UNIVERSITY OF MARY  
NUR 696  
Seminar and Service Project I

Course Description: Students will initiate a capstone project within a health care organization as a member of a team. Working in consultation with a nursing leader a clinical practice question will be identified. The students will work together in teams to analyze the clinical practice problem, design specific clinical practice project recommendations and identify methods for measuring project outcomes. As a result of this course, the student will be prepared to implement and measure effectiveness of the clinical project in NUR 697 Seminar and Service Project II.

University of Mary Mission Statement:  
The University of Mary exists to serve the religious, academic, and cultural needs of people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

Program Mission Statement:  
The Nursing Division prepares nurses to provide safe, quality, patient-centered healthcare to the people in the region and beyond without regard to race, religion, cultural background, or gender. By fostering a Christian, Catholic, and Benedictine learning environment, the Division supports the University mission to prepare leaders in the service of truth and to be competent in spirituality and ethics, communication, critical thinking, and global stewardship. Academic preparation and nursing practice opportunities in a variety of health-care settings along the continuum of care will prepare students to achieve competence in the areas of professionalism, environmental contexts, valuing, and scholarship.

Faith and Reason Statement:  
In accordance with the mission of the University of Mary and the Division of Nursing to prepare leaders in the service of truth, we honor the free exchange of ideas. During your program, many ethical and diverse topics will be explored. In the Benedictine Tradition, respect for all persons is vital to advance dialogue between faith and reason.

Servant Leadership Experience: Servant leadership experiences are based on character building relationships integrated with a solid understanding of what it is to be a servant leader with Jesus Christ as model and the Benedictine values of community, hospitality, moderation, prayer, respect for persons, and service. These values are foundational in character building, ethical decision making, and the integration of the intellectual, spiritual, emotional, and physical aspects of life.

Relationship of the course to servant leadership:  
This course will allow the student to experience servant leadership with the following populations:

- classmates as a team member in a learning community
- the partnering organization
- health-care at a global level to increase shared knowledge

Benedictine Experience:  
Although communal life inspired by the Rule of St. Benedict stores a vast treasury of Benedictine values, six of these are of particular importance for our life here at the University of Mary . . . Father James P. Shea, President, University of Mary

Community – Striving together for the common good and growing in relationship with God, one another, and self [Rule of Benedict 33 – “Let all things be common to all.”]

Hospitality – Receiving others as Christ with warmth and attentiveness [Rule of Benedict 53 – “Let all be received as Christ.”]

Moderation – Honoring all of God’s creation and living simply with balance and gratitude [Rule of Benedict 31 – “Regard all things as sacred and do everything with moderation.”]

Prayer- Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God [Rule of Benedict 4 – “Listen intently to holy readings. Give yourself frequently to prayer.”]

Respect for Persons – Recognizing the image of God in each person and honoring each one in their giftedness and limitations [Rule of Benedict 35 – “Honor everyone and never do to another what you do not want done to yourself.”]

Service – Meeting the needs of others in the example of Jesus the servant leader [Rule of Benedict 35 – “The members should serve one another.”]

Relationship of the course to the Benedictine values:  
It is an expectation that graduate nursing students demonstrate professional conduct in all interactions. Please refer to the Professional Conduct and Behavioral Standards outlined in the Graduate Nursing Handbook.

The Benedictine values that are addressed in this course include Community, Hospitality, and Respect for Persons. This course utilizes group discussions which require the development of Community and Respect for Persons among participants. In this course, Hospitality is practiced as students welcome all to engage, share professional experiences, and encourage others to participate in the learning environment.
### Competence Experience:

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Master’s Essentials</th>
<th>Nurse Administrator Program Outcomes</th>
<th>AONE Nurse Executive Competencies</th>
<th>University of Mary Graduate Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategize about an organization’s business position and how it can gain a sustainable competitive advantage in order to succeed over the long term.</td>
<td>I, II, IX</td>
<td>4, 5, 6</td>
<td>Business competency skills</td>
<td>Scholarship</td>
<td>Written Seminar Project, Formal Presentation</td>
</tr>
<tr>
<td>Conduct strategic analysis in an organization by crafting business strategy, reasoning carefully about strategic options, using analysis to evaluate alternatives, and making strategic decisions.</td>
<td>IV, VI, VII, IX</td>
<td>2, 4</td>
<td>Knowledge of the health care environment competency skills</td>
<td>Scholarship</td>
<td>Written Seminar Project, Formal Presentation</td>
</tr>
<tr>
<td>Partner with the project team and an organization to utilize servant leadership principles in the development of a clinical project.</td>
<td>VII</td>
<td>4, 5</td>
<td>Professionalism competency skills</td>
<td>Professional Distinction</td>
<td>Written Seminar Project, Discussion Forums</td>
</tr>
<tr>
<td>Manage the organizational process by which team strategies are formed and executed.</td>
<td>II</td>
<td>5, 6</td>
<td>Communication and relationship-building competency skills</td>
<td>Professional Distinction</td>
<td>Written Seminar Project</td>
</tr>
<tr>
<td>Design a professional quality and clearly written project and formal presentation with supporting data that meets the goals, objectives and outcomes of the organization.</td>
<td>III, IV, V, IX</td>
<td>3, 6, 7, 8, 9</td>
<td>Leadership competency skills</td>
<td>Professional Distinction</td>
<td>Written Seminar Project, Formal Presentation</td>
</tr>
<tr>
<td>Develop powers of managerial judgment and the ability to create a “results” oriented action plan.</td>
<td>VII, IX</td>
<td>9</td>
<td>Leadership competency skills</td>
<td>Professional Distinction</td>
<td>Written Seminar Project, Formal Presentation</td>
</tr>
</tbody>
</table>

*The University of Mary graduate programs offer its students preparation in the following four areas of competence:*

**COMMUNICATION**
Graduates demonstrate excellence in all facets of communication including the publication and presentation of scholarship. Graduates differentiate themselves via an ability to fortify technical acumen with robust communication skills. They become leaders who actively listen to those with whom they work and collaborate; who dialogue when they introduce ideas, clarify meaning, and strategize towards solutions; and who write with disciplined purpose to effectively disseminate and contribute to new or existing information. Graduates’ communication skills enable them to excel through effective interaction with colleagues across all levels and environments.

**SCHOLARSHIP**
Graduates access, analyze, evaluate, and process information from a variety of sources to generate new ideals which guide decision making to influence meaningful change. Graduates foster a culture conducive to scholarship in which they use research principles to answer relevant questions which lay the foundation from existing knowledge and from those foundations generate relevant and innovative ideas and new knowledge. Our graduates are leaders in the synthesis of research to inform best practices.

**PROFESSIONAL DISTINCTION**
Graduates are values-based and evidence-driven professionals who are servant leaders committed to excellence in their professions and communities. Graduates grow in excellence, focusing professional skills and technical proficiency towards a higher commitment to service. They interact collaboratively and effectively within environments comprised of individuals who have diverse educational backgrounds, cultures, and
professional talents. Their leadership is founded in both values-based and evidence-driven practice and recognizes its role in contemporary society as one of distinct contribution and gift of self.

MORAL COURAGE
Grounded in faith and reason, graduates clarify and defend moral personal and social values to uphold the pathway for justice in multiple contexts. Graduates evaluate the human, cultural, religious, and social conditions and history in which decisions are made and habits are formed. With courage they take responsibility to make and follow the course of action which helps build a profession of integrity and a civilization of virtue and dignity rooted in ethical principles that serve the authentic good of all persons.

For students to acquire proficiency in these competences, continual assessment of learning in an atmosphere of openness and free inquiry is promoted.

Master’s Essentials in Nursing
I: Background for Practice from Sciences and Humanities
II: Organizational and Systems Leadership
III: Quality Improvement and Safety
IV: Translating and Integrating Scholarship into Practice
V: Informatics and Healthcare Technologies
VI: Health Policy and Advocacy
VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VIII: Clinical Prevention and Population Health for Improving Health
IX: Master’s Level Nursing Practice

Nurse Administrator Program Outcomes
1. Designs processes to achieve quality, cost-effective and ethical health outcomes
2. Appreciates the complexity of human resource management in today’s healthcare
3. Evaluate quality and safety measures
4. Designs a plan of change using principles of servant leadership
5. Collaborates with others to improve the quality of professional nursing practice and health care policy
6. Utilizes evidence based practice for performance improvement
7. Possesses requisite knowledge to pursue doctoral education
8. Uses information technology to improve processes
9. Demonstrates effective principles of change while providing client centered care

AONE (American Organization of Nurse Executives) Nurse Executive Competencies:
A. Communication and relationship-building competency skills include: 1) Effective communication; 2) Relationship management; 3) Influence of behaviors; 4) Ability to work with diversity; 5) Shared decision-making; 6) Community involvement; 7) Medical staff relationships; and 8) Academic relationships.
B. Professionalism competency skills include: 1) Personal and professional accountability; 2) Career planning; 3) Ethics; 4) Evidence-based clinical and management practice; 5) Advocacy for the clinical enterprise and for nursing practice; and 6) Active membership in professional organizations.
C. Business competency skills include: 1) Understanding of health care financing; 2) Human resource management and development; 3) Strategic management; 4) Marketing; and 5) Information management and technology.
D. Knowledge of the health care environment competency skills include: 1) Clinical practice knowledge; 2) Patient care delivery models and work design knowledge; 3) Health care economics knowledge; 4) Health care policy knowledge; 5) Understanding of governance; 6) Understanding of evidence-based practice; 7) Outcome measurement; 8) Knowledge of, and dedication to patient safety; 9) Understanding of utilization/case management; 10) Knowledge of quality improvement and metrics; and 11) Knowledge of risk management.
E. Leadership competency skills include: 1) Foundational thinking skills; 2) Personal journey disciplines; 3) The ability to use systems thinking; 4) Succession planning; and 5) Change management.

