dissemination of recommendations for best practice. The product produced by students in completing the Practice Transformation Project is a scholarly paper: Students will present a report of their Practice Transformation 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 Practice Transformation Project is course-based and does not require the formation of a committee. The course faculty for the series of three Practice Transformation 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 – Practice Transformation Project I: Data Collection and Program Design, 3 credits
- NURS 559 – Practice Transformation Project II: Implementation, Evaluation, and Dissemination, 3 credits
Course Syllabus

COURSE NUMBER: NURS 557
COURSE TITLE: Concepts of Practice Transformation
CREDIT HOURS: 3

COURSE FORMAT
Hybrid course (on-campus, in-class and online activities)
PRACTICUM REQUIREMENT
Course requires completion of a minimum of 60
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: WSU-Spokane
      SNRS 322D
Office Hours: Tuesdays 12-2 or by appt.
Office Phone: 509-324-7254

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

PREREQUISITES: NURS 554, NURS 518

MEETING TIME:
Tuesdays 9-12 (1/14; 1/28; 2/25; 3/25; 4/8) – in-class
activities are supplemented by online learning activities
during weeks when class sessions are not held. See
details in this syllabus and on course Angel site

MEETING LOCATION:
SPO=SAC 249; YAK=207; VAN=ECS 120; TC=TNRS 1215;
WW=1836

CATALOG DESCRIPTION
Application of knowledge of current nursing science to the development of a proposal for the
final DNP project.

COURSE DESCRIPTION:
Students apply knowledge of the current state of nursing science regarding a practice concern
of interest. The course outcomes include competencies demonstrated through a systematic
examination of practice based literature, discussion and analysis of factors related to project
completion, and development of a DNP Project proposal.
In this course, the first in a series of three courses, the student will develop and complete a proposal that addresses a problem or issue of interest within a practice setting. In the didactic/theory portion of the course, students will consult with course faculty and peers to obtain guidance, participate in and lead in discussion, and incorporate suggestions regarding the development of the DNP Project proposal.

Practicum experiences will pair the student with a community-based mentor who has expertise in the student's area of interest. Student engagement in course-related practicum experiences will support the development of the final project by fostering the integration of practice knowledge with research and leadership skills. During the practicum experience, students will identify and assess the problem or issue to be addressed in the DNP Project. The five class sessions will support student exploration of subject matter and practicum experiences.

STUDENT LEARNING OUTCOMES
Upon the completion of this course, students will be able to:
1. Evaluate and synthesize research-based evidence related to their identified nursing/health care practice problem.
2. Consider fiscal, quality improvement, informatics, policy, interprofessional, and other factors pertinent to their nursing/health care practice problem. Propose processes to assess, plan, implement and evaluate outcomes for their Doctoral Practice Project.
3. Develop a draft of their DNP Project proposal using WSU's IRB application as a template.

DNP PRACTICE PROJECT
The DNP Project synthesizes practice inquiry, leadership, and interprofessional practice. The project should be relevant to and supportive of the advanced practice role. The focus of the project is on the development of a translational research project that requires the appraisal of evidence and its application to practice. Emphasis in the project is on interprofessional practice and the promotion of evidence-based organizational change, quality improvement, or similar projects. 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 DNP 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.

In completing the DNP Project, students prepare a scholarly paper that describes the process undertaken to complete the project, including engagement with community nursing leaders, non-nursing professionals, organizational leaders and others to conceptualize, plan, and implement an organizational change project, quality improvement-type project, feasibility study, or business plan for a large clinical project, or implementation of a new community program. The final paper is prepared according to the SQUIRE Guidelines, a set of standards useful for reporting on quality improvement and related projects. Faculty evaluate the effectiveness of the student project by reviewing submitted work including practicum logs, communicating with the student's organizational mentor to evaluate progress in the clinical setting and by using the SQUIRE guidelines to evaluate the final paper.

