

**University of Wisconsin-Milwaukee
College of Nursing**

**NURS 784 Advanced Nursing Practice Interventions
Spring 2006**

- Day/Time:** Fridays: 8:00am – 12noon: 1/27, 2/17, 3/31, 5/5
Saturdays: 8:30am – 12:30pm; 1/28, 2/18, 4/1, 5/6
- Instead of class on 3/10 & 3/11 and 4/21 & 4/22, online discussions will occur via our course Web site on D2L
- Place:** 1/27/06: CUN 107
Remaining class days & times: CUN 505
- Course Professor:** Lori Settersten, PhD, RN, WHNP, C, FNP, BC
Clinical Assistant Professor
Office: CUN 541 (Shared office)
PH: (414) 229-5492 (O; no voicemail available)
PH : (262) 965-4270 (H)
FAX: (414) 229-5504
email: lorisett@uwm.edu
Office hours: Fridays: 12:15pm -12:45pm
Saturdays: 12:45pm -1:15pm
and by appointment
- Master's Program Director:** Joan Wilk, PhD, RN
Office: CUN 685
PH: (414) 229-5486
Email: jwilk@uwm.edu
- Credit hours:** 3 Graduate credits

Prerequisites: Graduate status or consent of instructor

Catalogue Statement

Advanced knowledge and skills for developing, implementing, and evaluating nursing interventions for common clinical nursing phenomenon with individuals and aggregates.

Course Description

The purpose of this course is to enhance the knowledge and skills related to the design and implementation of nursing interventions at advanced levels. Relevant concepts, theories, and research to support the development and implementation of nursing interventions for advanced practice will be explored. Students will evaluate the relationship between diagnoses, interventions, and outcomes.

Objectives

Learning experiences in this course are designed to provide the student with an opportunity to:

1. Evaluate nursing interventions and nursing-sensitive outcomes based on conceptual and theoretical perspectives.
2. Analyze the research basis for nursing interventions and nursing-sensitive outcomes.
3. Select interventions appropriate for specific populations as well as for specific outcomes.
4. Describe the relationships among assessments, diagnoses, interventions, and outcomes.
5. Design a protocol for the implementation of an advanced practice nursing intervention; identify outcomes for which the intervention is planned to affect.
6. Analyze and critique current practice guidelines.
7. Evaluate interventions and outcomes relevant to health promotion and disease prevention goals for individuals and aggregates across the continuum of care.

Attendance and Participation

Students are expected to come to each class prepared to actively participate in the discussion and to lead class discussions as designated.

Required Textbooks

American Psychological Association. (2001). *Publication manual of the American*

Psychological Association (5th ed.). Washington, DC: Author.

Bulechek, G. M., & McCloskey, J. C. (1999). *Nursing interventions: Effective nursing*

treatments (3rd ed.). Philadelphia: W.B. Saunders.

Doran, D. M. (Ed.). (2003). *Nursing-sensitive outcomes: State of the science*. Boston:

Jones and Bartlett.

Additional Required Readings

Available on electronic reserve.

Evaluation

Nursing Intervention & Outcome Clinical Exemplar	10%
Discussion Facilitation re: Selected Nursing Intervention/Outcome	15%
Critique of an Existing Intervention Protocol/Guideline	20%
Development of an Evidence-Based Nursing Intervention Protocol	40%
Natural, Complementary, & Alternative Therapies Topic Summary	Pass/Fail
Attendance, Participation, & Leadership in Seminar (Ongoing)	15%

Any assignment that is handed in after the due date according to the class schedule will have the number of points given for that assignment be reduced by 10% for each week, including the first, that the assignment is late.

Grading Scale

The UWM College of Nursing Graduate Program's Grading Scale will be used in this course.

Grade	Percent Score
A	100-94
A-	93-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	Below 60

Course Expectations

- ◆ Each student will be expected to be familiar with the periodicals, books, and other literature in the field of nursing interventions and outcomes, which includes scholarship from other disciplines.
- ◆ Students will informally and concisely share a verbal summary of each of their completed written course assignments during the designated class.
- ◆ This class will be conducted as a seminar. Class participation is essential. Each student will participate actively and respectfully in class discussion. Participation is expected throughout the semester, including when students, guest lecturers, or professors are presenting. Evidence of completing the required reading and understanding the content is expected. Students also will each have one or more opportunities to lead/facilitate discussion.

Course Assignments and Assignment Expectations

The 5th edition of the American Psychological Association's Publication Manual is to be used for all papers (APA, 2001).

During this course, the student will complete:

♦ Nursing Intervention & Outcome Clinical Exemplar (10 points)

Each student will write one nursing intervention & outcome clinical exemplar. This clinical exemplar will describe a clinical situation (e.g., vignette, case study, story) that you have experienced as a nurse. The clinical situation is one in which you intervened in your nursing role and made a difference in an outcome for a client/patient/family/community. The nursing intervention may be "conventional" and named in NIC or any other classification system or not. This exemplar can be from any nurse-client encounter that you have had recently or in the past. This exemplar may be about a specific client/patient or about a common issue across clients/patients in your setting. In telling your story, include your rationale for selection of the intervention. Examples of exemplars are cited in the required readings. Note: examples of identifying the nursing interventions and outcomes, as specified in the next paragraph for this assignment, are not shown in the articles. You will need to add this as instructed in the next paragraph.

After you have completed your exemplar, identify two nursing interventions and two outcomes from NIC & NOC that are reflected in your exemplar. For each of the two interventions, specify the Domain and Class. For each of the two outcomes, also specify the Domain and Class. Interventions will be found on e-reserve: Dochterman & Bulechek (2004) on pp. 110-125 (Part Two: Taxonomy of Nursing Interventions). Outcomes will be found on e-reserve: Moorhead, Johnson, & Maas (2004) on pp. 100-121 (Part Two: NOC Taxonomy). The exemplar will be word-processed, double-spaced with 12-point font, and 1-2 pages in length. References are not required or necessary for this assignment.

◆ **Discussion Facilitation regarding a Selected Nursing Intervention/Outcome Topic (15 points)**

Each student will facilitate a discussion about a selected nursing intervention/outcome topic during the time assigned to the topic. This discussion facilitation will occur either in class or online via D2L.