Course Purpose:
NUR 696, Seminar and Service Project I, is intended to be the first of two in a series of capstones courses for the Nurse Administrator program of study. During NUR 696 students will be mentored through the point of project planning including an implementation and measurement plan. It is expected by the conclusion of this course that students will be prepared to submit to the University of Mary IRB and to the organizational IRB (if applicable). It will not be until IRB approval has been granted and the students are enrolled in NUR 697 that projects will be implemented and outcomes measured.

Masters level students are expected to complete a rigorous evidence-based capstone project for the Nurse Administrator program. The capstone project will be a synthesis of knowledge gained and scholarly work completed in all previous coursework. In the pursuit of the examination of strategy making/strategy execution, the course attempts to integrate much of the knowledge from previous cornerstone graduate courses. In this regard, this course should bring together the students’ knowledge of management functions, management disciplines, as well as students’ written and verbal communication skills.

The course’s focus is “strategy and analysis” and “planning and managing for success.” One aspect of NUR 696 and NUR 697 is for the class to encounter a real organization, plan and manage an evidence-based project, and apply strategic analysis, planning, implementation, and outcome measurement to organizational issues. The project will be presented in a written document and at a formal presentation. The faculty at the University of Mary require students to take this course in order to facilitate understanding of the duties of a nurse leader to introduce students to think strategically; to lead students through the process of formulating and implementing a strategic plan; to get students into the habit of reviewing an organization’s situation, [resources, competition, competencies]; and to re-appraise the need for strategic revision. Students are introduced to the concepts, processes and tools used in organizational strategic planning. The strategic alignment of people, resources and processes to the
vision, mission and purpose of the organization are addressed. Students study the principles of strategic management and link these principles to both sound theory and best practices. Student will prepare and utilize budgets in the management control process.

The evidence of high level teamwork is an important aspect of this project, thus degree of effective teamwork will be evaluated by the faculty. Nurse leaders work primarily with teams in the healthcare setting, thus the ability to take on various roles and effectively complete a finished product within a team are important points for evaluation during this project.

Conducting an evidence-based practice clinical project is not a way of avoiding the research process. Evidence-based practice essentially establishes that your subject of study (the healthcare organization) will: (a) be founded in a clinical setting; (b) require a detailed process to review and critique the related body of literature (external data); (c) gain essential organizational data to inform project work (internal data); (d) gain approval for project implementation/measurement by the formal means of IRB; (e) lead the implementation of a healthcare organizational change in practice; and (f) institute methods or tools to measure the effectiveness of the change. In this course, students will prepare a project to the point of IRB application.

**Major Assignments**

See attached guidelines for each assignment at the conclusion of this document

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion Participation (refer to attached rubric)</td>
<td>10%</td>
</tr>
<tr>
<td>- Due Date: Weekly</td>
<td></td>
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<tr>
<td>Project Work plan, schedule, timeline, and group norms</td>
<td>P/F</td>
</tr>
<tr>
<td>- Due Date: End of week 2</td>
<td></td>
</tr>
<tr>
<td>Leadership Experiences Log</td>
<td>P/F</td>
</tr>
<tr>
<td>- Due Date: End of week 15</td>
<td></td>
</tr>
<tr>
<td>Confidentiality and Clinical Project Agreement</td>
<td>P/F</td>
</tr>
<tr>
<td>- Note: All signatures must be affixed (student and organizational contact) to a single document. This document serves as the official agreement between the healthcare organization, the University of Mary, and the students.</td>
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</tr>
<tr>
<td>- Once all signatures are obtained, this document must be scanned and uploaded in the coursework page.</td>
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</tr>
<tr>
<td>- Due Date: End of week 2</td>
<td></td>
</tr>
<tr>
<td>Seminar &amp; Service Project I First Draft - Written Report</td>
<td>P/F</td>
</tr>
<tr>
<td>- Due Date: End of week 8 or 9 (to be determined by faculty)</td>
<td></td>
</tr>
<tr>
<td>Seminar &amp; Service Project I Written Report (refer to attached rubric)</td>
<td>40%</td>
</tr>
<tr>
<td>- Due Date: End of week 15</td>
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</tr>
<tr>
<td>Seminar &amp; Service Project I First Draft - Formal Presentation</td>
<td>P/F</td>
</tr>
<tr>
<td>- Due Date: End of week 10 or 11 (to be determined by faculty)</td>
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</tr>
<tr>
<td>Seminar &amp; Service Project I Formal Presentation (refer to attached rubric)</td>
<td>40%</td>
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<tr>
<td>- Due Date: End of week 14 or early week 15</td>
<td></td>
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<tr>
<td>Evaluations (refer to attached evaluation forms)</td>
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<tr>
<td>- Mid-Course Self &amp; Team Assessment Evaluation</td>
<td></td>
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<tr>
<td>- Oral Presentation (First Draft) Peer Evaluation of Assigned Team</td>
<td></td>
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<tr>
<td>- Due Date: End of week 8</td>
<td></td>
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<tr>
<td>- Self &amp; Group Evaluation</td>
<td></td>
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<tr>
<td>- Oral Presentation (Final) – Peer Evaluation of Assigned Team</td>
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<tr>
<td>- Organizational Contact Evaluation</td>
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<tr>
<td>- Due Date: End of week 15</td>
<td></td>
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<tr>
<td>IRB Proposal Submission (IRB Application Forms)</td>
<td>P/F</td>
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<tr>
<td>- University of Mary</td>
<td></td>
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<tr>
<td>- Organizational (as applicable) – may not be sought without prior IRB approval from University of Mary and with consent from faculty</td>
<td></td>
</tr>
<tr>
<td>- Due Date: (Goal) End of week 13</td>
<td></td>
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<tr>
<td>Professional Portfolio – The Professional Portfolio assignment is not part of this course grade. However, this assignment is placed here as a reminder so that you can begin to work on your professional portfolio early in your program of study. There may be activities/assignments in this course that facilitated your achievement of your program’s graduate education essentials, competencies, outcomes, and/or professional standards. The Professional Portfolio guidelines are located on the Home Page of every course and are located under the Portfolio tab. This tab contains guidelines, the grading rubric, and examples of portfolios.</td>
<td>NA</td>
</tr>
</tbody>
</table>
Methods for Evaluation and Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
</tr>
<tr>
<td>B+</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>86-89</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
</tr>
<tr>
<td>C</td>
<td>75-81</td>
</tr>
<tr>
<td>D</td>
<td>71-74</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

Students are encouraged to review the Graduate Catalog and the Program Handbook for policies regarding successful academic progression. For example, the Graduate Nursing Handbook indicates a letter grade of less than B- is not passing.

Required Texts and Resource Materials

Students are expected to reference texts and materials used throughout graduate Nurse Administrator course curriculum as well as any healthcare specific texts and materials obtained through research or provided by the faculty. It is expected that current management and leadership literature will be utilized. There is not a designated textbook for this course.

Expectations
Since this is a three semester credit graduate level course offered over 15 weeks, you can expect to spend approximately 3 hours per week interacting in class and in project advising by phone and emails with your course faculty. And, another 6 hours per week studying and preparing assignments outside of class time. You will be required to complete project activities that will result in acquisition of 200 Leadership Experiences hours by the culmination of this course.

The student team is to determine the most effective way to manage the problem critique, the project planning, recommendations and the project implementation and measurement planning of the project. The group should continue to meet on a regular basis to ensure a quality project. It is the student or team’s responsibility to seek additional faculty guidance and set up these meeting as needed. Typically, a student or student team meet on a weekly basis, both as separate student work groups and in partnership with the healthcare organization. These meeting times account as part of your Leadership Experiences and are to be logged. Please refer to expectations for Leadership Experiences documentation.

Attendance Policy
Instructors are required to maintain reports of student attendance and to report absences for each course. At the request of the course faculty, students may be administratively dropped from the course if they do not attend the initial two weeks of class and have not been in contact with the course faculty by the close of the second week (last day to drop a course without a grade). Students who do not enter the classroom for two consecutive weeks during the remaining class term without an approved excused absence, may also be administratively withdrawn from the class.

The policy of class attendance is at the discretion of instructors who will explain their written policy during the first week of class. Students are responsible to familiar with the policy of their instructors. In the case of unexcused absences, students are responsible for work assigned, quizzes, tests or announcements made while absent. For accelerated courses, opportunity to make-up work involving discussion with a peer cohort may not be possible. At the request of the instructor and with approval of the Vice President for Academic Affairs, students may be administratively dropped from classes due to excessive absences.

Assignment & Exam Policy/ies
All assignments and projects are to be completed and submitted by the date they are due. No extensions can be granted for the class discussions. All other assignments completed and submitted after assigned deadline are subject to a 10% reduction in points. Make up assignments for excused absences will be allowed if completed within 5 days of the regular scheduled times. No credit will be given beyond 5 days of the due date. All make-ups are to be given at the faculty’s discretion.

University of Mary Honor Code
In its mission statement, the University of Mary proclaims that “All students are encouraged to seek the truth, to see themselves as whole and unique individuals responsible to God, and to become leaders in service to truth.” Students at the University of Mary are expected to act with integrity at all times. To have integrity is to be trustworthy—to be sound, reliable, and whole—and to live with the inner strength that comes from knowing that one actually is as one portrays oneself to be. The basis of all interaction in the academic community is the expectation that all students will behave in accordance with the values set forth in the University of Mary Academic Honor Code and Honor System. This University of Mary Academic Honor Code expects that individuals will act in a manner that is respectful of the rights and privileges of others. Responsibility for maintaining the integrity of the community rests with each individual member. Each person must examine and evaluate his/her own behavior and regulate that behavior to be
consistent with the expectations of the university community. All students are bound by the University of Mary Honor Code and Honor System which can be located within your online course.

Statement on Academic Honesty: Students who cheat perpetrate an intellectual fraud which betrays their own potential, cheapens the honest achievements of others, and undermines the integrity of the university community. Plagiarism is a form of cheating. Students who violate academic honesty fall under the Academic Integrity Policy and are subject to the sanctions under that policy including removal from their programs of study or dismissal from the University.