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

1/20/2014
NURS 557: Concepts of Practice Transformation  
Course Syllabus

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

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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:

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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 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


Recommended

Selected Additional Readings (Optional) see week to week learning activities

EVALUATION
Assignments and Grading Criteria
Details about all assignments are provided below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanded Table of Evidence (TOE) paper</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Presentation of Literature Review</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Practicum log (60 hours practicum required)</td>
<td>20*</td>
<td>20*</td>
</tr>
<tr>
<td>Discussion forums (see rubric below)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Class Attendance – 5 class sessions</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>1st and 2nd Peer Review of fellow student's draft IRB proposal</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>IRB draft proposal</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

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Expanded Table of Evidence
One of the most important steps in writing a paper requires describing the strength and rationale of the evidence you chosen to support your analysis, conclusions, and research plan. See the course Angel site for the format of the table you are to use for this course. Detailed instructions will be provided about this requirement during Week 3 (see course calendar).

Presentation of Literature Review
In a presentation to the class, you will present a summary of the analysis of the literature that you will complete as part of the Table of Evidence assignment. You should prepare no more than 12 slides describing your topic of interest, search strategy, and presenting a summary of the evidence about the topic. Your presentation should last no more than 10 minutes and should allow 5 minutes for your response to your colleagues’ questions.

The following rubric will be used to guide the evaluation of your presentation.

<table>
<thead>
<tr>
<th></th>
<th>Excellent 9-10 points</th>
<th>Good 7-8 points</th>
<th>Needs Improvement &lt; 6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>All required slides included with correct information.</td>
<td>All required slides with relevant information according to appropriate format.</td>
<td>Missing some slides or relevant information. Topic is unclear or lacks substantive development or adherence to PICO format.</td>
</tr>
<tr>
<td></td>
<td>Topic is discussed comprehensively and in an organized manner according to PICO format.</td>
<td>Topic is discussed but more information is required.</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Presentation was without technical errors and completed in allotted amount of time.</td>
<td>Presentation had minor technical errors or went over or under presentation time by less than 1 minute.</td>
<td>Presentation had significant technical errors or went over or under presentation time by 1 minute or more.</td>
</tr>
<tr>
<td><strong>Presentation/ Graphics</strong></td>
<td>Slides are attractive. Text is easy to read. Graphics and effects are used throughout to enhance presentation. Slides are appropriately sequenced.</td>
<td>Slides are attractive. Text is easy to read. Some slides use graphics or other effects to enhance reader comprehension. Slides are appropriately sequenced.</td>
<td>Slides poorly constructed. Slides lack graphics or visual tools that would assist the reader. Amount of text is too great for the amount of space or lack appropriate spacing</td>
</tr>
</tbody>
</table>
Practicum Experience
This course requires the completion of 60 hours of practicum experience in support of the DNP Project. Successful completion of the practicum experience is required to pass the course. The practicum grade includes:

- Documentation in E*Value of the successful completion of 60 practicum hours at an approved site (see DNP Student Handbook for details)
- Submission of weekly logs of activities and related notes (see below)
- Advisory Team formation and activities (as recorded in logs)

Practicum Logs
You may use an outline format with narrative as needed. No more than one page per week a table would work as well. Here is an example.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Met with:</th>
<th>Purpose of Meeting</th>
<th>Activity/outcome/next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Form an Advisory Team by identifying
- A Master's prepared organizational mentor (provides input on relevant activities/meetings in which you can participate), evaluates your progress in the practicum experience.
- Two other team members (may be from professions other than nursing)

Draft a document outlining a specific timeline and identified activities for the DNP project with input sought from NURS 557 faculty, a content expert, and organizational mentor. Use the IRB application as your template. First draft is due 3/25/13.

Establish a written plan for meetings and organizational activities (may just be observational at this time but identify what you need to learn from the organization).

Identify and document community linkages related your identified organization and other key individuals.

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Make at least 3 appointments with your advisory team for the semester. Prepare for meeting with update of current project activities, challenges and future directions. Email NURS 557 faculty with brief summary of each meeting. One meeting during the term should include NURS 557 faculty and organizational mentor (and/or team).

**Discussion Forum Participation**
As with in-class participation, student participation in online discussion boards forms an important part of learning in this course. The Discussion Forum Grading Rubric, provided below, will be used to evaluate those learning activities that involve discussion board communications.