If specifically required, the designated student facilitator will choose one research article to support the use of the selected intervention or outcome from the current literature (i.e., within the last five years). The designated student facilitator will provide one paper copy of this article or post the electronic version of this article to the D2L Discussion Forum site two weeks prior to the scheduled date of the discussion. Students are responsible for making sure that the electronic version is in a format that is accessible to the majority of students. The student also will electronically submit the word-processed citation to the D2L Discussion Forum site two weeks prior to the scheduled date of the discussion.

For the online discussions, each student will participate in discussions on one of the topics each week. The designated student facilitator will promote discussion among all students in that group by using the questions in the Selected Nursing Intervention/Outcome Discussion Guide as well as any additional questions or comments and by responding to other students' postings. Group members will respond to each other's postings and ask relevant questions as well. Group members are required to post a minimum of four substantive postings during the week of online discussion. The designated student facilitator will briefly summarize the main points of the discussion (i.e., one to two paragraphs or so) and post this summary to the D2L Discussion Forum site within one week of the completion of the discussion. To facilitate learning about the other nursing interventions/outcomes discussed by the other groups, the designated student facilitator also will briefly and verbally summarize the online discussions for the other students during the next scheduled on-campus class.

◆ **Critique of an Existing Intervention Protocol/Guideline** (20 points)

Using required readings and lecture/discussion content, each student will critique an existing intervention protocol, clinical pathway, or clinical practice guideline.

A. Select an intervention protocol published in the peer-reviewed literature or similar mechanism (e.g., AHCPR guidelines, Centers for Disease Control, or specialty organizations such as the American Diabetes Association) on a topic of interest. Make sure that the protocol or guideline that you obtain is the original document and not just a brief summary of the protocol or guideline. Ideally, the topic of this protocol or guideline will be the same topic that you use for the Development of a Nursing Intervention Protocol assignment described below. You must get written approval from the course professor to use a particular topic/intervention protocol for your Critique assignment as well as for the Development of a Nursing Intervention Protocol assignment by the dates specified in the course schedule. If you email your approval request, include the exact Web site address/link to your selected protocol or guideline. Be sure to attach a copy of the protocol for the course professor's use in reading your critique. The protocol will be returned with your critique paper.

B. To determine the comprehensiveness of the protocol/guideline, run a MEDLINE/PubMed or other similar database search, without abstracts. Then, compare the references in the protocol to the citations obtained by your database search. Discuss your comparison in a separate paragraph in your paper. In your comparison, consider the publication dates, the types of journals, and the topics indicated by the titles in the citations. Attach a copy of your database search results to your paper. If longer than 3 pages, provide a more restricted search on a subtopic from the protocol. For example, instead of all the literature on the effect of beta blockers on reducing subsequent MI's, limit the scope of the search to only include clinical trials that used a particular drug (e.g., propranolol). If you have limited your search, describe the parameters that limited your search (e.g., year published, type of study, which topics). You do not need to get any of the references *for this paper*, although they may be useful for the protocol you subsequently write for the Development of an Evidence-Based Nursing Intervention Protocol assignment.

C. To write the critique, answer the following questions:
What are the credentials of the authors? Are they leading researchers and authorities on the subject matter? Is the protocol/guideline sufficiently interdisciplinary given the nature of the problem that it addresses? Which other disciplines or specialties would you recommend including?

How comprehensive is the protocol/guideline? What is missing that should be in the protocol/guideline or that would have been helpful to include? What other elements of an intervention should be in this protocol/guideline? What else would be needed to make it a comprehensive, state-of-the-science, evidence-based protocol/guideline? What other approaches could the authors have taken?

In your judgment, would the protocol/guideline be reasonably easy to implement? Provide your rationale. What challenges might you anticipate if you were to implement it? How would you like to use the protocol/guideline? What, if any, modifications might you want to make? Regardless of the author(s) intended purpose(s) of the protocol/guideline, how well does it serve the purpose for which you would like to use it? Consider such issues as scope and target audience for which you would like to use it.

How comprehensive are the references? What is the quality of the references? Do the references include recent literature as well as classics?

For efficiency, you do not need to reference the protocol/guideline that you are critiquing every time you discuss it; just include the citation of your protocol/guideline at the beginning of the text portion of your paper (i.e., on page two after your title page). Be sure that you use the complete and accurate citation for your protocol/guideline. Your citation must be in APA format.

If you include ideas or statistics from other sources, you need to cite the source as a reference to give credit to the source. If you have used a few references to assist you with your critique, then include a reference section at the end of your paper.

Because of the page limit for this assignment, do not include a lengthy description or summary of the protocol/pathway/guideline. The majority of your paper should be focused on critiquing the protocol/pathway/guideline.

Your paper will be written according to APA (5th) edition format and will be written in a scholarly manner. Your paper should be organized, have a logical flow of ideas, and use correct grammar as well as punctuation. Your paper will be 3-4 pages in length, not including the title page and references, and double-spaced with 12-point font. To encourage thoroughness as well as conciseness of your critique, points will be deducted if your paper is shorter or longer than the required length. Please contact the UWM Writing Center (414-229-4339 or www.writingcenter.uwm.edu) for assistance with your writing skills as needed.

◆ **Development of an Evidence-Based Nursing Intervention Protocol** (40 points)

Identify an intervention that you would like to develop. Any individual, group, or community-focused intervention used by advanced practice nurses can be used. The intervention should be approved by the course professor by the date specified in the course schedule. This evidence-based nursing intervention protocol appropriate for advanced practice must include the following:

Begin with an introduction and a review of the literature. The review of the literature section should include a synthesis and critique of the conceptual and research literature related to the chosen intervention. A synthesis of the literature means that you will be summarizing the articles that you have read, but according to your topics in your paper. You will not be summarizing each article separately in your paper, although this may be your first step in writing your paper. The review of the literature section should provide the research basis/rationale/evidence for why your intervention is needed as well as provide the research basis/rationale/evidence for the specific components of the intervention. This section should be no longer than 3-5 pages. (10 points)

Describe the specific client population that the intervention will be used with. Discuss the client (i.e., individual, group, or community) characteristics such as assessment findings or diagnoses that are present when this intervention will be used. Describe the setting in which the intervention will be used. (3 points)

Identify specific outcomes to be affected by the use of the intervention and discuss the relationship between the intervention and the desired outcome(s). Include your rationale for selecting these outcomes. (8 points)