Policy:
- The instructor will initiate action against a student found cheating while enrolled in a course within seven (7) days of discovery of the infraction. The instructor will formally notify the student and record the action.
- The instructor may apply any of the following sanctions to students found to have cheated during the term of the course:
  - The student will receive a zero for the work in question.
  - The student will be given another opportunity to demonstrate knowledge or skills.
  - The student will be expelled from class with a failing grade.
  - The instructor may recommend additional sanctions to the student’s Program Director, the student’s Division Chair or Dean, or the University Director of Graduate Studies.

Please refer to the most current Graduate Studies Catalog’s Graduate Policies and Procedures sections titled “Academic Honesty” and “Policy” for additional information. A student who is found to breach this policy while enrolled in a course will be formally notified by the instructor and the action will be recorded in the student’s file.

Forms of Plagiarism

Source: Westmont College ~ 955 La Paz Road, Santa Barbara, CA 93108 805.565.6000
http://www.westmont.edu/_academics/pages/provost/curriculum/plagiarism/facinfo.html

Minimal Plagiarism
Doing any of the following without attribution:
- Inserting verbatim phrases of 2-3 distinctive words
- Substituting synonyms into the original sentence rather than rewriting the complete sentence
- Reordering the clauses of a sentence
- Imitating the sentence, paragraph, or organizational structure, or writing style of a source
- Using a source’s line of logic, thesis or ideas

Consequence:
- Use situation as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly, Christian community
- At the professor’s discretion, assignments may be rewritten and resubmitted, with or without a grade penalty.
- Repeated instance of minimal plagiarism may, at the professor’s discretion, be treated as substantial plagiarism. If the professor plans to exercise discretion in cases of minimal plagiarism, procedures and consequences should be clearly described in the course syllabus/learner guide.
- Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Assistant VP for Academic Affairs)

Substantial Plagiarism
Doing any of the following without attribution:
- Inserting verbatim sentences or longer passages from a source
- Combining paraphrasing with verbatim sentences to create a paragraph or more of text
- Repeatedly and pervasively engaging in minimal plagiarism

Consequence:
- First Offense: The student receives a failing grade on the assignment that has been plagiarized and a Faculty Report of Student Plagiarism is submitted to the Assistant VP for Academic Affairs.
- Second Offense: The student receives a failing grade in the course and a Faculty Report of Student Plagiarism is submitted to the Assistant VP for Academic Affairs.
- Third Offense: The student is recommended for expulsion from the University. Action is taken at the discretion of the Assistant VP for Academic Affairs.

Complete Plagiarism
Doing any of the following without attribution:
- Submitting or presenting someone’s complete published or unpublished work (paper, article, or chapter)
- Submitting another student’s work for an assignment, with or without that student’s knowledge or consent
- Using information from a campus file or old assignments
- Downloading a term paper from a web site
- Buying a term paper from a mail order company or web site
- Reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructor(s) involved

Consequence:
- First Offense: The student receives a failing grade in the course and a report is submitted to the Assistant VP for Academic Affairs within 10 school days.
- Second Offense: The student is expelled from the University. Action is taken at the discretion of the Assistant VP for Academic Affairs.

Developed: April 2012;
Channel for Communication Relating to this Course:
Instructor > Graduate Nurse Administrator Program Coordinator > Chair of Graduate and Distance Nursing Education > Dean of the School of Health Sciences > Assistant VP Academic Affairs

Students may appeal the ruling of a Dean based on the discovery of new evidence previously unavailable or a significant irregularity in the procedural process which could affect the outcome of the finding by the Dean. The appeal must take place within 30 days of the decision by the Dean. Students appeal to the Assistant Vice President for Academic Affairs (AVPAA). General dissatisfaction with the decision of the Dean or assigned alternate is not sufficient grounds to appeal the decision to the AVPAA. For more information, please review the Academic Appeals Process located in the university catalog.

Statement Regarding Reasonable Accommodations:
The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for students who provide required documentation. Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. For further information, contact Betsy Hermanson, Director of Student Accessibility Services in the Student Success Center, located in the lower level of Welder Library, at (701) 355-8264 or ejhermanson@umary.edu
Discussion Forums and Classroom Discussion Participation

Active participation in online class discussion is a requirement of this course. Each module there will be discussion related to:

A. Project progress
B. 1 or 2 discussions related to leadership topics

In this course, module lengths vary from 1-3 weeks. Please consider the follow guidelines for discussion participation as it relates to each type of discussion in this course.

A. Discussions related to your project progression:
   The purpose of the discussions in this course is to:
   ● provide the class with an overview of your team’s project as it progresses each week
   ● solicit cross-talk between and amongst the teams thus promoting class learning about different projects
   ● ask for help when you need assistance.

   At least one member of a project team is required to post elements/updates of their project progress (each week of the module) for review and comment from their peers. The team member who assumes responsibility for posting an update may (and probably should) circulate between team members in subsequent weeks of the same module. *Think of this discussion as a weekly update of your project work.*

   As an individual, every class member is expected to contribute a response to a team outside of their own (each week of the module). Peer responses to these project updates should be framed to help broaden or deepen the content of a project. Responses are offered in the spirit of providing critical, yet constructive feedback. Effective leaders in nursing aspire to serve as supportive nurse colleagues in order that the profession is advanced. Through this activity the goal is not only that individual projects will improve, but also that individuals can develop skills in providing high level, quality feedback.

B. Non Project Related Discussions:
   Discussion posts and responses to student colleague posts are expected to incorporate citations from texts used throughout the Nurse Administrator curriculum as well as other readings completed by the student. The following are criteria:
   ● A minimum of an initial post to each discussion board (by Tuesday at midnight of the first week of the module)
   ● At least one reply to each discussion board (by Friday at midnight of the first week of the module)
# DISCUSSION RUBRIC

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Online</th>
<th>Onsite</th>
<th>Expectation Fully Met</th>
<th>Expectation Partially Met</th>
<th>Expectation Inadequately Met</th>
<th>Expectation Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of the Student's Initial Discussion Posts:</td>
<td>Makes contributions to the posted discussion to the degree that the instructor and classmates can identify thoughtfulness and comprehensive understanding of the discussion topics.</td>
<td>Actively contributes to and is an engaged participant in class discussion.</td>
<td>The specified expectation is fully met 2.75 pts</td>
<td>The specified expectation is partially met 2.5 pts</td>
<td>The specified expectation is inadequately met 0 pts</td>
<td>The specified expectation is not met 0 pts</td>
</tr>
<tr>
<td></td>
<td>Demonstrates analysis and integration of ideas from course readings.</td>
<td>Excellent reference of EBP resources are used during contributions to class discussion.</td>
<td></td>
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<td></td>
<td>Exhibits excellent use and citation of evidence based references in discussion post.</td>
<td>Demonstrates analysis and integration of ideas from readings and other student colleagues’ discussion posts as related to the discussion topics.</td>
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<td>Validates the posts with a mixture of classmate-reviewed sources that the student discovered through information literacy. The student uses a variety of sources that are topical and tie in related outside perspectives.</td>
<td>Contributes in class discussion to the degree an instructor can easily identify thoughtfulness and comprehensive understanding of the discussion topics.</td>
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<td></td>
<td>Thoughtfully considers and responds to the assignment question(s) using sound argumentation and clear prose. Additional content is added to enrich the discussion.</td>
<td>Participates in discussion forums on the LMS (Canvas) as assigned by faculty. Meets online criteria (at left) with discussion postings in LMS.</td>
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<td></td>
<td>Offers analysis, synthesis, and evaluation of course work material in a manner that enhances learning. Provides pertinent and legitimate information that supports the main points and shows thoughtful, in-depth and insightful analysis, which fosters further discussion on the topic to explore new lines of argument or different perspectives.</td>
<td>3 pts</td>
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<tr>
<td>Quality of Contributions to Classmates’ Discussion Posts:</td>
<td>Provides frequent concise feedback to classmates’ comments to foster critical thought of the discussion question(s).</td>
<td>Cross-talk and interaction builds on ideas from classmates and enhances the strengths or weaknesses of discussion content.</td>
<td>The specified criteria are fully met 2.75 pts</td>
<td>The specified criteria are partially met 2.5 pts</td>
<td>The specified criteria are inadequately met 0 pts</td>
<td>The specified criteria are not met 0 pts</td>
</tr>
<tr>
<td></td>
<td>Responses reflect ideas from other classmates’ discussion posts relating to the assigned discussion topics. Contributes additional substantive, thoughtful, and analytical responses to the postings that are made by other classmates.</td>
<td>Thoughtfully considers and responds to classmate’s comments using sound argumentation, clear prose, and tactfulness; the response is comprehensive and challenging. These responses serve to deepen the conversation.</td>
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<td></td>
<td>Thoughtfully considers and responds to classmates’ postings using sound argumentation, clear prose, and tactfulness; the response is comprehensive and challenging. These responses serve to deepen the conversation.</td>
<td>Participates in discussion forums on the LMS (Canvas) as assigned by faculty. Meets online criteria (at left) with discussion postings in LMS.</td>
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<td></td>
<td>Builds on ideas from other classmates through cross-talk and interaction as well as enhances the strengths or weaknesses of discussion content.</td>
<td>3 pts</td>
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<tr>
<td>Degree of Participation/ Timelines:</td>
<td>Minimum of an initial post to each discussion thread by Tuesday at midnight. Additional substantive, thoughtful and analytical responses (a minimum of one reply to each discussion per week) to postings from classmates by Friday at midnight.</td>
<td>Prepares for class discussion and has concise comments to allow time for others to participate.</td>
<td>The specified criteria are partially met 1.75 pts</td>
<td>The specified criteria are inadequately met 1.5 pts</td>
<td>The specified expectations are not met 0 pts</td>
<td></td>
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<tr>
<td></td>
<td>Grammar and Spelling: Postings are without spelling, grammar, punctuation, or syntactical errors that distract the reader from the content. Word choice is consistently accurate and appropriate.</td>
<td>Participates in discussion forums on the LMS (Canvas) as assigned by faculty. Meets online criteria (at left) with discussion postings in LMS.</td>
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<td></td>
<td>APA: The student demonstrates excellent use and proper APA citation of evidence based references that are used in the discussion.</td>
<td>2 pts</td>
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</tbody>
</table>

Project Work Plan, Schedule, Timeline and Group Norms

Please submit in one document:

1. Summary of discussion regarding the identified organizational problem or request, the scope of the project, and the clinical question
2. List the student team’s agreed upon project objectives and goals that have been set in collaboration with the organization
3. Provide the student team and organizational leadership roles and responsibilities that were determined with the organizational contact person
4. Design a project team work plan, schedule and timeline
5. Established student group norms

This work is to be submitted to the appropriate tab in the coursework page.
Statement of Confidentiality And Clinical Project Agreement

The following page is the Statement of Confidentiality and Clinical Project Agreement that all student groups are required to complete in collaboration with the organization. This agreement needs to be attested by the organizational contact.