<table>
<thead>
<tr>
<th></th>
<th>Consistently (behavior demonstrated 90-100% of the time) 9-10 points</th>
<th>Occasionally (behavior demonstrated 70-89% of the time) 7-8 points</th>
<th>Seldom (behavior demonstrated 69% or less of the time) ≤ 6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Evidence</strong></td>
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</tr>
<tr>
<td>Utilizes appropriate (pertinent to DNP practice) and evidence based citations to support postings.</td>
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<tr>
<td><strong>Participation</strong></td>
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</tr>
<tr>
<td>Communication is professional with peers and faculty. Actively responds to comments/contributions of others.</td>
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<tr>
<td>Does not dominate discussion. Is not argumentative or dismissive of others' ideas. Conduct is respectful, encouraging, and supportive.</td>
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</tr>
<tr>
<td><strong>Evidence of Preparation</strong></td>
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<tr>
<td>Actively participates in each discussion forum. Postings are timely and pertinent.</td>
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<td></td>
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</tr>
<tr>
<td>Furthers discussion with questions or statements that encourage dialogue.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Class Attendance**
As noted elsewhere in the syllabus, attendance is mandatory at all class sessions.

**IRB Proposal Peer Review Assignment**
Using the guidelines below and instructions provided on the course Angel site, prepare a critique of a colleagues' IRB proposal.

**IRB draft proposal**
Following guidelines from the WSU IRB, prepare an IRB proposal that includes all IRB application requirements and that meets the criteria for an expedited or exempt review. Additional information will be available on the course Angel site and at: irb.wsu.edu.

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NURS 557: Concepts of Practice Transformation
Peer Review Assignment

The peer review process is an important part of your professional development both as a doctoral student and as a practice healthcare professional. The knowledge and skills gained in this assignment will assist you in reviewing colleagues' work in a variety of situations. This assignment provides an opportunity for giving and receiving feedback. We will talk further about this process throughout the semester.

To complete this assignment, use the guide below to prepare a one page document giving your colleague feedback about the IRB application they will submit for their DNP Project.

Your name:
Writer's name:
Title of Project:

Overview (1.25 points)
Use the following questions to assist you in reviewing the draft of the Project:

- Does the title state what the project is about?
- Does the draft address each of the areas of the IRB application?
  - If not, provide a specific description of missing information
  - Discuss those areas of the application that:
    - Are confusing to the reader
    - Are weak, vague, or unclear
    - Require additional explanation
    - Are unnecessary or do not add value to the document
- Describe how well the main points of the application are supported by cited evidence, examples, or details. Note any points that need more support.
- Provide feedback about those areas of the application:
  - That are most clear and well-developed
  - That are unclear or that need further development
  - Missing information or project details
- Identify two to three sentences you consider to be the most effective and describe the criteria for that decision (e.g., best written, most clearly communicate essential concepts, etc.)
- Identify two to three sentences that you think are the least effective and describe why (e.g., confusing, difficult to understand, etc.)
- Identify words and phrases that are particularly effective (i.e., those that draw vivid pictures or provoke strong responses)
- Do any words need to be defined for a non-nursing audience/reader?
- Are any words potentially offensive to the intended audience or to anyone else?

