

NURS 427

Nursing Leadership and the Transition into Practice

PLACEMENT	Senior Year, Fourth Semester
CREDIT HOURS	Theory 3 credits Clinical 1 credit
CLASS DAY AND TIME	Jan 25 th 2-5pm Feb 5 th 1-4pm Feb 19 th 1-4pm Mar 4 th 1-4pm Mar 18 th 1-4pm Apr 1 st 1-4pm Apr 8 th 1-4pm MANDATORY: Jan 29 th 1-3pm: Clinical Orientation (BHS 459) Apr 12 th -14 th Live Review
CLASS LOCATION	BHS 134
FACULTY	Cheryl Perna, MSN, RN Office: BHS 418 Office: 702-895-0167 Email: cheryl.perna@unlv.edu Jayme Haynes, MSN, RN Graduate Assistant haynej1@unlv.nevada.edu
OFFICE HOURS	Monday 10:00-2:00pm Or by appointment

Mission Statement:

As a passionate nurse and educator for UNLV's School of nursing, I commit to provide students with a well prepared, organized, positive and nurturing learning environment. I guide my students in their journey through nursing school as they grow personally and professionally. My love for nursing has given me the opportunity to gain knowledge and insight which I am excited to share with respect, honesty and compassion.

NURS 427 Nursing Leadership & Transition into Practice	Description: Apply leadership concepts, skills, and decision making in implementing high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. Explore the pathway to licensure, job preparation and succeeding in practice settings. Theory = 3 credits, clinical = 1 credit. Prerequisites: NURS 401, 405, 406, 420. Concurrent enrollment in NURS 425. 4 credits.			
PROGRAM & Level 4 OUTCOMES	QSEN Competencies	Course OBJECTIVES	Learning Activities	Evaluation
1. Use emerging patient care technologies and information systems to support safe and effective nursing practice.	Evidenced Based Practice Informatics Safety	1. Demonstrate an understanding of the role of technology in data collection, analysis, and distribution to enhance safety and quality in healthcare settings.	Lecture Group activities Clinical activities	Capstone Project Case Studies
2. Integrate leadership concepts, skills and decision making in the provision of high quality nursing care delivery in a variety of settings.	Quality Improvement Safety Teamwork and Collaboration	2. Apply knowledge of leadership theory, complex systems, power, politics, policy and regulatory guidelines in the delivery of safe quality care.	Lecture Group activities Clinical activities	Exams Case Studies Capstone Project
3. Apply knowledge of healthcare policy, finance and regulatory environments, including local, state, national and global healthcare trends in nursing practice.	Patient Centered Care Safety	3. Integrate knowledge of policies, procedures, regulatory standards and evidenced based practice on individual nursing practice and professional nursing practice.	Lecture Group activities Clinical activities	Exams Capstone Project Case Studies
4. Integrate professional values, attitudes, knowledge, and behaviors into nursing practice.	Patient Centered Care Teamwork and Collaboration	4. Plan strategies for the successful transition into nursing practice that include NCLEX preparation and licensure. 5. Prepare a resume and develop interviewing techniques. 6. Develop personal skills to cope with stressors related to the transition into professional practice.	Lecture Professional Portfolio NCLEX Live Review Group activities	Professional Portfolio-Pass/fail Completion of 3 day NCLEX Live Review Successful completion of Exit Exam Completion of answers for interview questions and questions to ask employer during an interview

5. Demonstrate sound clinical judgment in the planning, provision, and evaluation of evidence-based nursing care at the individual, group, and community levels.	Evidenced-Based Practice Patient Centered Care	7. Examine the impact of an organizations structure, culture and climate on the delivery of patient centered care.	Lecture Clinical activities	Capstone Project Exams Case Studies
6. Apply principles that enhance safety for patients and health care providers through both individual performance and system effectiveness.	Patient Centered Care Quality Improvement Safety	8. Use improvement methods, based on data from outcomes of care processes, to design and test changes to continuously improve the quality and safety of healthcare	Lecture Group activities Clinical activities	Capstone Project Exams Case Studies
7. Demonstrate effective inter- and intra-professional communication and collaboration for improving patient outcomes.	Patient Centered Care Quality Improvement Safety	9. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team. 10. Utilize appropriate communication strategies to resolve clinical and professional situations commonly encountered by new nurse graduates.	Lecture Group activities Clinical activities	Capstone Project Exams Case Studies Clinical Performance
8. Use clinical prevention strategies to promote health and prevent disease across the life span at the individual and population levels.	Evidenced-Based Practice Patient Centered Care	11. Utilize proactive quality improvement models to anticipate problems and intervene to promote quality and safety in clinical settings.	Lecture Clinical activities	Capstone Project