The purpose of this agreement is to identify the student group has engaged in discussion with the organization about the organization’s unique needs and both parties have agreed for the student group to proceed with preliminary work on an evidence based practice project to address the organizational need. It is important to ensure that confidentiality is maintained in the 2 capstone classes, Seminar and Service Projects I and II, specifically involving sensitive internal organizational data that may be discussed in the context of these projects.

Students are required to sign two (2) confidentiality statements during their program of study, one from the Graduate Nursing Handbook, when you were accepted into the graduate program, and, this Confidentiality and Clinical Project Agreement with your partnering organization. Students are reminded that a breach of confidentiality would result in dismissal from the program. Any sensitive internal data that is discussed in class during presentations or on the discussion forums needs to remain within this class for the purpose of learning and supporting our nurse colleagues’ projects and presentations.

It is possible to have a scenario where students in class together are employed at competing organizations. In these situations it is particularly important to be most respectful of confidential data, sensitive information, resources, and strategic plans of the collaborating organization where the student group is implementing new initiatives.

The organizational contact is an individual, typically a nurse leader (i.e., CNO, nursing director, nurse researcher, etc.), who works in a capacity closely related to the project purpose.
Statement of Confidentiality And Clinical Project Agreement

From the rich heritage infused by the founders, the Sisters of Annunciation Monastery, the University of Mary has selected the following six values for special emphasis: Hospitality, Respect for Persons, Moderation, Community, Service, and Prayer (adapted from Benedictine Educational Philosophy, revised 7-15-98).

The spirit of the above mentioned six values presents the opportunity to forge a learning/consulting relationship (the Project) between a Seminar and Service Project Team (NUR 696) enrolled in the Nurse Administrator Program (Program) and an organization (Organization) in North Dakota, representing designated issues in management.

Reflecting the spirit of the above-mentioned six values, we the undersigned, by this “Statement of Confidentiality,” acknowledge and assure complete confidentiality of the Project. Discussion of and written materials of the Project shall remain among the Seminar Class, the faculty, the management (or designee) of the organization, and the Director of the Program.

We the undersigned acknowledge and assure complete confidentiality, as well as acknowledge that we have signed and submitted to the Graduate Nursing office in Bismarck the Confidentiality & Privacy Oath found in the Graduate Nursing Handbook.

_________________________________________/________
Name Date

_________________________________________/________
Name Date

_________________________________________/________
Name Date

_________________________________________/________
Name Date

Name of organization: ______________________________________

Organizational contact name and credentials: ________________

Title: __________________________________________________________

Address:_______________________________________________________

City, State, Zip: ________________________________________________

Phone number(s):______________________________________________

Email:__________________________________________________________

Attest by organization’s designee: ________________________________/________

Signature Date

Attest by faculty: ________________________________________/________

Signature Date
Leadership Experiences

The AACN Master's Essentials, which guides the accrediting body of graduate nursing programs (CCNE), require that all graduate nursing students complete at a minimum 500 hours of practical or clinical hours. In the Nurse Administrator Program these practical or clinical hours are referred to as “Leadership Experiences”. You have already completed many of these hours in previous coursework and have documented them in your Leadership Experiences Log.

In this course students will participate in at least 200 hours of Leadership Experiences. These 200 hours will be time spent working either directly or indirectly on the course project. For those students who may be living at a distance from the project location it will be necessary to have an active and ongoing role in project proceedings. Students will be expected to log their Leadership Experiences time and activities. Please use the running Leadership Experiences you have already entered Leadership Experiences from previous coursework to document the Leadership Experiences hours for this course. Examples of Leadership Experiences related to your project will include but may not be limited to the time:

Direct
- In regular meeting times you establish as a working group
- Within the healthcare organization working on project related activities
- Acquiring and studying organizational data behind the impetus of the project
- Presentation of project plan to healthcare organization

Indirect
- Accrued during appraisal of suggestions provided on the discussion board
- Researching and critiquing the body of knowledge needed to inform your project
- Creating a project implementation and measurement plans
- Composing of written project work
- Developing and delivering project presentation
- Related to IRB application
University of Mary  
Leadership Experience Hours Rolling Log

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Date</th>
<th>Activity</th>
<th>Student Role</th>
<th>Brief Description of Activities</th>
<th># of hours</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Students will enter data for Leadership Experiences across all courses on this rolling log. Therefore, it is encouraged that an electronic copy be kept for easy access from semester to semester.
Seminar and Service Project Written Report Guidelines

The guidelines provided below will be used by students as they prepare their first draft, which is submitted mid-course, and for the final draft, which is submitted at the end of the course. Following these guidelines are examples of tables to be included in your written report. Also following is the grading rubric used to score the final written report assignment.

The first draft is an important mechanism to help students or student groups identify areas of concerns or components of the project needing added strength. It is expected that there is progression in the quality of the project and written report from the point of first draft submission to the final draft submission. Suggestions that are received as a result of ongoing work in within the healthcare organizations, from peers during course discussions and presentations, as well as from course faculty should be incorporated.

1. The student will be responsible for choosing a project and partnering with a healthcare organization to develop a project that meets the needs of that organization. Develop a project based on organizational request or identified need. Projects of significant interest to healthcare organizations include topics related to the implementation of high reliability strategies for change and innovation within organizational systems using evidence-based practice. Examples include, but are not limited to, projects involving efficiency of processes, healthcare quality, patient safety, patient-centered care, and improving the patient/family/consumer experience. The following are options for methods of individual students meeting the objectives and outcomes of this course:
   a. A student works within a team of interdisciplinary professionals from a healthcare organization.
   b. A group, of not more than 4 students, work together with an interdisciplinary team of professionals from a healthcare organization.

2. The student and/or team will establish an initial meeting with a representative(s) of the healthcare organization to discuss organizational needs and identify a potential project focus. Results of this meeting must be communicated with course faculty for approval and for assurance that the anticipated project meets the level of scholarly rigor and comprehensive nature intended for the course/project.

3. Once the project has been determined, the team will define parameters of a potential project and a project timeline up to the point of project implementation. If desired by the team or the organizational contact, a meeting (WebEx, telephone conference or face-to-face) can be established by the course faculty to ensure understanding by all persons involved, i.e., the student team, the organizational contact and the course faculty.

4. All work related to the project is strictly confidential and all students must sign the “Statement of Confidentiality and Clinical Project Agreement” (attached) within the first two weeks of the class. Confidentiality is critical for the organization as well as the credibility of each student and the University of Mary. When signing this document, the student and organizational representative verify mutual agreement for the project. In addition, by signing this document the student acknowledges that during the course of their graduate study, s/he has signed and submitted to the Graduate Nursing Office in Bismarck the “Confidentiality and Privacy Oath” found in the Graduate Nursing Handbook.

5. The student/student team will design a project work plan, schedule, and timeline to include group norms (see assignment guideline) within one week of the initial meeting with the organization. By the end of the second week of class, a copy of this assignment will be submitted to the coursework page for faculty review and approval. The student team should collaborate on determining work assignments and workloads with the following roles as consideration:

   A. STUDENT/S PROJECT LEAD: designated as the key contact(s) between the student group and healthcare organization. Responsible for coordination of project activities and meeting schedule with organization. Will be integral in resolving any key access issues.

   B. INTERNAL DATA GATHERING: responsible for the gathering and assessing organizational (internal) data needed to inform the merit of the project (NUR 696) and to be subsequently used (NUR 697) to measure against when assessing effectiveness of project.

   C. EXTERNAL DATA GATHERING: responsible for searching, abstracting, and critiquing external data from the body of knowledge (i.e., primary research, best practices and benchmark data, and/or state, regional or national data) to be used to form the project significance, develop evidence based recommendations, and structure the project implementation and measurement plan.

D. EDITING: responsible for editing and oversight of final written project. The project should read as though there is one author. This objective is the responsibility of the editing team.

E. PRESENTATION: responsible for the majority of the oral presentation to the organizational representatives and faculty.

F. HUMAN SUBJECTS PROTECTION: responsible for completion of IRB application and submission to both University of Mary and organizational IRB application. Oversight of any required revisions made necessary by IRB direction subsequent to submission to either University of Mary or organizational IRB application.

6. The University of Mary expectations of Graduate Nursing Students are that all will be involved throughout the project and have influence in all aspects of the project; hence, the above distinctions (A-E) serve only to clarify responsibilities and accountabilities.

7. The seminar faculty will be available for consultation to the student team throughout the project. The student team is responsible to contact and notify the faculty if the faculty’s attendance is warranted at group meetings.

9. The student team is responsible for the project and presentation. The faculty serves in an advisory role and is responsible to provide guidance, monitor project quality, and validate project progression.