Describe the intervention in sufficient detail that it could actually be implemented. An outline or bullet format may be used to describe the components of the intervention. Briefly describe the theoretical framework upon which your intervention is based including your rationale for using it as well as how it relates to your intervention. If a theoretical framework does not integrate well with your intervention, then you do not need to include one. However, then you need to briefly provide your rationale for why a theoretical framework does not serve as a basis for your intervention. Identify who would do the implementation of the intervention (e.g., individual client, family member, home health aide, LPN, RN, APN, etc.). Include how decisions to alter or modify the intervention would be made by an advanced practice nurse. Specify how the client characteristics would affect the advanced practice nurse's clinical decision making when this intervention is used. (15 points)

Describe the plan for evaluation of the effectiveness of the intervention. This plan must describe how the effectiveness of the intervention would be evaluated with an *individual client*, as well as how the intervention would be evaluated in the *aggregate*. Make it clear in the protocol who would be the evaluator(s). Occasionally, the evaluation would be appropriate only for either the aggregate or the individual client, not both. If you think

that may be the case for your protocol, you must discuss this with the course professor in advance to see if there is an exemption for that particular part of the evaluation. If not given this exemption, you must address the evaluation both at the individual and the aggregate levels. (Included within the 15 points above)

Your paper will be written in a scholarly manner and according to APA (5th ed.) format. Your paper should be organized, have a logical flow of ideas, and use correct grammar as well as punctuation. Your paper will be no longer than 8-10 pages, excluding the title page and references, and double-spaced with 12-point font. You will need to include enough information to explicitly describe the components required, such as your synthesis of the literature and rationale for the intervention as well as the implementation and evaluation of the intervention, but be concise when doing so. To encourage thoroughness as well as conciseness, points will be deducted if your paper is shorter or longer than the required length. Please contact the UWM Writing Center (414-229-4339 or www.writingcenter.uwm.edu) for assistance as needed. (5 points)

◆ **Natural, Complementary, & Alternative Therapies Topic Summary (Pass/Fail)**

To learn more about natural, complementary, and alternative interventions, each student will choose one natural, complementary, or alternative therapy to explore and summarize. Students will prepare a one page summary of their learning about their selected therapy. Include a brief description of the therapy as well as its mechanism(s) of action. Explain briefly how this therapy is used and for what purpose(s). Discuss briefly the quality of research available about its use. This summary will be word-processed and double-spaced with 12-point font size. Students will bring enough copies of this summary to the scheduled class to give to each of the other students as well as the course professor. Students also will post this summary in the specified course D2L Web site Discussion Forum. A minimum of one source, other than the NCCAM Web site if this source is used, must be used to learn about the selected therapy and the source(s) must be cited in the summary as well as included in a reference section in APA format. This reference section will be in addition to the one page summary of learning. A few Web site sources have been specified in the reading section in the course schedule.

♦ **Attendance, Participation, and Leadership in Seminar** (15 points)

Students will show evidence of having done the required readings to prepare for class discussion by actively participating in class discussion. In addition to making comments during class discussions, asking questions as well as providing respectful responses are strongly encouraged.

Students will be given one point for each class attended and actively participated in. A student will still be given one point for the first class missed, but not for subsequent classes missed during the semester. If a student must miss a scheduled class, then that student is responsible for contacting another student to obtain any class notes or announcements.

**ALL ASSIGNMENTS WILL BE EVALUATED FOR THE STUDENT'S
ABILITY TO CRITICALLY ANALYZE AND APPLY COURSE-RELATED
CONTENT TO ADVANCED NURSING PRACTICE.**

Websites that might be helpful during this course

National Guidelines Clearinghouse/Agency for Healthcare Research and Quality (AHRQ)

<http://www.guideline.gov>

National Heart, Blood, and Lung Institute

<http://www.nhlbi.nih.gov/guidelines/>

Centers for Disease Control and Prevention

<http://www.cdc.gov>

Occupational Safety and Health Administration

<http://www.osha.gov>

Nuclear Regulatory Commission (radiation safety in healthcare)

<http://www.nrc.gov>

National Academy of Science, Institute of Medicine

<http://nationalacademies.org/>

National Highway Transportation Safety Administration (motor vehicle injuries)

<http://www.nhtsa.dot.gov/>

Stroke

www.stroke.org

Communication with the Course Professor

Please feel free to contact the course professor by telephone at the office or at home as well as by email. If you do not receive a response within 48 hours, please contact the course professor again. Technological or human error may prevent the course professor from receiving your message.

Communication with Class Members

An email list serve has been created to email all class members and the course professor at the same time. This email address is: nurs784-spring2006@uwm.edu.

University and College of Nursing Policies and Procedures

Academic Misconduct

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. (UWM Faculty Document #1686)

Accommodation for Religious Observances

Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. (UWM Faculty Document #1853)

Complaint Procedure

Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaining occurred or to the appropriate university office responsible for enforcing the policy. *All complaints should be directed to the Professor first. If you are unsatisfied with results of this meeting, then the next step is to go to the Professor's program director.*

Discriminatory Conduct Policy

The University will not tolerate discriminatory conduct as defined: 1) intentional conduct, either verbal or physical by a member of the faculty, staff or student body, which 2) occurs on property under the jurisdiction of the Regents or under circumstances where an affiliation with UWM is significant in the occurrence; and 3) is predicated on considerations of any of the following: race, color, national origin, creed, ancestry, sex, sexual orientation, age, religion, disability, or other status protected under the law; and 4) which has the purpose and effect of adversely affecting any aspect or condition of an individual's education, employment, housing or participation in a university activity. (UWM Faculty Document #1670) *Please be respectful of yourself, your peers, and the Professor.*

Disciplinary action for Non-Academic misconduct will be filed for anyone violating this policy.

Financial Obligation

The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or to withdraw your registration in writing no later than . . . (date specified in the Schedule of Classes). It is important to both you and the University to make payment on time. A complete description of UWM Fee Facts may be obtained from the Department of Enrollment Services.

Grade Appeal Procedure

A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective program director or the Academic Dean of the College. (UWM Faculty Document #1243)

Inclement Weather

UWM students should contact the University at 414-229-4444 (UW-Parkside, 262-595-2345) to ascertain the status of class cancellation due to inclement weather. Even when classes are canceled, University offices and services remain available, unless the entire University is closed by the Governor.

Incompleteness

A notation of "Incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester, but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above. (UWM Faculty Document #1558 and #1602)

Participation by students with Disabilities

If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Safety

Safety techniques and strategies are described in a College of Nursing Brochure distributed to all nursing students in Spring 1994 and subsequently to new students. Copies are available in the Office of Student Affairs.