Class		Tentative Schedule of Topics		
Date	Time	Weekly Topics	Assigned Readings	Assignments Due
1/25	2p-5pm	Introduction to the Course QSEN Organizational Structure Leadership/Management Leadership Theory/Styles	Syllabus Chapters 9, 1 Portfolio Info	Case Studies Open
1/29	1-3pm 3-4:30pm	Clinical Orientation Pathway to Licensure Guest Speakers <i>BOTH MANDATORY</i>	Clinical Info	BHS 134
2/5	1p-4pm	Organizational Planning Change Ethical Issues Legal Issues	Chapter 13 Chapters 8, 18 Backpack to Briefcases	Portfolio Health records Certifications Evolve Practice Test Open
2/19	1-4pm	Healthcare Regulatory Agencies Management of Emergencies	Chapters 6, 7, 5 <i>LaCharity</i> <i>Chapter 20</i>	Resume Cover Letter Safe Injection Practices (Under Assessments) Evolve Practice Test Due 2/26
3/4	1-4pm	Delegation Communication Documentation	Chapter 3 Chapter 2 <i>LaCharity</i> <i>Chapter 5</i>	Exam #1 Case Studies Due Competency Checklist Continuing Education Academic Work
3/18	1-4pm	Information Management	Chapters 10, 11, 12	Exam #2 HESI
4/1	1-4pm	Transition to Practice	Chapter 21	Capstone Project/Poster Due 4/4 by 5pm
4/8	1-3p	Exam #3		Portfolio and Time Log Due
4/12- 4/14	8:30-4pm	HESI Live Review <i>MANDATORY</i>		Live Review TBA

REQUIRED TEXTBOOK:

Motacki, K. & Burke, K. (2011). *Nursing delegation and management of patient care*. St. Louis: Missouri. Mosby, Inc.

LaCharity, L.A., Kumagai, C.K. & Bartz, B. (2014). *Prioritization, delegation, and assignment: Practice exercises for the NCLEX examination*. (3rd Ed.) St. Louis: Mosby Elsevier.

Career Services. (2011-2012). Backpack to Briefcases: Career Services Handbook. Las Vegas, NV: UNLV. <http://hire.unlv.edu/downloads/b2b.pdf>, also located on Black Board Learn.

Upchurch, S., Henry, T., Pine, R & Rickles, A. (2014). Comprehensive review for the NCLEX-RN examination. St. Louis, Missouri: Elsevier Inc. (Required for NURS 425)

TEACHING STRATEGIES:

This course is based on the premise that the student will complete any reading, review Power Points and or web links prior to class. Classroom learning will be a combination of lecture, group discussions, and group activities.

Technology in class: During class, cell phones must be changed to the silent mode to minimize distraction. Computers may be used. Lecture may be recorded with permission of the instructor.

CLASS EVALUATION	Pts	CLINICAL EVALUATION	Pts	CLASS ASSIGNMENTS Not graded	Pts
Exam 1	20	Capstone Paper and Poster	30	Professional Portfolio	5
Exam 2 HESI	20	Case Studies	P/F	Safe Injection Practices Quiz	P/F
Exam 3	20	Time Logs			
Evolve Practice Test	5				
Total	65	Total	30		5

Grading Scale:

93-100 = A	83-87 =B	75-77 =C	63-67 =D
90-92 = A-	80-82 = B-	70-74 =C-	60-62 =D-
88-89 = B+	78-79 =C+	68-69 =D+	< 59 = F

EXAMS:

Average of 75% on course examinations is required to pass each nursing course: If a 75% is **NOT** obtained on all exams the student's final grade will be the average of those exams. *All exams are included in the 75% rule (excludes Evolve practice test).*

During exams you will be required to place all belongings to the side of the classroom and phones at the front of the class. You are allowed to have pencils and exam materials on your desk. It is at the discretion of the instructor to allow food or beverages. Note taking and

copying of exam questions are NOT allowed at any time. No electronic device is allowed to be used during an examination or exam review. Any student who is found to have a phone or any electronic device on them will have their exam confiscated and will receive a 0 for the exam. Anyone found, observed or suspected of taking images or obtaining external assistance during an examination will receive a 0 for the exam.