Summary (1.25 points)
- What are the main strengths and weaknesses in the draft?
- What was the single most important thing said?
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Student Learning Outcome</th>
<th>Demonstration of Student Learning (assignments, presentations, etc.)</th>
</tr>
</thead>
</table>
| Translate evidence-based research into practice. (Relates to DNP Essential 3)                     | Appraise and synthesize evidence related to a selected practice problem.                   | 1) Develop a Table of Evidence (TOE) from to include at least 20 research data based manuscripts <10 years old (at least 10 of from nursing; at least 5 from other disciplines).  
2) Present a 15-minute PPT presentation demonstrating a synthesis of their TOE and support for their PTP ideas. |
| Lead in the vision, development, implementation, and evaluation of care delivery approaches that ensure ethical stewardship, accountability, quality, and patient safety. (Relates to DNP Essential 2)  
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. (Relates to DNP Essential 5) | Demonstrate consideration of fiscal, quality improvement, informatics, policy, interprofessional, and other factors that will effect completion of the project. | Weekly practicum log over the semester; discussion forum entries                                                                 |
| Integrate, evaluate, and apply new knowledge and technology in advanced practice, administration, and education. (Relates to DNP Essential 4) | Propose processes to implement and evaluate outcomes for the planned DNP Project           | Forms an Advisory team for PTP  
Creates/Maintains Practicum logs, including meetings with faculty, content experts, organizational mentor, and others as |
| Translate evidence-based research into practice. (Relates to DNP Essential 3) Integrate, evaluate, and apply new knowledge and technology in advanced practice, administration, and education. (Relates to DNP Essential 4) Apply advanced clinical judgment and accountability in the design, delivery, and evaluation of evidence-based care to individuals, families and populations. (Relates to Essential 8) | Develop a written DNP Project proposal, outline (operationalized with the IRB draft). | Drafts for peer review an IRB proposal for their PTP (expedited or exempt review) |
# NURS 557: CONCEPTS OF PRACTICE TRANSFORMATION

## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
</table>
| 1  | 1/14  | Course syllabus  
Leadership Styles  
Conducting a Literature Search  
Guest Speaker: Bob Pringle  
Identifying key search terms & databases.  
Table of Evidence (TOE)  
Greetings: Cindy Fitzgerald DNP  
Program Director | Introductions  
Share PICOT questions-with peer Q&A  
Complete & Share a Leadership Skills Profile  
http://www.mindtools.com/pages/article/newLDR_50.htm  
www.sagepub.com/northhouseintro2e/.../questionnaires/89527_03q.pdf  
http://www.leadershiplime.com/leadership-style-quiz.html |
| 2  | 1/21  | Thinking in Systems | Meadows: Chapters 1 & 2; Harris: Chapters 1 & 2 |
| 3  | 1/28  | Synthesizing the literature  
Discussion of Project Plans/Progress | Development of TOE to include at least 20 research data based manuscripts <10 years old (at least 10 of these manuscripts from nursing; at least 5 from other disciplines) |
| 4  | 2/4   | Organizational Change  
(Change Theory) | Meadows: Chapter 3; White: Chapters 1-3 |
| 5  | 2/11  | Translation of Evidence in different settings | Meadows: Chapter 4; Harris Chapter 3;  
White: 4-8 (note-*select the 1 chapter that fits for you)* |
<p>| 6  | 2/18  | Ethical Considerations | Meadows: Chapter 5; White: Chapter 12 |
| 7  | 2/25  | TOE paper/presentations | TOE Paper Due/ PPT presentation of the synthesis of TOE |
| 8  | 3/4   | Discussion Forum r/t readings | Meadows: Chapter 6; Harris Chapter 4-6 |
| 9  | 3/11  | Organizational Assessments | Meadows: Chapter 7; Harris Chapter 7 |
| 10 | 3/18  | SPRING BREAK | Rest &amp; Relaxation |
| 11 | 3/25  | Demystifying the IRB: Guest Lecture &amp; Discussion | Bring working draft of IRB and at least two substantive questions for speaker. |</p>
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic/Content</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>4/1</td>
<td>Discussion Forum r/t readings</td>
<td>Harris: Chapter 8; White 10</td>
</tr>
<tr>
<td>13</td>
<td>4/8</td>
<td>Peer Review Process Group discussion of their own IRB application/challenges r/t project plan/status</td>
<td>Harris: Chapter 9</td>
</tr>
<tr>
<td>14</td>
<td>4/15</td>
<td>Work on IRB Draft</td>
<td>IRB Draft sent to 1st/2nd Peer reviewers</td>
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<tr>
<td>15</td>
<td>4/22</td>
<td>IRB Peer Review</td>
<td>1st/2nd Peer Reviews /each student will complete a one page primary &amp; secondary review of 2 fellow colleagues' IRB proposals.</td>
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<tr>
<td>16</td>
<td>5/22</td>
<td>IRB Draft</td>
<td>Using peer feedback, revises and submits complete IRB draft (Due May 5th)</td>
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