Sexual Harassment

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment. (UWM Faculty Document #1605)

Progression in the Master's of Science in Nursing Program

Students must achieve a grade of a B- or better and must maintain a cumulative GPA of at least 3.0 to continue in the Master's of Science in Nursing Program.

Course Schedule, Readings, & Assignment Due Dates

Date/Week	Topic Readings & Assignments Reminder: Readings are either from required texts or on e-reserve
January 27	Introductions Overview of the Course Discuss requirements for Intervention & Outcome Clinical Exemplar paper Clinical Exemplar Examples: <ul style="list-style-type: none">◆ Davis, M. (2000). The HIV floor. <i>American Journal of Nursing</i>, 100(8), 25.◆ Meranda, A. C. (2000). Debbie's nurse. <i>Journal of Obstetric, Gynecologic, and Neonatal Nursing</i>, 29(1), 7.◆ Sentell, B. (1998). Sparkling cider. <i>American Journal of Nursing</i>, 98(7), 50. Selection of Nursing Interventions for the Online Discussions Brief Review of Common APA Writing Requirements and Selected Writing Skills

<p>January 28</p>	<p>Sign Up for Student Facilitation of Online Discussions Discuss Requirements for Critique of Existing Intervention Protocol/Guideline Assignment</p> <p>Standards of Nursing Practice, Nursing Interventions, & Nursing-Sensitive Outcomes: How They Are Related</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Aquilino, M. L., & Keenan, G. (2000). Having our say: Nursing's standardized nomenclatures. <i>American Journal of Nursing</i>, 100(7), 33-38. ◆ Doran, D. M. (Ed.). (2003). <i>Nursing-sensitive outcomes: State of the science</i>. pp. vii-ix (Preface), 1-25 (Ch. 1) ◆ Kennedy-Schwarz, J. (2000). Ethical issues: Pain management a moral imperative. <i>American Journal of Nursing</i>, 100(8), 49-50. ◆ Loeb, J., & Pasero, C. (2000). JCAHO Standards in long-term care. <i>American Journal of Nursing</i>, 100(5), 22-23. ◆ SmithBattle, L., & Kiekemper, M. A. (2000). A wrong turn: How taxonomies lead nursing astray. <i>American Journal of Nursing</i>, 100(7), 9. <p>Nursing Assessments, Diagnoses, Interventions, and Outcomes: NANDA, NIC, and NOC</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Bulechek, G. M., & McCloskey, J. C. (1999). <i>Nursing interventions: Effective nursing treatments</i>. pp. 1-26 ◆ Dochterman, J. M., & Bulechek, G. M. (Eds). (2004). <i>NIC</i> (4th ed.). pp. xiii-xxiv (Definitions of Terms), 3-20 (Ch 1: An Overview of NIC), 21-43 (Ch. 2: Development, Testing, and Implementation of NIC: 1987-2002), 44-66 (Ch. 3: Use of NIC), 110-125 (Part Two: Taxonomy of Nursing Interventions) ◆ Doran, D. M. (Ed.). (2003). <i>Nursing-sensitive outcomes: State of the science</i>. pp. 319-353 (Ch. 9) ◆ Moorhead, S., Johnson, M., & Maas, M. (2004). <i>NOC</i> (3rd ed.). pp. 3-18 (Ch. 1: Outcome Development and Significance), 19-48 (Ch. 2: The Current Classification), 100-121 (Part Two: NOC Taxonomy) <p>For the Next Weekend Class: Review resources on the website for the Centers for Nursing Classification & Clinical Effectiveness (CNCCE) at http://www.nursing.uiowa.edu/centers/cncce/. Identify two items of interest found on this website. Be prepared to describe these two items of interest during the next class on 2/18/06.</p> <p>During the next few weeks, select an existing intervention protocol/guideline to critique for your next assignment; course professor approval of selected protocol/guideline due by 2/18/06</p>
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<p>February 17</p>	<p><i>8:00-10:00am</i> Historical Perspectives of Nursing Classification Systems & Standards of Nursing Practice Guest Speaker: Dr. Susan Dean-Baar, Associate Dean for Academic Affairs Required Reading: <ul style="list-style-type: none"> ◆ Review previous pertinent readings on standards of nursing practice and nursing classification systems <i>10:15-11:45am</i> Other Approaches to Classification of Interventions and Outcomes: The Omaha System Guest Speaker: Bev Zabler, MSN, RN, FNP, BC, CMT, Candidate for PhD in Nursing Required Reading: <ul style="list-style-type: none"> ◆ Barton, A. J., Gilbert, L., Erickson, V., Baramée, J., Sowers, D., Robertson, K. J. (2003). A guide to assist nurse practitioners with standardized language. <i>CIN: Computers, Informatics, Nursing</i>, 21(3), 128-133. ◆ Bowles, K. H. (2000). Application of the Omaha System in acute care. <i>Research in Nursing & Health</i>, 23, 93-105. ◆ Brooten, D., Youngblut, J. M., Deatrick, J., Naylor, M., & York, R. (2003). Patient problems, advanced practice nurse (APN) interventions, time and contacts among five patient groups. <i>Journal of Nursing Scholarship</i>, 35, 73-79. <i>11:45am-12:00noon</i> Course Q & A</p>
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<p>February 18</p>	<p>Nursing Intervention & Outcome Clinical Exemplar Assignment Due Students Present Clinical Exemplars in Class Students Present Items of Interest Found on CNCCE Web site Course Professor Approval of Selected Protocol/Guideline Due No Later Than 1:00pm Today</p> <p>Advanced Practice Nursing Guidelines Evidence-Based Practice: Research and Theory-Driven Required Reading:</p> <ul style="list-style-type: none"> ◆ Hartigan, M., Cesta, T. G., Mapes, D., Burrows-Hudson, S., Prathikanti, R., Lamb, G., et al. (2003). AMDP: The anemia management demonstration project: Development, implementation, and testing of a multidisciplinary action plan (MAP) for hemodialysis patients in the community. <i>CareManagement: Official Journal of the Academy of Certified Case Managers</i>, 9(2), 19-22, 24-30. ◆ Nunez, D. E., Armbruster, C., Phillips, W. T., & Gale, B. J. (2003). Community-based senior health promotion program using a collaborative practice model: The Escalante health partnerships. <i>Public Health Nursing</i>, 20(1), 25-32. ◆ Whittemore, Bak, Melkus & Grey (2003). Promoting lifestyle change in the prevention and management of Type 2 diabetes. <i>Journal of the American Academy of Nurse Practitioners</i>, 15, 341-349. <p>Approaches to Protocol/Guideline Critique & Evaluation Required Reading:</p> <ul style="list-style-type: none"> ◆ Goolsby, M. J. (2001). Evaluating and applying clinical practice guidelines. <i>Journal of the American Academy of Nurse Practitioners</i>, 13(1), 3-6. <p>Application of Protocol/Guideline Critique & Evaluation: <i>Treating tobacco use and dependence: A clinical practice guideline</i> Required Reading:</p> <ul style="list-style-type: none"> ◆ Review all components on the <i>Clinician's Packet</i> Web page at http://www.surgeongeneral.gov/tobacco/clinpack.html. ◆ Bring <i>Complete Summary</i>, available at http://www.guideline.gov/summary/summary.aspx?ss=15&doc_id=4314&nr=003268&string=smoking+AND+cessation, as well as <i>Quick Reference Guide for Clinicians</i>, available at http://www.surgeongeneral.gov/tobacco/tobaqrg.pdf, to class to use during class discussion. ◆ Bulechek, G. M., & McCloskey, J. C. (1999). <i>Nursing interventions: Effective nursing treatments</i> (3rd ed.). Philadelphia: W.B. Saunders. Smoking Cessation Assistance, pp. 438-450 (Ch. 27) ◆ Prochaska, J. O., & Velicer, W. F. (1997). The transtheoretical model of health behavior change. <i>American Journal of Health Promotion</i>, 12, 38-48.
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<p>March 10 & 11</p> <p>Online Discussion: March 5 through March 11</p>	<p>Other Approaches to Classification of Interventions and Outcomes: Nursing Intervention Lexicon and Taxonomy (S. J. Grobe) Student Facilitator: <i>Mary Klatt</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Hughes, L. C., Robinson, L. A., Cooley, M. E., Nuamah, I., Grobe, S. J., & McCorkle, R. (2002). Describing an episode of home nursing care for elderly postsurgical cancer patients. <i>Nursing Research</i>, 51(2), 110-118. ◆ Schoneman, D. (2002). The intervention of surveillance across classification systems. <i>International Journal of Nursing Terminologies and Classifications</i>, 13(4), 137-147. ◆ TBD by Student Facilitator <p>Other Approaches to Classification of Interventions and Outcomes: Home Health Care Classification (V. K. Saba) Student Facilitator: <i>Rachael Guevara</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Coenen, A., McNeil, B., Bakken, S., Bickford, C., Warren, J. J., for the American Nurses Association Committee on Nursing Practice Information Infrastructure. (2001). Toward comparable nursing data: American Nurses Association criteria for data sets, classification systems, and nomenclatures. <i>Computers in Nursing</i>, 19, 240-246. ◆ Saba, V. (2002) Nursing classifications: Home health care classification system (HHCC): An overview. <i>Online Journal of Issues in Nursing</i>, 7(3), 22p. Accessed 9/19/04 from http://nursingworld.org/ojin/tpc7/tpc7_7.htm ◆ TBD by Student Facilitator <p>Other Approaches to Classification of Interventions and Outcomes: International Classification for Nursing Practice Student Facilitator: <i>Julie Karczewski</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Coenen, A. (2003). Guest Editorial: Building a unified nursing language system: The ICNP. <i>International Nursing Review</i>, 50, 65-66. ◆ Coenen, A., McNeil, B., Bakken, S., Bickford, C., Warren, J. J., for the American Nurses Association Committee on Nursing Practice Information Infrastructure. (2001). Toward comparable nursing data: American Nurses Association criteria for data sets, classification systems, and nomenclatures. <i>Computers in Nursing</i>, 19, 240-246. ◆ Feringa, M. M., Goossen, W. T. F., & Coenen, A. (2002). Submitting terms to the International Classification for Nursing Practice (ICNP). <i>International Nursing Review</i>, 49, 154-160. ◆ TBD by Student Facilitator
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**Other Approaches to Classification of Interventions and Outcomes:
Nursing Minimum Data Set
Student Facilitator: *Audrey Peterson***