Exams may be reviewed for a two week period from the date of the test. Exam reviews may be done in class, during office hours or by appointment with the instructor.

If a student is late for an exam, they will be allowed to take the exam as long as the first exam has not been turned in. Additional time will not be given.

HESI EXAM: If the HESI score is below an 850 the student will be required to complete remediation (for the management HESI only) through Evolve. The student will be unable to take the exit exam until this is completed.

MANDATORY HESI LIVE REVIEW COURSE

Seminars focus on integrated nursing content, nursing process, pharmacology and client needs aspect of the examination. MS PowerPoint® presentations and hundreds of practice questions reinforce the content and aid in memorization. Important “test taking” strategies and stress reduction are also taught.

This 3 day course is a mandatory part of the program. If for any reason a student is going to be late or absent it is the student’s responsibility to provide prior notification to the instructor. It is expected that all students arrive on time and attend all days. If a student is late, 10 points will be deducted from their paper grade for each late episode. If a student is absent, 15 points will be deducted from their paper grade for the first missed day, 15 for the second and 20 points for the third.

PROFESSIONAL PORTFOLIO

Students will develop their own professional portfolio including health records, certifications, resume, cover letter, list of references, skills checklist, continuing education and academic work. This should be neat and organized showing the student’s experience. See samples in “Backpacks to Briefcases” for resumes, cover letters and interviewing basics. This assignment is not graded but must be completed.

A student’s portfolio includes:

Portfolio/Health Records and Certifications

Portfolio must be professional looking
Health Records (immunizations)
Certifications (BLS, CNA etc)

Resume and Cover letter

Resources: Backpack to Briefcases, samples posted and any other resources you wish to use

Competency Checklist/ Continuing Education/Academic Work

Skills checklist (does not need to be complete)

Any education/in-services that you've attended
Academic work: Title of project, course it was completed in
Brief paragraph explaining the project

Lateness of Assignments:

Written work and course assignments are expected to be handed in on the date indicated on the course syllabus. It is the student's responsibility to notify the instructor if an emergency has occurred.

Portfolio assignments/Final portfolio

5 points: all assignments completed and completed on time
2.5 points: if any assignment incomplete and or late
0 points: if final portfolio not complete

Practice Quiz (Based on 2 attempts):

5 points: Above 95%
2.5 points: Below 95% or if first attempt lower than 50%
0 points: if quiz not completed by date assigned

Case Studies:

Case studies are due by the date indicated on the course syllabus. If the case studies are not completed by that date 5 points will be deducted from the student's paper grade for each day late.

Rounding:

Numerical value on assignments will be carried out to two decimal places. The point value will not be increased to the next highest number, for example 79.99 will not be rounded off to become 80%.

POLICIES AND PROCEDURES:

Policies and procedures

Students are responsible for reviewing the School of Nursing Student Handbook and the UNLV Undergraduate Catalog. All policies within these publications will be adhered to in this course and clinical experience.

Basic cardiac life support: ALL students who enroll in clinical courses at UNLV, School of Nursing, will be required to show proof of certification in Basic Cardiac Life Support each semester. If at this time you have not obtained certification, you will not be allowed to remain in this clinical area.

Professional liability insurance: Although not required by the School of Nursing, the faculty strongly recommends students purchase Professional Liability Insurance.

Confidentiality: An important part of nursing ethics is maintaining the patient's confidentiality. Therefore, written work submitted to the instructor must never contain his/her full name. Patient's problems must not be discussed with family or friends. If the

School ascertains that a patient's confidentiality has been violated, the student violating the confidence will be subject to disciplinary action.

Examinations during the Semester: It is expected that students take examinations on the date and at the time scheduled. It is the student's responsibility to notify the instructor **prior** to the exam time if she/he will not be able to take the exam as scheduled. Make-up exams will be at the discretion of the instructor. If a student misses an examination without prior approval by the instructor, a grade of "F" will be recorded for the examination. It is the instructor's responsibility to make known the tentative dates of examinations and method of final grade calculation at the beginning of the semester.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester **for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor.** If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students cannot enroll in other nursing classes if they have an incomplete in a course that is designated as a prerequisite to that course. See School of Nursing Policy C-12 for procedure.