10. The written project format MUST FOLLOW APA GUIDELINES and will be formatted in the following order:
   A. Cover page (Title Page)
   B. Acknowledgments
   C. Table of Contents
   D. List of Tables (this page lists the tables and the page number they fall on within the body of the paper)
   E. List of Figures (this page lists the figures and the page number they fall on within the body of the paper; there may not have any figures until you reach NUR 697)
   F. List of Appendices (this page lists the appendices and the page number they fall on at the end of the paper; include Power Point slides used for final formal presentation as an appendix. At the end of Learner Guide the actual steps to add your Power Point slides as an appendix are outlined. Basic instructions to do this are below.):
      - Open the Power Point presentation
      - Set up the program to print as handout with 6 to a page
      - Click on options and save as a PDF document
      - Go to tools; select and zoom then snap shot
      - Highlight and paste into the word document
      - You will need to do 1 page (6 slides) at a time.
   G. Body of Manuscript (Text bolded below should be used as headers within your manuscript and in your table of contents. Be sure to follow the APA level heading guidelines.):
      1. Title of Paper – this is not a level of heading according to APA. The title should not be boldface and should be centered at the top of the first page of the paper. Remember the paper will have a cover title page as well.
      2. Introduction statements - remember in APA the introduction doesn’t have a header
         i. Problem statement - this will be your first header [level 1 heading] – see APA manual pg. 62
            - What is the problem? This section will outline the problem or organizational request.
         ii. Significance of Clinical Problem [level 1 heading]
            - Why is this problem unique and or timely?
            - Why is it or should it be a priority?
            - How does it fit into the context of organizational health, patient health, and/or the scope of healthcare nationally?
         iii. PICO(T) question - all 4 elements of the PICO question must be identifiable [level 1 heading]
iv. **Purpose Statement** - Remember a purpose statement is declarative. The purpose of this project is to:

- What does the project intend to do?
- Where will it occur? (Do not give specific organizational name – only offer a *brief* description. A more comprehensive description of the setting occurs later in the paper.)

3. **Review of Literature**

i. Literature Search - Narrative description of literature search and critique of evidence. The body of the paper will reference the reader to both tables bulleted below:

   - External Data table (refer to Table 1 example below)
   - Matrix Grid or Level of Evidence Table (refer to Table 2 example below). To be included on this table are all references that influenced the team’s project recommendations or implementation strategies.

ii. Synthesis of Current Literature (i.e. literature review) – thematic writing is encouraged. Each theme, cited from multiple resources, is described in the literature review. Level 3 headings can be used to signify the theme.

4. **Project Problem Identification** - Describe how specific gaps were identified, i.e., consider root cause analysis, fishbone, or other methodologies and consider all factors affecting gap.

i. **Internal Evidence**

   - Narrative of organizational background data related to the project (i.e. what are the baseline metrics leading to the need for the project). This narrative should reference to the Internal Data Table.
   - Internal Data table (refer to Table 3 example below)

ii. **External Evidence**

   - This section will describe the relationship of external data from the literature review to the internal organizational data supporting the need for change

5. **Project Recommendations** - Based on the preceding analysis, recommendations may be related to protocols, policies, processes, procedures, nursing interventions, clinical care, or other needs as identified. Articulate clear, specific, and measurable recommendations linked to the organizational gaps identified, organizational objectives, and internal and external data. This section will be short and concise and should:

   i. State the project recommendations
   ii. Conclude this section with a concise summary of the internal and external data supporting the recommendations

6. **Project Implementation Plan** - start this section with restating the problem

i. **Change Theory** - select a change theory that aligns with project needs and can be utilized as a framework to support the project and implementation plan. Describe this change theory. Students are encouraged to use previous textbooks for this work and supplement it with additional resources.

ii. **Key stakeholders** -

iii. **Barriers and facilitators/ drivers and resisters to change** - Consider factors that will influence adoption or rejection of your project. What is the setting’s readiness for change?

iv. **Business Impact** – Describe how the project may impact the organization’s business. Given the uniqueness projects business impact may be human resources, patient satisfaction, internal and external marketing, financial bottom lines, etc.

v. **Organization planning process** - Relate implementation plan to strategic, mission, vision or financial planning process of the healthcare organization

vi. **Implementation Plan** - Refer to Chapter 5 in your Roussel text and Chapter 12 in your Melynk text. Using the elements of the change theory you selected to frame your project lay out in detail your implementation strategy. Identify and describe the setting where your project will be implemented, including the type of facility, number of beds, unit or location of project, rational for selecting this setting. Define who your project participants are. Your implementation plan should address the who, what, where, when, and why for each project recommendation. A project action plan including a timeline should be
incorporated. The following factors are not an exclusive list but are factors for you to consider in your implementation plan:

- Administrative support
- Champions/Resistors
- Values and Beliefs
- Clinical Leadership
- Communication
- Timing
- Education
- Information Technology
- Ongoing review & modification
- Performance improvement
- Feedback

7. **Project Measurement Plan** - Use the baseline metrics gathered from the internal data analysis during the fact findings phase to establish the project measurement outcomes. The measurements for project outcomes need to be:

- Specific
- Measurable
- Attainable
- Realistic
- Time-limited

8. **Human Subject Protection Statement**

9. **Conclusions**

11. To assist in development of the written report that students will complete as one of the major assignments for this course, the following steps may be useful:

a. Define the organizational request and/or problem statement
   i. Determine scope of project/request
   ii. Identify the organizational problem
   iii. Form the clinical question using the PICO format
   iv. Outline organizational client’s expectations
   v. Prepare project work plan, schedule, timeline, and group norms for project and gain agreement on process

b. Fact-find
   i. Determine the significance of the problem or request from an organizational perspective
   ii. Gather internal and external data
   iii. Complete a literature review
   iv. Determine key stakeholders
   v. Determine specific purpose and type of needs assessment
   vi. Identify and select resources for information and needs assessment
   vii. Retrieve and validate the facts

c. Critique
   i. Critique the internal and external data
   ii. Determine specific gaps (consider root cause analysis, fishbone, or other methodology)
   iii. Consider all factors affecting gap
   iv. Define barriers & facilitating factors; drivers & resistors to change
   v. Identify change(s) necessary to close gaps
   vi. Determine objectives
   vii. Determine business impact
d. Design and develop recommendation(s)
   i. Study change theories that align with project needs (students are encouraged to use previous textbooks for this work and supplement it with additional resources)
   ii. Articulate clear, specific, and measurable recommendations linked to gaps identified, organizational objectives, and internal and external data.

e. Develop an implementation plan specific to the project and organization
   i. Restate the problem
   ii. Relate implementation plan to organization’s planning process (strategic, mission, vision or financial)

f. Develop measurement plan
   i. Produce methods and/or tools to measure the results of what has changed or improved as a result of implementing recommendations.
   ii. Use the baseline metrics gathered from the internal data analysis during the fact-finding phase to establish the project measurement outcomes. The measurements for project outcomes need to be:
      1. Specific
      2. Measurable
      3. Attainable
      4. Realistic
      5. Time-limited

12. The length of the final document will vary as projects vary. Keep in mind that is a compilation of a team effort.
Examples of table format as introduced in NUR 601 (Content within tables listed is merely to serve as an example of table layout and content):

Table 1

<table>
<thead>
<tr>
<th></th>
<th>CINAHL</th>
<th>MEDLINE</th>
<th>Cochrane</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Safety</td>
<td>In these cells you will simply list the number of “hits” found in the database for this keyword</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Length of shift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>1 and 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>1 and 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>2 and 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2

Matrix Grid

<table>
<thead>
<tr>
<th>Full APA Reference Citation</th>
<th>Research Purpose</th>
<th>Study Design</th>
<th>Sample (Setting)</th>
<th>Data Collection/Measures</th>
<th>Analysis/Outcomes</th>
<th>Strengths/Limitations</th>
<th>Joanna Briggs Level of Evidence</th>
<th>Study Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rogers, A. E., Hwang, W., Scott, L. D., Aiken, L. H., Dinges, D. F. (2004). The working hours of hospital staff nurses and patient safety. Health Affairs, 23(4), 202-212.</td>
<td>The purpose of this research was to examine the work patterns of hospital staff nurses and to determine if there is a relationship between hours worked and the frequency of errors.</td>
<td>Non-experimental, descriptive</td>
<td>393 registered nurses of the American Nurses Association</td>
<td>Spiral-bound logbooks were used to collect information about hours worked (both scheduled and actual hours), time of day worked, overtime, days off, and sleep/wake patterns. Subjects completed seventeen to forty items per day; all forty questions were completed only on days the nurses worked. Questions regarding errors and near errors were included, and space was provided for nurses to describe any errors or near errors that might have occurred during their work periods. On days off, nurses were asked to complete the first seventeen questions about their sleep/wake patterns, mood, and caffeine intake. All items in the logbook and the logbook format itself were pilot-tested before this study began.</td>
<td>Descriptive statistics and frequency tables</td>
<td>Data collected on 5,317 work shifts revealed that hospital staff nurses worked longer than scheduled daily, and generally worked more than forty hours per week. There were 199 errors and 213 near errors reported during the data-gathering period. Our analysis showed that work duration, overtime, and number of hours worked per week had significant effects on errors. The likelihood of making an error increased with longer work hours and was three times higher when nurses worked shifts lasting of 12.5 hours or more (odds ratio =3.29, p =.001)</td>
<td>Level 4</td>
<td>High Quality</td>
</tr>
</tbody>
</table>

Next Citation Etc.
Table 3

**Internal Data**

<table>
<thead>
<tr>
<th>Data Need</th>
<th>Special Considerations</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of 8 hour nursing shifts</td>
<td></td>
<td>Unit director</td>
</tr>
<tr>
<td>Percentage of nursing shifts longer than 8 hours</td>
<td>Asking for this data will not allow for differentiation between 10, 12, and 16 hours shifts</td>
<td>Unit director</td>
</tr>
<tr>
<td># of nursing errors in critical care unit</td>
<td>What timeframe should be queried</td>
<td>Risk Management</td>
</tr>
<tr>
<td>Hour of shift with greatest incidence of error</td>
<td>Be clear with source of data that the information needed is which hour of the shift (ie, 9th hour worked) is needed rather than hour of day.</td>
<td>Risk Management</td>
</tr>
</tbody>
</table>

**Special Note:** Tables, Graphs, & Figures should all be formatted professionally following APA format. According to APA guidelines, tables and figures should be placed within the text (not in appendix) and be referenced by number and briefly described in the narrative of the paper. Table titles are at the top of the table and figures are title at the bottom. For specifics on formatting please see your APA manual, pages 128-150.