Required Reading:

- ◆ Fahrenkrug, M. A. (2003). Information technology: Development of a nursing data set for school nursing. *Journal of School Nursing, 19*, 238-248.
- ◆ Park, M., Delaney, C., Maas, M., & Reed, D. (2004). Using a Nursing Minimum Data Set with older patients with dementia in an acute care setting. *Journal of Advanced Nursing, 47*, 329-339.
- ◆ Toth, D. (2003). A standardized language for occupational health nursing—the Nursing Minimum Data Set. *AAOHN Journal, 51*, 283-286
- ◆ TBD by Student Facilitator

March 20	Critique of an Existing Intervention Protocol/Guideline Due to be Received by Course Professor electronically (i.e., email or D2L Assignment Dropbox) or via postal mail <u>by noon on Monday, March 20.</u>
March 31	<p><i>8:00am-10:30am</i></p> <p>Evaluation of the Effectiveness of Interventions via Clinical Trials, Observational Studies, and Surveillance with Outcomes of Mortality, Morbidity, QOL, Length of Stay (LOS), Readmissions, Cost-Effectiveness, etc.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Barkauskas, V. H., Pohl, J. M., Benkert, R., & Wells, M. A. (2005). JHQ 156 – Measuring quality in nurse-managed centers using HEDIS measures. <i>Journal for Healthcare Quality</i>, ??, 4-14. ◆ Brooten, D., Naylor, M. D., York, R., Brown, L. P., Munro, B. H., Hollingsworth, A. O. et al. (2002). Lessons learned from testing the quality cost model of advanced practice nursing (APN) transitional care. <i>Journal of Nursing Scholarship</i>, 34, 369-375. ◆ Brown, A. F., Gerzoff, R. B., Karter, A. J., Gregg, E., Safford, M., Waitzfelder, B., et al. for the TRIAD Study Group. (2003). Health behaviors and quality of care among Latinos with diabetes in managed care. <i>American Journal of Public Health</i>, 93, 1694-1698. ◆ Cunningham, R. S. (2004). Advanced practice nursing outcomes: A review of selected empirical literature. <i>Oncology Nursing Forum</i>, 31, 219-230. ◆ Keepnews, D. (2004). Using patient satisfaction data to improve home healthcare. <i>Journal for Healthcare Quality</i>, 26(3), 4-9. ◆ Maas, M. L., & Delaney, C. (2004). Nursing process outcome linkage research: Issues, current status, and health policy implications. <i>Medical Care</i>, 42 (Suppl II), 40-48. <p><i>10:45am-12:00noon</i></p> <p>Application of Nursing Intervention and Outcome Research: Technology-Enhanced Nursing Practice Research Guest Speaker: Dr. Marge Sebern</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Bower, F., & McCullough, C. (2004). Nurse shortage or nursing shortage: Have we missed the real problem? <i>Nursing Economics</i>, 22, 200-203. ◆ Brennan, P. F., Moore, S. M., Bjornsdottir, G., Jones, J., Visovsky, C., & Rogers, M. (2001). HeartCare: An Internet-based information and support system. <i>Journal of Advanced Nursing</i>, 35, 699-708. ◆ Sandelowski, M. (2002). Visible humans, vanishing bodies, and virtual nursing. <i>Advances in Nursing Science</i>, 24, 58-70.