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than **January 29, 2016**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Teaching Evaluations – In order to evaluate the effectiveness of teaching at UNLV, **course evaluations are required to be administered at the end of each course.** Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained. The minimum standards for administering these evaluations (Anonymity, Objectivity and Post-Evaluation Procedures) are outlined in the document "Minimum Standards for Teaching Evaluation by

Students.” This document has been approved unanimously by the Academic Council of Deans and the Executive Vice President and Provost as reflecting the minimum standards that apply to all departments/schools/units when administering student evaluations of teaching. To review the policy, please see “Evaluations by Students - Minimum Standards for” in the alphabetical listing at:

<http://provost.unlv.edu/policies.html#liste>.

Library Resources –Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at www.library.unlv.edu/

CLINICAL EXPERIENCE

Preceptor Experience

The purpose of the precepted experience is to provide students in the final semester of the BSN program the opportunity to further develop critical thinking via observations, dialogue related to both clinical situations and leadership/management while working in a consistent one-on-one relationship with an experienced nurse manager or leader. During this experience, the student can observe and participate in leadership roles and functions in decision making, planning, organizing, staffing, directing and controlling. Students will be introduced to nursing leadership and management as it applies to complex systems.

Criteria for Selection of Preceptor

The managerial preceptor may be on the same unit as the clinical preceptorship in NURS 425. Placement will be done by faculty member in NURS 425. Selection of the managerial preceptor would ideally be a director, unit manager, charge nurse or nurse educator. The student will spend a total of 25 hours with the managerial preceptor. These hours will occur weekly once the clinical preceptorship begins and be accounted for using a time log. If a student wishes to do hours with a different preceptor other than the one assigned it is the student's responsibility to obtain permission from the 427 clinical instructor. Failure to do so will result in a clinical contract and any hours done with an unapproved preceptor will not be counted toward the hours needed to complete the course.

Clinical Objectives:

The student will:

1. Describe the nurse leader's role within the organization.
2. Describe the nurse leader's management style.
3. Identify leadership strategies used in communicating within the organization.
4. Identify barriers and strategies for effective communication and teamwork.
5. Observe the nurse leader's one on one and group interactions with staff related to patient care or unit issues.
6. Describe how the nurse leader evaluates the care of patients.
7. Observe how the unit, under the direction of the nurse leader, is organized including staffing model, mix and scheduling.
8. Observe how the unit is staffed and how patient assignments are made.
9. Examine the facilities organizational chart, mission, vision, philosophy, policies and procedures, job descriptions, performance appraisals and quality improvement models.
10. Describe the organization's process for reporting errors and near misses.
11. Observe how the nursing staff adheres to The Joint Commission's National Patient Safety Goals.
12. Describe 5 outcome measures that are being examined within the organization.
13. Examine how the safety, quality, and cost effectiveness of care can be improved through active participation by patients and their families.
14. Describe the recruitment, hiring, orientation and training of employees.
15. Describe the types of committees that a nurse leader would be involved in.
16. Describe how the facility identifies the need for change.
17. Describe how the facility implements change.

18. Determine what the organization uses to measure patient satisfaction.
19. Observe the nurse leader's role in patient satisfaction and improving patient care.
20. Participate in leadership activities under the direction of the managerial preceptor.

Responsibility of the Clinical Faculty

- Provide the student with a syllabus and guidelines for the project to be completed during the clinical rotation.
- Ensure that students are connected with the proper preceptor.
- Provide information on roles and functions of preceptor, student and faculty.
- Communicate with the preceptor and student as appropriate.
- Provide guidance and consultation for the clinical project.
- Provide the preceptor with an evaluation to help aid in the student's evaluation and course evaluation.
- Grade the clinical project utilizing the grading rubric provided for the course.
- Guide students in the resolution/investigation of concerns/problems.

Responsibility of the Managerial Preceptor

- Maintain an agreed upon schedule with the student. If unforeseen events occur, notify the student of absence and reschedule precepted experience.
- Serve as mentor and resource person, providing opportunities for participation in managerial activities.
- Propose hypothetical situations and provide feedback to increase student's critical thinking and decision making.
- Provide feedback to the clinical faculty member through the evaluation provided.