## Final Written Report - Evaluation Rubric

### Team / Students:

### Evaluator:

<table>
<thead>
<tr>
<th>Organization</th>
<th>10</th>
<th>7</th>
<th>4</th>
<th>1</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Paper Development</td>
<td>The student has reviewed and successfully taken into consideration suggestions made from previous reviews. All valid suggestions for change have been completed.</td>
<td>The student has reviewed and successfully taken into consideration suggestions made from previous reviews. Many to most suggestions for change have been completed.</td>
<td>The student has reviewed and successfully taken into consideration suggestions made from previous reviews. Some suggestions for change have been completed.</td>
<td>The student has reviewed and successfully taken into consideration suggestions made from previous reviews. Few suggestions for change have been completed.</td>
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<tr>
<td>2. Focus and Relevancy of Paper Topic</td>
<td>There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. The paper topic is appropriate to nurse administrator audiences. The content is timely and adds to the knowledge base of the profession. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.</td>
<td>Main idea is clear but the supporting information is general. The paper topic is mostly appropriate to nurse administrator audiences and probably timely content. Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.</td>
<td>Main idea is somewhat clear but there is a need for more supporting information. The paper topic is mostly appropriate to nurse administrator audiences but may not be timely content. Supporting details and information are relevant, but several key issue or portions of the storyline are unsupported.</td>
<td>The main idea is not clear. There is a seemingly random collection of information. The paper topic is not appropriate to nurse administrator audiences and probably not timely content. Supporting details and information are typically unclear or not related to the topic.</td>
<td></td>
</tr>
<tr>
<td>3. References and Use of Evidence Based Resources</td>
<td>All sources used for quotes and facts are credible and cited correctly both in-text and in the reference page. All sources in the reference page are used in manuscript narrative. Utilization of evidence based resources is easily identifiable by the nature of scholarly writing throughout the manuscript.</td>
<td>All sources used for quotes and facts are credible and most are cited correctly. All sources in the reference page are used in manuscript narrative. Utilization of evidence based resources is recognized often in the manuscript by demonstration made through scholarly writing.</td>
<td>Most sources used for quotes and facts are credible and cited correctly. All sources in the reference page are used in manuscript narrative. Utilization of evidence based resources is recognized but not consistently demonstrated in the manuscript.</td>
<td>Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly. Not all sources in the reference page are used in manuscript narrative. Utilization of evidence based resources is not recognized in the manuscript.</td>
<td></td>
</tr>
<tr>
<td>4. APA format</td>
<td>APA writing style is followed consistently, across all elements of the paper. To include, but not be limited to, cover page, running head, spacing, section headers, citation, use of tables, figures and appendices, and reference page.</td>
<td>APA writing style is followed the majority of the time, across all elements of the paper. To include, but not be limited to, cover page, running head, spacing, section headers, citation, use of tables, figures and appendices, and reference page.</td>
<td>APA writing style is followed occasionally. To include, but not be limited to, cover page, running head, spacing, section headers, citation, use of tables, figures and appendices, and reference page.</td>
<td>APA writing style is not complied with.</td>
<td></td>
</tr>
</tbody>
</table>
## 5. Sequencing and Transitions

<table>
<thead>
<tr>
<th>Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. A variety of thoughtful transitions are used. They clearly show how ideas are connected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details are placed in a logical order, and the way in which they are presented / introduced sometimes makes the writing less interesting. Transitions clearly show how ideas are connected; variety of transitions could be improved.</td>
</tr>
<tr>
<td>Some details are not in a logical or expected order, and this distracts the reader. Some transitions work well; but connections between other ideas are fuzzy.</td>
</tr>
<tr>
<td>Many details are not in a logical or expected order. There is little sense that the writing is organized. The transitions between ideas are unclear or nonexistent.</td>
</tr>
</tbody>
</table>

## 6. Sentence Structure, Flow, Rhythm & Length

<table>
<thead>
<tr>
<th>Writing and Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sentences are well-constructed with varied structure. All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. Every paragraph has sentences that vary in length. Writer makes no errors in grammar or spelling that distracts the reader from the content.</td>
</tr>
<tr>
<td>Most sentences are well-constructed with varied structure. Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. Almost all paragraphs have sentences that vary in length. Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td>Most sentences are well-constructed but have a similar structure. Some sentences vary in length. Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td>Sentences lack structure and appear incomplete or rambling. The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. Sentences rarely vary in length. Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.</td>
</tr>
</tbody>
</table>

## 7. Introduction:

- **Problem Statement**
- **Significance of clinical problem**
- **PICO Question**
- **Purpose Statement**

<table>
<thead>
<tr>
<th>1. The introduction statements are inviting, state the main topic and preview the structure of the paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The problem statement &amp;/or request is presented as a clear, concise statement in the introductory section of the written project.</td>
</tr>
<tr>
<td>3. The significance of the clinical problem is clearly outlined and contributes to the clinical merit of the scholarly project.</td>
</tr>
<tr>
<td>4. The PICO question is well written, succinct, and includes all four essential components.</td>
</tr>
<tr>
<td>5. The purpose statement is clear, concise, and cogent. It lays the foundation for the remainder of the scholarly project.</td>
</tr>
<tr>
<td>1. The introduction statements clearly outline the main topic and preview the structure of the paper; could be improved to be more inviting to the reader.</td>
</tr>
<tr>
<td>2. The problem statement &amp;/or request is presented in the introductory section; clarity or conciseness could be improved.</td>
</tr>
<tr>
<td>3. The significance of the clinical problem could be more clearly outlined as well as the clinical merit of the project.</td>
</tr>
<tr>
<td>4. The PICO question is well written, succinct, and includes all four essential components.</td>
</tr>
<tr>
<td>5. The purpose statement is clear, concise, and cogent.</td>
</tr>
<tr>
<td>1. The introduction statements identify the main topic, but do not adequately preview the structure of the paper nor is it particularly inviting to the reader.</td>
</tr>
<tr>
<td>2. The problem statement / request is presented but lacks clarity or conciseness and is not within the introductory section.</td>
</tr>
<tr>
<td>3. The significance of the clinical problem could be more clearly outlined as well as the clinical merit of the project.</td>
</tr>
<tr>
<td>4. The PICO question is less clear or has less than four of the essential components.</td>
</tr>
<tr>
<td>5. The purpose statement lacks clarity, conciseness, and cogency.</td>
</tr>
<tr>
<td>1. There is no clear introduction of the main topic or structure of the paper.</td>
</tr>
<tr>
<td>2. The problem statement is not present and must be inferred by the reader.</td>
</tr>
<tr>
<td>3. The significance of the clinical problem is not clear or succinct and has less than three of the essential components.</td>
</tr>
<tr>
<td>4. The PICO question is stated but not clear or succinct and has less than three of the essential components.</td>
</tr>
<tr>
<td>5. The purpose statement is absent.</td>
</tr>
</tbody>
</table>
| 8. **Review of Literature**  
  - Literature Search Description  
  - Synthesis of Current Literature | The written report effectively:  
  - Discusses process for literature search and critique of evidence including:  
    1. External data table  
    2. Level of evidence table  
  Comprehensive investigation and critical analysis of the body of knowledge relevant to the problem statement is evident in the written project. | Process for literature search and critique of evidence, including 2 tables or review of literature could be strengthened. | Limited investigation into the body of knowledge needed to inform the work of the project. | Large gaps evident in the review of literature important to the project. |
|---|---|---|---|---|
| 9. **Problem Identification:**  
  - Internal Evidence  
  - External Evidence | The written report effectively discusses internal evidence:  
  - Appropriate organizational background r/t the project.  
  - An internal data table  
  - The relationship between internal evidence (data) to external evidence found in the literature review is articulated. | The description or tables could be strengthened. | The description or tables does not develop this topic fully. | Not developed |
| 10. **Project Recommendations** | Determines clear and concise project objectives followed by recommendations that are clear, specific, and measurable; related to project objectives and linked to internal and external data. | Determines project objectives followed by recommendations that are somewhat clear or specific, and measurable; and they are not strongly related to project objectives or linked to internal and external data. | Determines project objectives followed by recommendations that lack clarity and/or specificity and measurability; and they are not strongly related to project objectives or linked to internal and external data. | Determines project objectives followed by recommendations that are unclear, non-specific or not-measurable; they are not related to project objectives or linked to internal and external data. |
| 11. **Project Implementation Plan:**  
  - Change Theory  
  - Key stakeholders  
  - Drivers and Resisters to change  
  - Business Impact  
  - Organization Planning Process  
  - Implementation Plan | Implementation plan, change theory, and link to organizational planning processes and mission are all well developed. A project timeline is proposed. Key stakeholders and project drivers and resisters to change are discussed as well as strategies to overcome barriers. The business impact of the project is addressed. | Implementation plan, change theory, and link to organizational planning processes could be outlined with greater clarity. The following areas could be strengthened: project timeline, key stakeholders, project drivers and resisters to change, strategies to overcome barriers, and business impact of the project. | Implementation plan, change theory, and link to organizational planning processes are weak. The following areas are not developed fully: project timeline, key stakeholders, project drivers and resisters to change, strategies to overcome barriers, and business impact of the project. | Implementation plan, change theory, and link to organizational planning processes are not developed. The following areas are not developed: project timeline, key stakeholders, project drivers and resisters to change, and strategies to overcome barriers, and business impact of the project. |
<table>
<thead>
<tr>
<th>12. Project Measurement Plan</th>
<th>The measurement methods and/or tools use the baseline metrics gathered from the internal data analysis during the internal data assessment phase and the metrics clearly measure results planned and are: 1) Specific, 2) Measurable, 3) Attainable, 4) Realistic, 5) Time-limited.</th>
<th>The measurement plan could be strengthened.</th>
<th>The measurement plan and does not develop this topic fully.</th>
<th>Not developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Human Subject Protection</td>
<td>Evidence of application to University of Mary IRB included in the appendix.</td>
<td>NA</td>
<td>NA</td>
<td>No evidence of application to University of Mary IRB in the appendix.</td>
</tr>
<tr>
<td>14. Conclusion</td>
<td>The conclusion is strong and leaves the reader with a feeling that they understand what the writer is &quot;getting at.&quot;</td>
<td>The conclusion is recognizable and ties up almost all the loose ends.</td>
<td>The conclusion is recognizable, but does not tie up several loose ends.</td>
<td>There is no clear conclusion, the paper just ends.</td>
</tr>
</tbody>
</table>

**Total Points**

| _____/140 | Calculated to: | _____% |

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Developed: April 2012;
Human Subjects Protection

The capstone courses (NUR 696 and NUR 697) in the Nurse Administrator program require students to complete an evidence based practice project within a healthcare organization. Through a needs assessment and conversations with organizational leaders, students will identify an organizational gap. Routinely monitored baseline organizational data, often referred to as secondary data, will provide the rationale/purpose for the EBP Project. After identifying the purpose of the project, students will plan and then implement the EBP Project. After implementation, outcomes measurements will be collected. As a result of utilizing and analyzing organizational data, it is necessary for all projects to be reviewed by the University of Mary Institutional Review Board.