<p>April 1</p>	<p>Obtain Course Professor Approval of Intervention Topic for Development of an Evidence-Based Nursing Intervention Protocol Assignment in Writing by 1:00pm on April 1</p> <p><i>8:30am-9:30am</i> Students Present Informal, Brief Summary of Critique of an Existing Intervention Protocol/Guideline Assignment Prepare a brief, informal summary of your critique of the existing guideline; you will present this summary verbally during class in five minutes or less.</p> <p><i>9:30am-10:45am</i> Interventions at the Individual and Aggregate Levels Student Facilitator: AnnMarie Voss Required Reading:</p> <ul style="list-style-type: none"> ◆ Head, B. J., Aquilino, M. L., Johnson, M., Reed, D., Maas, M., & Moorhead, S. (2004). Content validity and nursing sensitivity of community-level outcomes from the Nursing Outcomes Classification (NOC). <i>Journal of Nursing Scholarship</i>, 36, 251-259. ◆ Merzel, C., & D'Afflitti, J. D. (2003). Reconsidering community-based health promotion: Promise, performance, and potential. <i>American Journal of Public Health</i>, 93, 557-574. ◆ Weiss, D. M., Schank, M. J., Coenen, A., & Matheus, R. (2002). Parish nurse practice with client aggregates. <i>Journal of Community Health Nursing</i>, 19, 105-113. ◆ Wood, R. Y., Duffy, M. E., Morris, S. J., & Carnes, J. E. (2002). The effect of an educational intervention on promoting breast self-examination in older African American and Caucasian women. <i>Oncology Nursing Forum</i>, 29, 1081-1090. <p><i>11:00am-12:15am</i> Advanced Practice Nurses Role Student Facilitator: Toni Murdoch Required Reading:</p> <ul style="list-style-type: none"> ◆ Aiken, L. H., Clarke, S. P., Cheung, R. B., Sloane, D. M., & Silber, J. H. (2003). Educational levels of hospital nurses and surgical patient mortality. <i>Journal of the American Medical Association</i>, 290, 1617-1623. ◆ Brooten, D., Youngblut, J., Blais, K., Donahue, D., Cruz, I., & Lightbourne, M. (2005). APN-physician collaboration in caring for women with high-risk pregnancies. <i>Journal of Nursing Scholarship</i>, 37, 178-184. ◆ Burgener, S. C., & Moore, S. J. (2002). The role of advanced practice nurses in community settings. <i>Nursing Economics</i>, 20, 102-108, 132. ◆ Lenz, E. R., Mundinger, M. O., Kane, R. L., Hopkins, S. C., & Lin, S. X. (2004). Primary care outcomes in patients treated by nurse practitioners or physicians: Two-year follow-up. <i>Medical Care Research & Review</i>, 61, 332-351.
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| | <ul style="list-style-type: none">♦ Oermann, M. H., & Floyd, J. A. (2002). Outcomes research: An essential component of the advanced practice nurse role. <i>Clinical Nurse Specialist</i>, 16, 140-144. |
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12:15am-12:30am **Course Q & A**