Responsibility of the Student

- Discuss course objectives and expectations for the clinical assignment.
- Provide the clinical faculty with contact information for the managerial preceptor.
- Provide your managerial preceptor with contact information for the clinical faculty.
- Identify and reach an agreement with the managerial preceptor and clinical faculty on the project to be completed.
- Attend a meeting with clinical faculty to review project after topic submitted.
- Discuss with the clinical faculty the plan for the clinical project before implemented.
- Fulfill required clinical hours, **maintaining a time log, signed by student and preceptor.** Time sheet will be given to the clinical instructor by the date indicated on the syllabus.
- Participate in identified experiences, if unforeseen events occur, notify preceptor and faculty member of absence and in collaboration with preceptor reschedule the make-up time.
- Maintain ongoing communication with preceptor and faculty member.
- **Dress in black polo and black pants.**

Assessment of student performance in the clinical setting is based upon achievement of the published course objectives. If questions related to the completion of the course objectives in a satisfactory manner arise, judgment to whether the objectives have been achieved or not will be a collaborative experience between the clinical faculty member, the managerial

preceptor and the student. Failure to meet objectives will result in failure of the clinical and subsequently, the course. A grade of F will be recorded for the class if the student does not pass the clinical portion of the course.

Clinical Hours:

- 25 hours spent with managerial preceptor
- 2 clinical orientation
- 5 hours spent on case studies
- 13 additional hours may be utilized to work on project
- = 45 clock hours equal one credit hour in the clinical setting.

Capstone Paper:

See Capstone Paper Rubric and Capstone Project Outline and Writing Tips

Capstone Poster:

- Must be a professional poster
- Should include a synopsis of the project including all sections of the paper
- Must include data displayed in graphs or tables
- Must include references

Case Studies:

Each student will complete six case studies from Evolve. The case studies include 25 questions on topics such as setting priorities, delegation of care, staff communication, assignment of client care to various staff, supervision of care, and mentoring. The case studies will not count as a grade, but will count for 7 hours of the time spent in clinical.

Case Study	Patient Centered Care	Teamwork and Collaboration	EBP	QI	Safety	Informatics
Management of a Medical Unit	X	X	X	X	X	X
Management of an Oncology Unit	X	X	X	X	X	
Management of a Pediatric Unit	X	X	X	X	X	
Management of a Skilled Care Unit	X	X	X	X	X	
Management of a Surgical Unit	X	X	X	X	X	
The Emergent Care Clinic	X	X	X	X	X	

Time logs

Please have your time log completed. Return to your clinical instructor by the date indicated on the course syllabus.

*******Remember, you must:**

Supply the clinical faculty with your preceptor's contact info

Inform the clinical faculty when you agree upon a project

Discuss the your ideas or plans for the project before implementation

If a student fails to turn in their time log an incomplete will be given for the course.

Capstone Project Outline and Writing Tips

Introduction

Brief introduction to the hospital (see rubric)
What is the problem or area of concern? What needs to be improved?
How do I know this is a problem or an area that needs improving?
Who is the team that is going to work on this project?
How am I going to understand the problem better? How am I going to discover the root cause of the problem (chart audits, interviews, observations)?
What are my findings?
What do I believe the root cause to be?
How is the organization deficient? How does this impact on the patients, nurses and the hospital as a whole?

Literature Review

Why is this a significant problem?
What does the literature recommend that we do about it?
What external standard or clinical practice guideline relates to this issue? Describe or explain. Examples include TJC or CMS standards, NPSG's, clinical practice guidelines, mandates etc.

Implementation

Based on your assessment and research what is the most effective intervention?
What was your intervention and how was it carried out? If teaching done, how/when/where/how many staff involved? How will **ALL** staff be educated or get the information provided?

Evaluation

What outcome do you wish to see?
How will you measure if your intervention was successful in the short term and long term (chart audits, documentation, interviews, observation)?
What data would you want to look at or track to see overall improvement i.e. pt satisfaction, errors, incidences, infection rates etc.?

Writing Tips

Include a title related to your topic
Do not write in the first person (avoid "I" and "we")
When referring to team members use titles not names i.e. nurse manager
Any time you use quotes be sure to reference with a page or paragraph #
Limit the amount of direct quotes
Show data in graphs or tables in the appendix
If using surveys be sure to present return rate (include blank survey in appendix)
Be sure to reference product in text and show in appendix i.e. posters, handouts, surveys
Review APA before writing!!