Click here for the University of Mary IRB description, requirements, and application forms.

General tips:
1. The application has four parts. Be sure to complete all elements of each part. One reason IRB applications are often delayed related to incomplete application documents.
2. Maintain close communication with your course faculty.
3. IRB approval can take up to four weeks. The goal is for your application to be submitted during Week 13 of NUR 696; therefore, it is necessary for students to plan time accordingly starting at the beginning of the course.
4. IRB approval from healthcare organizations (if determined necessary by the healthcare organization) is to be sought after University of Mary IRB approval has been obtained.
Seminar and Service Project Presentation Guidelines

The formal oral presentation is expected to be of professional quality. The Nurse Administrator is expected to be the “voice for nursing” at the table with senior executive level administrators, thus this presentation should be of the caliber to be presented to a Board of Directors or an Administrative Council or senior leadership members within an organization.

The person(s) who have volunteered to present the project at the organization should be the presenters to the class and faculty. The rationale for this requirement is related to the fact that presenting to the class serves as an opportunity for a “practice run” prior to presentation to the organization. It is important that the individuals who will be speaking to the organization are the ones “practicing” and therefore being evaluated on presentation style and offered constructive feedback prior to the time of presentation to the organization.

1. The Seminar student team is responsible for presenting the project on three (3) separate occasions:
   - Twice, to the course faculty and class colleagues via GoToMeeting. These presentations will be evaluated and may be more comprehensive than the organizational presentation. Presentation dates will be set during the first 2 weeks of class. Students will be required to be comprehensive yet concise in their delivery. Presentation should be between 20-30 minutes in length.
     - First Draft Presentation
     - Final Presentation
   - Once, to representatives of the organization.
     - This presentation will ONLY occur after the final class presentation and will be done with the approval of course faculty.
     - The organizational presentation will be delivered to key stakeholders, interested parties, and usually involves an interdisciplinary group. The organizational presentation may need to be customized to meet the time limits of the organization.
     - The team is expected to set up a time and place for the formal organizational presentation that is mutually convenient for all parties.
     - In order for evaluations to be sent to the organizational contact, the team will inform the faculty when this presentation is scheduled.
     - If at all possible, although geographic distance will be considered, all team members will be present for the presentation.
     - The presentation’s length will vary depending on the time allocated by the appropriate organizational audience. The time an organization may permit for the presentation should be established with the organizational contact prior to the presentation date.

2. Following formal oral presentation to faculty and class, the students will:
   - Complete the “Self and Group Assessments” (attached). Completed assessments are submitted to the coursework page.
   - Complete a written evaluation of other class team’s presentations is also completed and submitted to the coursework page.

3. The faculty will oversee the process for receiving organizational assessments (attached) and will issue grades within the following week.
Formal Oral PPT Presentation Format

Presentations must be developed on the University of Mary PowerPoint templates. These templates are available within the University of Mary PowerPoint Template page in the course.

Presentations should include the following:

1. Introduction
   i. Acknowledgement slide

2. Problem Identification
   i. Background of problem including internal evidence
   ii. Problem statement – this is a concise statement that summarizes in one sentence the need for intervention
   iii. Significance of Clinical Problem
   iv. PICO question
   v. Purpose statement

3. Review of Literature - concise overview of themes found in the literature related to the project purpose with synthesis of external evidence.

4. Project Recommendations

5. Implementation Plan - this is the content most important to your organizational stakeholders

6. Measurement Plan
   i. Project outcome measurements

7. Human Subject Protection Statement

8. Conclusions

9. References – List those main references that have informed the project, specifically those references that formed the recommendations and implementation plan.

Student Consideration:

- The PowerPoint presentation must be spell-checked, display proper grammar, have a professional aesthetic appearance, and demonstrate critical application of knowledge. The following link provides a tutorial on how to use PowerPoint in case you are unfamiliar. [http://www.cyberbee.com/powerpoint.html](http://www.cyberbee.com/powerpoint.html)
  - Basics re: Power Point Presentations:
    - Complete sentences are not generally used rather use bullet points.
    - Use graphics to improve audience interest
### Formal Oral Presentation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Outstanding 10</th>
<th>Good 7</th>
<th>Basic 4</th>
<th>Poor 1</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization</strong></td>
<td>Clear&lt;br&gt;Follows outline closely&lt;br&gt;Logical&lt;br&gt;Clear description of project&lt;br&gt;Elements included per guidelines</td>
<td>Generally clear with areas for improvement;&lt;br&gt;Inaccuracies in project description</td>
<td></td>
<td>Disorganized&lt;br&gt;Confusing to audience</td>
<td></td>
</tr>
<tr>
<td><strong>2. Presentation</strong></td>
<td>Clear&lt;br&gt;Competent use of audiovisuals&lt;br&gt;Professional presentation&lt;br&gt;Adheres to time requirements</td>
<td>Some disorganization or AV support lacking, e.g., handouts, etc., or confusing.&lt;br&gt;Use of less professional language or behavior; exceeds time allocation.</td>
<td></td>
<td>Disorganized, under-prepared, lack of supporting materials, unprofessional&lt;br&gt;Fails to utilize University of Mary PPT template</td>
<td></td>
</tr>
<tr>
<td><strong>3. Introduction</strong></td>
<td>Introduction is inviting. Acknowledgements slide recognizing those key individuals who were part of the project progression is included. Introduction of the faculty mentor, the organizational contact are acknowledged.</td>
<td>Introduction is not as inviting and/or problem statement or organizational request is not as clear. PICO is included.</td>
<td></td>
<td>Introduction and problem statement or organizational request is unclear. PICO question is not included.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Problem Identification</strong></td>
<td>The problem statement, clinical significance of the problem, and all four essential components of the PICO question is included. The introduction concludes with the purpose statement. All key findings from internal evidence are summarized and displayed in a logical manner. The content of this summary provides depth to the problem statement and sets the stage for the significance of the project.</td>
<td>Most key findings from internal data are summarized in a logical manner. The content of this summary provides information related to the problem statement but fails to add depth. The evidence fails to set the stage for the significance of the project.</td>
<td></td>
<td>Few key findings from internal data are summarized in a logical manner. The content of this summary adds little related to the problem statement and fails to add depth. The evidence does not set the stage for the significance of the project.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Literature Review</strong></td>
<td>Literature Review – Critical synthesis of external evidence found in the body of knowledge relevant to the problem statement and organizational request is evident. The review of literature in a presentation is a meaningful yet succinct summary key themes from the literature.</td>
<td>Literature Review – Limited investigation into the body of knowledge needed to inform the work of the project.</td>
<td></td>
<td>Literature review - Large gaps evident in the review of literature.</td>
<td></td>
</tr>
<tr>
<td><strong>6. Recommendations</strong></td>
<td>Clear and concise project objectives followed by recommendations that are clear, specific, and measurable; related to project objectives</td>
<td>States project objectives followed by recommendations that lack clarity and/or specificity and measurability; and are not strongly related to project objectives or linked to internal and</td>
<td></td>
<td>States project objectives followed by recommendations that are unclear, non-specific or not-measurable; they are not related to project</td>
<td></td>
</tr>
</tbody>
</table>
and linked to internal and external data are presented. | external data. | objectives or linked to internal and external data.

| 7. Implementation Plan | Solution(s), implementation plan, change theory, key stakeholders, drivers and resistors to change, business impact and link to organizational planning processes and mission are all well developed. A project timeline is outlined. | Solution(s), implementation plan, change theory, and link to organizational planning processes and mission are not fully developed. A project timeline is proposed. Key stakeholders and project facilitators are discussed but not fully developed. Project barriers and are outlined and strategies to overcome barriers included but not fully developed. |

| 8. Measurement Plan | The presentation shares measurement methods and/or tools used for baseline metrics gathered from the internal data analysis during the internal data assessment phase and the metrics clearly measure results planned and are: 1) Specific, 2) Measurable, 3) Attainable, 4) Realistic, 5) Time-limited. | Generally clear with areas for improvement. |

| 9. Human Subject Protection | A statement of where the student or team is with IRB application is offered. | NA |

| 10. Conclusion | Conclusion – well developed and clear | Conclusion – not as clear. |

| 11. Reference Page APA Format | Reference list – included & done correctly per APA. References list main references that have informed the project, specifically those references that formed the recommendations and implementation plan. | Reference list – some listings not according to APA. |