<p>Instead of Class on April 21 & 22</p> <p>Online Discussion: VIA D2L over two different weeks</p> <p>These Intervention Topics will be discussed online April 9 through April 15</p>	<p><u>Focus on Interventions</u></p> <p><u>Physiologic: Basic Interventions</u> Intervention: Sleep Enhancement Student Facilitator: <i>Karen Fredrick</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ♦ Chapter in Bulechek, G. M., & McCloskey, J. C. (1999). <i>Nursing interventions: Effective nursing treatments</i> (3rd ed.). Philadelphia: W.B. Saunders. ♦ Article TBD by student facilitator <p><u>Safety Interventions</u> Intervention: Dementia Management Student Facilitator: <i>Tegan Beattie</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ♦ Chapter in Bulechek, G. M., & McCloskey, J. C. (1999). <i>Nursing interventions: Effective nursing treatments</i> (3rd ed.). Philadelphia: W.B. Saunders. ♦ Article TBD by student facilitator <p><u>Health System Interventions</u> Intervention: Culture Brokerage Student Facilitator: <i>Ella Jah</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ♦ Chapter in Bulechek, G. M., & McCloskey, J. C. (1999). <i>Nursing interventions: Effective nursing treatments</i> (3rd ed.). Philadelphia: W.B. Saunders. ♦ Article TBD by student facilitator <p><u>Family Interventions</u> Intervention: Caregiver Support Student Facilitator: <i>Stacey Lampone</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ♦ Dochterman, J. M., & Bulechek, G. M. (Eds.). (2004). <i>Nursing interventions classification (NIC; 4th ed.)</i>. St. Louis: Mosby. Refer to pages on which specified intervention is described ♦ Two articles TBD by student facilitator; at least one of the articles to address research and theoretical bases for intervention
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<p>Instead of Class on April 21 & 22</p> <p>Online Discussion: VIA D2L over two different weeks</p> <p>These Outcome Topics will be discussed online April 23 through April 29</p>	<p><u>Focus on Outcomes</u></p> <p><u>Outcome: Pain as a Symptom Outcome</u> Student Facilitator: <i>Heather Harren</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Chapter in Doran, D. M. (Ed.). (2003). <i>Nursing-sensitive outcomes: State of the science</i>. Boston: Jones and Bartlett. ◆ Article TBD by student facilitator <p><u>Outcome: Patient Safety Outcomes</u> Student Facilitator: <i>Katie Tonn</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Chapter in Doran, D. M. (Ed.). (2003). <i>Nursing-sensitive outcomes: State of the science</i>. Boston: Jones and Bartlett. ◆ Article TBD by student facilitator <p><u>Outcome: Patient Satisfaction as a Nurse-Sensitive Outcome</u> Student Facilitator: <i>Vicki Fischer</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Chapter in Doran, D. M. (Ed.). (2003). <i>Nursing-sensitive outcomes: State of the science</i>. Boston: Jones and Bartlett. ◆ Article TBD by student facilitator <p><u>Outcome: Nursing Outcome: Nurses' Job Satisfaction</u> Student Facilitator: <i>Jennie Christman</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Chapter in Doran, D. M. (Ed.). (2003). <i>Nursing-sensitive outcomes: State of the science</i>. Boston: Jones and Bartlett. ◆ Article TBD by student facilitator
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<p>May 5</p>	<p>8:00am-9:00am Student Facilitators during Previous Two Online Discussion Weeks:</p> <ul style="list-style-type: none"> • Verbally Summarize Online Discussions re: Interventions and Outcomes • Post Your Word-Processed Summary of Online Discussion by 5:00pm Wednesday, May 3 <p>9:00am-12:00noon Application of Evidence-Based Guidelines, Interventions, and Outcomes: Motivational Interviewing Obesity Prevention and Management; Healthy Nutrition & Physical Activity Powerpoint Presentation from Barb Murphy, MSN, FNP, BC</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ♦ Bulechek, G. M., & McCloskey, J. C. (1999). <i>Nursing interventions: Effective nursing treatments</i> (3rd ed.). Philadelphia: W.B. Saunders. Exercise Promotion, pp. 130-147 (Ch. 7) Patient Contracting, pp. 385-397 (Ch. 23) Health Education, pp. 469-481 (Ch. 29) ♦ Dansinger, M. L., Gleason, J. A., Griffith, J. L., Selker, H. P., Schaefer, E. J. (2005). Comparison of the Atkins, Ornish, Weight Watchers, and Zone diets for weight loss and heart disease risk reduction: A randomized trial. <i>Journal of the American Medical Association</i>, 293, 43-53. ♦ Yusuf, S., Hawken, S., Ounpuu, S., Bautista, L., Franzosi, M. G., Commerford, P., et al. on behalf of the INTERHEART Study Investigators. (2005). Obesity and the risk of myocardial infarction in 27 000 participants from 52 countries: A case-control study. <i>Lancet</i>, 266, 1640-1649. <p>Review Web sites/Resources below:</p> <ul style="list-style-type: none"> ♦ U. S. Department of Health and Human Services (HHS) and the Department of Agriculture (USDA). (2005). <i>Dietary guidelines for Americans 2005</i>: http://healthierus.gov/dietaryguidelines/ Especially see <i>Tools</i> section. ♦ U. S. Department of Agriculture (USDA). (2005). <i>Food guide pyramid for young children: A daily guide for 2-6 year olds</i>. http://www.usda.gov/cnpp/KidsPyr/LittlePyr.pdf ♦ The President's Council on Physical Fitness and Sports: <i>Physical activity fact sheet</i>: http://www.fitness.gov/resources_factsheet.htm ♦ National Heart, Lung, and Blood Institute (NHLBI), the National Institute of
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Diabetes and Digestive and Kidney Diseases (NIDDK), the National Institute of Child Health and Human Development (NICHD) and the National Cancer Institute (NCI). *WE CAN: Ways to enhance children's activity and nutrition*. <http://wecan.nhlbi.nih.gov>

- ◆ National Heart, Lung, and Blood Institute (NHLBI). (1998). *Clinical guidelines on the identification, evaluation, and treatment of overweight and obesity in adults: Executive summary*. http://www.nhlbi.nih.gov/guidelines/obesity/ob_exsum.pdf
- ◆ National Heart, Lung, and Blood Institute (NHLBI). (2000). *The practical guide: Identification, evaluation, and treatment of overweight and obesity in adults*. http://www.nhlbi.nih.gov/guidelines/obesity/prctgd_c.pdf

Other Important Resources—Optional Reading

- ◆ Katz, D. L., O'Connell, M., Yeh, M.-C., Nawaz, H., Njike, V., Anderson, L. M. et al. (2005). Public health strategies for preventing and controlling overweight and obesity in school and worksite settings: A report on recommendations of the Task Force on Community Preventive Services. *Morbidity & Mortality Weekly Report*, 54 (RR10), 1-12. Available from: <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5410a1.htm>
- ◆ U.S. Preventive Services Task Force. (2003). *Behavioral counseling in primary care to promote a healthy diet: Recommendations and rationale*. Rockville, MD: Agency for Healthcare Research and Quality. Available from: <http://www.ahrq.gov/clinic/3rduspstf/diet/dietrr.htm>

<p>May 6</p>	<p>Development of Evidence-Based Nursing Intervention Protocol Assignment Due</p> <p>8:30am-9:30am</p> <p>Students Present Informal, Brief Summary of Evidence-Based Nursing Intervention Protocol</p> <p>Course Summary: Share two lessons learned during this course</p> <p>9:30am-12:10pm</p> <p>Other Interventions: Natural, Complementary, & Alternative Therapies:</p> <ul style="list-style-type: none"> ○ The Essence of You: Health & Healing ○ Integrating Natural, Complementary, & Alternative Therapies into your APN Practice <p>Guest Speaker: Bev Zabler, MSN, RN, FNP, BC, CMT, Candidate for PhD in Nursing</p> <p>Each Student Will:</p> <ul style="list-style-type: none"> • Provide a Copy of Word-Processed Summary of Learning About One Natural/Complementary/Alternative Therapy to All Students as well as Course Professor and Guest Speaker • Post Above Word-Processed Summary of Learning to D2L course Web site Specified Discussion Forum <p>Required Reading:</p> <ul style="list-style-type: none"> ◆ Huebscher, R., & Shuler, P. A. (2004). Introduction. In R. Huebscher & P. A. Shuler, Natural, alternative, and complementary health care practices (pp. 1-10). St. Louis: Mosby. ◆ From the National Center for Complementary and Alternative Medicine Web site, under the topic of Understanding Complementary and Alternative Medicine (CAM): www.nccam.nih.gov/health, read the sections identified by the section headings below. Use the questions below each section heading to guide your reading. <p><u>What is Complementary and Alternative Medicine?</u></p> <ol style="list-style-type: none"> 1. What is CAM? 2. Are complementary medicine and alternative medicine different from each other? 3. What is integrative medicine? 4. What are the major types of CAM? <p><u>Making Decisions About Using CAM</u></p> <ol style="list-style-type: none"> 1. How might you as an APN assist a patient/client in making a decision about the use of CAM? <p><u>Selecting a CAM Provider</u></p> <ol style="list-style-type: none"> 1. How might you as an APN assist a patient/client in making a choice about a CAM provider? 2. How might you as an APN develop knowledge of CAM providers
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for possible referrals?

