COURSE DESCRIPTION
This course is the second of a 3-course sequence designed to assist the student in the development of an evidence-based project. This course adds to the project planning skills gained in NURS 6872. The focus of this course is performing a risk analysis, developing a timeline for project activities, identifying and communicating with stakeholders, selecting appropriate measures for objectives, identifying resources, and developing a project budget.

OBJECTIVES
The objectives for the course were developed to help students continue to develop a timely, useful
project that enables them to gain senior leadership skills. Upon completion of this course, the student will be able to:

1. Utilize basic program planning skills (risk analysis, timeline development, stakeholder communication and responsibility assignment) in planning the evidence-based project
2. Identify possible tools for measurement of project objectives
3. Complete a draft of the following project elements:
   a. Project activities
   b. Project timeline
   c. SWOT analysis
   d. Required resources
   e. Preliminary budget
4. Write and present a proposal for the project
5. Continue to develop peer critiquing skills

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>74-79</td>
</tr>
<tr>
<td>D</td>
<td>65-73</td>
</tr>
<tr>
<td>F</td>
<td>64 and below</td>
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Evaluation

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>% Course Grade</th>
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</thead>
<tbody>
<tr>
<td>Class Participation (via discussion board)</td>
<td>10%</td>
</tr>
<tr>
<td>Activity #1</td>
<td>15%</td>
</tr>
<tr>
<td>Activity #2</td>
<td>15%</td>
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<tr>
<td>Activity #3</td>
<td>15%</td>
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<tr>
<td>Activity #4/Project Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Activity #5</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
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Student Responsibilities and Class Requirements

Students are accountable for policies regarding graduate nursing programs and completion of requirements for all graduate students as stated in the Graduate Catalog and Graduate Student Handbook. Students are responsible for making appointments with faculty concerning class assignments as necessary. This is an online class and students are expected to access the course via Blackboard on a regular basis for updates and information. All course requirements must be met in order to pass the course.

Netiquette. Whether you are an experienced Internet user or a novice one, there are "rules of the road." These rules are referred to as "netiquette" or "Internet etiquette." Please familiarize or refresh yourself at [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html).
Submitting assignments. Attach your assignments as Word documents when you post them in the assignment section of Blackboard. Please make sure your assignments are in Word format. Always keep a copy of your assignments for your own records. All assignments should be submitted in the format required. APA format should be utilized if a specific format is not disclosed. All assignments are due at 11:00 pm on the day due unless otherwise specified. Any assignment received late will receive a penalty of 3 points for each day the assignment is late.

Course Orientation

The best way to get oriented to the course is to read the syllabus! In addition, each student should become familiar with the Blackboard layout, i.e. how to access the discussion board and submit assignments. If you have questions about the course content, please post your question in the Discussion Board on Blackboard under the topic of “Course Questions.”

Blackboard Based Readings and Content Modules

The primary purpose of providing additional readings and learning exercises is to supplement the accompanying texts. They are not intended as a substitute for the text information. It is intended to assist students in assimilating and integrating facts and ideas from the text and to provide additional information and current trends in prescribing.

Course folders. Course folders have been set up on the Blackboard discussion board to facilitate student discussion and discussion between students and faculty. Course faculty and students can access and post messages related to this course in the folders. Students are responsible for checking the folders frequently to see if there are any announcements. You can also use the folders to discuss project and evaluation issues. There is also a Graduate Café that students may use to discuss non-course issues. No faculty will read material posted in this folder – it is for students only.

Academic Dishonesty

All students are expected to pursue their scholastic careers with honesty and integrity. Academic dishonesty includes, but is not limited to, cheating on a test or other course work, plagiarism (offering the work of another as one’s own), and the unauthorized collaboration with another person. Students found guilty of dishonesty in their scholastic pursuits are subject to penalties that may include suspension or expulsion from the University.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

American Disability Act (ADA)

Midwestern State University (MSU) does not discriminate on the basis of an individual’s disability and complies with Section 504 and the Americans with Disabilities Act in its admission, accessibility and employment of individuals in programs and activities.
MSU provides academic accommodations and auxiliary aids to individuals with disabilities, as defined by law, who are otherwise qualified to meet academic and employment requirements. For assistance call (940) 397-4618 or 397-4515. Please see the instructor outside of class to make any arrangements involving special accommodations.

It is the student's responsibility to declare any disabilities. After declaration, preferably at the beginning of each semester, the student needs to contact individual instructors to determine any reasonable accommodations that may be required.

Adding and Dropping Courses

A graduate student who wishes to change a schedule by either dropping or adding a course must first consult with his/her Graduate Advisor. Refer to the Graduate Catalog for additional information on adding and dropping courses.

Required Textbooks (from NURS 6872: Evidence-Based Project I)


Online Resources

W.K. Kellogg Foundation. Logic Model Development Guide. Available online at:

**Class Participation**

Class participation for this course occurs via the discussion board on Blackboard. Students are expected to answer/post discussion responses as assigned in each learning module. It is the student’s responsibility to post discussion responses in a timely manner and according to module instructions.

Students are expected to come to the MSU campus for project proposal presentation day. Students who live more than 200 miles from the MSU campus may opt to present virtually. Virtual presentations must be live and provide opportunities for interaction with the audience. It is the student’s responsibility to discuss presentation options with the faculty.

**Peer Critiquing**

Each student will be assigned a critique partner (fellow student) for this course. Students often find it difficult to objectively critique a fellow student’s work. On the other hand, you should not take a critique personally. In fact, a good and honest critique is a gift. Professional and well-published writers often seek feedback from colleagues before submitting final manuscripts for publication.

Guidelines for effective peer critiquing:

- Begin with positives. Identify something about the work that is positive or has the potential to be strong.
- Use language that is supportive and inviting (i.e., I like the way you have attempted to... You might also want to try...) rather than negative and directive (i.e., The ... is very poor. You need to...).
- Ask questions for clarity. Invite consideration for ideas and direct attention to samples for guidance.
- Avoid providing the actual revision in the feedback (i.e., The problem is not clear. If you said ... instead, it would be better).

Suggested revisions should focus on the most important aspects of the work. Limit suggestions to a feasible number of changes. Too many suggestions can overwhelm and trivial concerns can be frustrating.

**Module 1: Refine/Revise Problem Statement, Rationale, and Objectives**

To Critique Partner: August 31, 2012
Peer Critique Due: September 4, 2012
Activity #1 Due: September 7, 2012
Discussion: September 7, 2012

**Module 2: Project Activities and Timeline**

To Critique Partner: September 14, 2012
Peer Critique Due: September 18, 2012
Activity #2 Due: September 21, 2012
Discussion: September 21, 2012

Module 3: Budgeting and Human Subjects Protection
To Critique Partner: October 5, 2012
Peer Critique Due: October 9, 2012
Activity #3 Due: October 12, 2012
Discussion: October 12, 2012

Module 4: Stakeholders, SWOT Analysis, Marketing, and Project Presentation
To Critique Partner: November 2, 2012
Peer Critique Due: November 6, 2012
Activity #4 Due: November 9, 2012
Presentations November 15-16, 2012
(No discussion for Module 4)

Module 5: Project Evaluation Plan
To Critique Partner: November 30, 2012
Peer Critique Due: December 4, 2012
Activity #5 Due: December 7, 2012
Discussion: December 7, 2012