|  | Reference list – not included and/or many APA glitches. |

**ADDITIONAL COMMENTS:**
Course Schedule / Topical Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Outcome/s Addressed</th>
<th>Instructional Strategies:</th>
<th>Total Weekly Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1 &amp; 2</td>
<td>3, 4</td>
<td>Review of Syllabus / Learner Guide, discussions, consultations with individual students &amp; teams.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>PLEASE NOTE: The faculty will reserve 2 dates and these dates will be communicated to students within the first two (2) weeks of class. These course meeting dates are MANDATORY. Students must plan outside work and other obligations accordingly.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• A date during week 10 or 11 to review the project developed to date with faculty and class via a WebEx presentation. The meeting time correlates with the first draft presentation.</td>
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<tr>
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<td></td>
<td>• A date during week 14 or 15 for the WebEx formal oral presentation to the faculty and class.</td>
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<tr>
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<td></td>
<td>Projects/Activities: Be sure to record your activities in your Leadership Experiences Log!</td>
<td></td>
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<tr>
<td></td>
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<td>During these 2 weeks, the student team is expected to provide a needs assessment, analysis and background regarding the healthcare organization that the student team has partnered with.</td>
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<td>The following will be submitted to the faculty by the end of the second week:</td>
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<td>• Summarize plan for team project, including the following:</td>
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<td>o Outline the organizational problem or request</td>
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<td>o Define team project agreed-upon goals and objectives</td>
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<td>o Design a project work plan, schedule/timeline and group norms following the initial meeting with the organization</td>
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<td>• Submit the &quot;Confidentiality and Clinical Project Agreement&quot; (attached to this Learner Guide) signed by all student team members. Please submit one document with all signatures on one document. Once all signatures are affixed to one document, the document must be scanned and uploaded into the Coursework tab. Each student needs to have the document in their possession and each student needs to upload the document into the Coursework tab.</td>
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<td>Discussion Topics: The following will be addressed through discussions with class and faculty:</td>
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<tr>
<td></td>
<td></td>
<td>• Prepare questions for the organization designed to define the organizational request and clarify the organization’s objectives and expected outcomes.</td>
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<td>• Outline healthcare organizational client’s expectations.</td>
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<td>• Identify the organizational problem, i.e., further determine the scope of the project organizational request.</td>
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<tr>
<td></td>
<td></td>
<td>• Form the clinical question using the PICO format.</td>
<td></td>
</tr>
<tr>
<td>Weeks 3, 4 &amp; 5</td>
<td>2, 3</td>
<td>Classroom discussions and consultations with individual students &amp; teams via phone and email.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Projects/Activities: Be sure to record your activities in your Leadership Experiences Log!</td>
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<td>The following elements of project development will be addressed by the student team:</td>
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<td>• Determine the significance of the problem or request from an organizational perspective</td>
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<td>• Gather internal and external data</td>
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<td>• Complete a literature review</td>
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<td>• Determine key stakeholders</td>
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<td>• Determine specific purpose and type of needs assessment</td>
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<td>• Identify and select resources for information and needs assessment</td>
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<td>• Retrieve and validate the facts</td>
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<td></td>
<td>Discussion Topics: The following will be addressed through discussions with class and faculty:</td>
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</tr>
<tr>
<td>Weeks</td>
<td>Instructional Strategies:</td>
<td>Projects/Activities:</td>
<td>Discussion Topics:</td>
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<td>------------</td>
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<td>---------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6, 7 &amp; 8</td>
<td>Classroom discussions and consultations with individual students &amp; teams via phone and email.</td>
<td>Be sure to record your activities in your Leadership Experiences Log!</td>
<td>The following will be addressed through discussions with class and faculty:</td>
</tr>
<tr>
<td>2, 4</td>
<td></td>
<td></td>
<td>- How Benedictine Values and servant leadership principles have influenced the project thus far.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Internal and external data</td>
</tr>
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<td>- Specific gaps (consider root cause analysis, fishbone, or other methodology)</td>
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<td>- Barriers &amp; facilitating factors; drivers &amp; resistors to change</td>
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<td>- Change(s) necessary to close gaps</td>
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<td></td>
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<td></td>
<td>- Organizational objectives of project</td>
</tr>
<tr>
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<td>- Business impact for the organization</td>
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<td>Expect to spend approximately 3 hours per week interacting in class and another 6 hours per week studying and preparing assignments outside of class</td>
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<td>9 &amp; 10</td>
<td>Classroom discussions and consultations with individual students &amp; teams via phone and email.</td>
<td>Be sure to record your activities in your Leadership Experiences Log!</td>
<td>The following will be addressed through discussions with class and faculty:</td>
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<tr>
<td>1, 6</td>
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<td>- Change theory and ideas of how this might influence the project recommendations and implementation plan</td>
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<td>- Recommendations that are being considered that are linked to gaps identified, organizational objectives, and internal and external data.</td>
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<td>Expect to spend approximately 3 hours per week interacting in class and another 6 hours per week studying and preparing assignments outside of class</td>
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<tr>
<td>11 &amp; 12</td>
<td>Classroom discussions and consultations with individual students &amp; teams via phone and email.</td>
<td>Be sure to record your activities in your Leadership Experiences Log!</td>
<td>The following will be addressed through discussions with class and faculty:</td>
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<td>3, 4, 6</td>
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<td>- Relate the implementation plan to organization’s overall planning process, i.e., strategic planning, mission or vision statements, financial planning, etc.)</td>
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<td>- Develop an implementation plan specific to the project and organization. The</td>
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<td>Expect to spend approximately 3 hours per week interacting in class and another 6 hours per week studying and preparing assignments outside of class</td>
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## Week 13

**Instructional Strategies:**
Classroom discussions and consultations with individual students & teams via phone and email.

**Projects/Activities:**
Be sure to record your activities in your Leadership Experiences Log!

The team will work on the following areas of the project:
- University of Mary IRB Application and submission – please know how important it is to be complete in your University of Mary IRB application. It can take up to four weeks to gain approval. Incomplete or unclear applications will delay the approval process and therefore delay your work in NUR 697.
- Begin final preparations for written project & presentations to faculty and class colleagues, as well as organization. Please note that the project and oral presentation need to be approved and critiqued by the entire team.

**Discussion Topics:**
- Ongoing project discussions.
- Students or student groups are responsible for establishing any conversation needed with course faculty during the University of Mary IRB application process. These conversations are highly encouraged. The IRB application will require signature of your course faculty and the Director of Graduate Nursing Programs prior to submission to the University of Mary IRB.

## Weeks 14 & 15

**Instructional Strategies:**
The faculty must approve by “signing-off” the written and edited project prior to the final printing or team making a final CD. The work plan should allow for an appropriate amount of time for editing and faculty review and approval.

**Projects/Activities:**
Be sure to record your activities in your Leadership Experiences Log!

Follow assignment guidelines for both the final written report and the final oral presentations.

Students will participate in the formal oral presentation:
- to faculty and class
- to organization (presentations must be delivered to the faculty and class prior to the organizational presentation).

Students will distribute the final written report:
- to faculty
- to organization

**Discussion Topics:**
As assigned by faculty.
Mid-Course Self and Team Assessment

NAME OF STUDENT: _____________________________________________________

NAME OF TEAM: _______________________________________________________

Part of a Nurse Administrator’s responsibility is to provide thoughtful, honest & relevant feedback to peers, subordinates and team-members. Please take the time for thoughtful comments and evaluation of the team-work process thus far in this course.

Please describe the planning and meeting processes of your student team thus far:

What have been your key role(s) on your team?

What are the roles of the other students on your team? How have these distinctions been decided?

Has the workload been shared equitably? Equally?

Has there adequate input and feedback from all group members? How has your team been communicating?

Are there any teamwork concerns or issues that are bothering you at this point in the course? If so, could you use the faculty’s assistance in resolving any team conflicts? (Please note that it is your responsibility to address any concerns as they arise rather than waiting for the final team evaluation.)

Has there been adequate direction from the Seminar & Service Project faculty thus far?

Has there been adequate access to the information the group needs from the organization?

Are there any other comments that you wish to add that have not been asked?

Do you have any suggestions for improving the course thus far?
FINAL SELF AND GROUP ASSESSMENT

NAME OF STUDENT:________________________________________

SEMINAR TOPIC:___________________________________________

Identify the planning and meeting processes of the Seminar & Service Project student team:

What were your key roles in the Seminar & Service project?

To what specific sections of the project did you contribute?

Who were the team researchers? The team analysts? The team editors? The team presentation members? How were these distinctions decided?

Was the workload shared equitably? Equally?

Was there adequate input and feedback from all group members? How did the group communicate?

Was there adequate direction from the Seminar & Service Project faculty?

Was there adequate access to the information the group needed from the organization?

What suggestions would you have for the Seminar and Service Project process?

In your opinion, should everyone in the group receive the same grade? What would that grade or those grades be?

Thank you for your ideas!
Organizational Contact Assessment

NAME OF STUDENT: 

SEMINAR TOPIC: 

EVALUATOR'S NAME & TITLE: 

Identify the planning and meeting processes of the seminar student team with your organization:

Please comment regarding the level of professionalism & respect that the student team members demonstrated in all types of communication and interactions with the organization?

How satisfied are you with the final project in these areas? (check appropriate box and comment below or on back of page or on separate sheet, if desired).

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<th>Very Satisfied</th>
<th>Moderately Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
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<tr>
<td>Definition of the Clinical Problem</td>
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<td>Review of the Literature Regarding the Problem Identified</td>
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<td>Analysis of Internal and External Data and Evidence</td>
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<td>Project Recommendations</td>
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<td>Project Implementation Plan</td>
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<td>Project Measurement Plan</td>
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<td>Human Subject Protection / IRB process</td>
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<td>Conclusions</td>
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Please comment regarding the professional quality of the oral presentation to your organization.

What suggestions would you have for the Seminar and Service Project for the future?

In your opinion, what should be the grade of the Seminar & Service Project student team? In your opinion, should everyone in the group receive the same grade?

Any other ideas or comments that would be helpful for the course faculty for future development of the Seminar & Service Project or the overall Nurse Administrator graduate program?
Instructions for adding a Power Point (PPT) Presentation at the end of a word document:

Open PPT file - click on Windows Circle in the upper left hand corner:

Click on “Save As” and select PDF:
Click on Options:

Select to publish as Handouts with 6 slides per page then click OK and then on Publish:

Then click on Edit and Take a Snapshot:
Using the crossbar highlight the first page of your handout and click. The first page is now ready to be pasted at the end of your paper. Do this for each page of handout.