Consumer and Financial Issues in CAM

1. What are the reimbursement issues regarding CAM?
2. What resources are available to patients for CAM related to payment for CAM?

Optional Resources

National Institutes of Health: dietary-supplements.info.nih.gov

American Botanical Council: www.herbalgram.org

Herb Research Foundation: www.herbs.org

Herb Med: An interactive, electronic herbal database-provides hyperlinked access to the scientific data underlying the use of herbs for health. It is an evidenced-based information resource for professionals, researchers, and general public. <http://www.herbmed.org>

HerbMedPro: The professional version of HerbMed-Available for licensing
<http://www.herbmed.org/licensing.asp>

HealthWorld: Alternative Medicine Center Web site:
<http://www.healthy.net/scr/center.asp?centerid=1>

12:10pm-12:30pm

Course Evaluations

SELECTED NURSING INTERVENTION/OUTCOME DISCUSSION GUIDE

Consider the following when preparing for the discussion of specific interventions/outcomes:

What is the conceptual and theoretical base for the intervention/outcome? Which diagnoses would the intervention/outcome be appropriate for?

What is the quality of the research base that supports the intervention/outcome?

Are there any client* characteristics which would influence the use of or modification of the intervention/outcome?

Are there any dosage considerations?

Are there any physiologic or pharmacologic considerations?

Are there any cultural considerations?

For the interventions, what are the outcomes that would be expected?

How would you measure the presence of the intervention or the outcome?

Is there a differentiation in the intervention or outcome depending on the practitioner (i.e., nurse, advanced practice nurse, or other health care practitioner)?

Are there any other factors that would influence the use of the intervention/outcome?

What research still needs to be done?

*Client may be individual, family, group, or community.

Discussion Facilitation
(15 points)

Each student will facilitate discussion either online via D2L or in the classroom.

The designated student facilitator will:

- Choose one research article to support the use of the selected intervention from the current literature (i.e., within the last five years)
(3 points) /03
- Provide one copy of this article either to the course professor for submission to e-reserve or post an electronic version of article on the D2L course Web site in the specified Discussion Forum two weeks prior to the scheduled date of the discussion (1 point) /01
- Electronically submit the word-processed citation of the article to the D2L course Web site in the designated Discussion Forum two weeks prior to the scheduled date of the discussion (1 point) /01
- Promote discussion among all students in the designated group by using the questions in the Selected Nursing Intervention Discussion Guide in the syllabus as well as any additional questions or comments (5 points) /05
- Submit a 1-2 page, word-processed summary of the main points of the discussion to the D2L course Web site in the designated Discussion Forum within one week of the last day of the discussion (3 points) /03
- Briefly, verbally summarize the main points of the online discussion during the designated on-campus class (2 points) /02

Additional Comments:

Total # Points / 15

Critique of an Existing Intervention Protocol/Guideline

(20 points)

Critique an intervention protocol, pathway, or guideline published in the peer-reviewed literature or similar mechanism (e.g., AHCPR guidelines, Centers for Disease Control, or specialty organizations such as the American Diabetes Association) on a topic of interest.

Credentials of the authors; sufficiently interdisciplinary, given the nature of the problem addressed (3 points); other disciplines/specialties suggested _____/03

Comprehensiveness of protocol; comment on what may be missing/needed; attach a copy of the protocol; include full APA citation of guidelines at top of 2nd page just before text begins (4 points) _____/04

What other elements of an intervention should be in the protocol? What other approaches should the authors have taken? What else would be needed for a comprehensive, state-of-the-science, evidence-based protocol? (2 points) _____/02

Ease of implementation; provide rationale; how would you use the protocol; what modifications might you make; how well does the protocol serve the purpose for which you would like to use it, include consideration of issues such as scope, target audience, etc; what problems might you anticipate if you were to implement it? (4 points) _____/04

Comprehensiveness and quality of references; recent literature as well as classics included; compare protocol's references to your database search results; attach copy of database search results (~ 3 pages); if search limited, indicate specific search parameters (4 points) _____/04

Scholarly paper; organized, logical flow of ideas; correct grammar and punctuation; accurate APA (5th ed) format; 3-4 pages, excluding title page and references (3 points) _____/03

Additional Comments:

Total # Points _____ / 20

Development of an Evidence-Based Nursing Intervention Protocol

(40 points)

Identify the intervention that you would like to develop. Any individual, group, or community-focused intervention used by advanced practice nurses can be used.

Introduction & review of the literature sections (10 points) _____/10

- Introduction section summarizes the issues discussed in the ROL section
- The review of the literature section (ROL) is a synthesis of the theoretical and research literature related to the chosen intervention
- This section is no longer than 3-5 pages

Discuss the client (i.e., individual, group, or community) characteristics (2 points) _____/02

- Describe the specific client population; include characteristics, such as assessment findings or diagnoses, that are present when this intervention is used
- Describe the setting in which the intervention will be used

Identify specific outcomes to be affected by use of the intervention and discuss the relationship between the intervention and the desired outcome(s); include your rationale for selecting these outcomes (8 points) _____/08

Describe the intervention (15 points) _____/15

- Describe the intervention with detail sufficient to be implemented
- Identify the theoretical basis for the intervention and briefly describe how it relates to the intervention
- Discuss how decisions to alter or modify the intervention would be made by an advanced practice nurse, including how specific client characteristics might influence the decision making
- Identify the implementer (e.g., individual client, family member, home health aide, LPN, RN, APN, etc.) as well as the evaluator
- Describe the plan for evaluation of the effectiveness of the intervention
 - with an *individual client*
 - with an *aggregate*

Scholarly paper; organized, logical flow of ideas; correct grammar; accurate APA (5th ed) format; 8-10 pages, excluding title page and references (5 points) _____/05

Additional Comments:

Total # Points _____ / 40