Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 08/15/2015
☐ New course ☐ Temporary course ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)
(Effective date cannot be retroactive)

☐ Variable credit __________
☐ Increase credit (former credit __________)
☐ Number (former number __________)
☐ Crosslisting (between WSU departments)
(Must have both departmental signatures)
☐ Conjoint listing (400/500)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in __________ (Must have GenEd Committee Approval)
☐ Professional course (Pharmacy & Vet Med only)
☐ Graduate credit (professional programs only)
☐ Other (please list request) Name change and credit change

NURS 591
Mixed Methods for Program Development, Implementation and Evaluation

<table>
<thead>
<tr>
<th>Credit</th>
<th>Lecture Hrs</th>
<th>Lab Hrs</th>
<th>Studio Hrs</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>NURS 554 or permission of instructor</td>
</tr>
</tbody>
</table>

Description (20 words or less) Program development, implementation, and outcomes evaluation in healthcare will be addressed primarily from a mixed methods and application perspective.

Instructor: Julie Postma
Contact: Tami Kelley
Campus Zip Code: 99210

Phone number: (206) 245-9141  Email: jpostma@wsu.edu
Phone number: 324-7334  Email: kelleyt@wsu.edu

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Cynthia E. Boeger  Patricia B. Bettridge
Chair/date  Dean/date

General Education Com/date  All-University Writing Com/date  Academic Affairs Com/date  Senate/date

Graduate Studies Com/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
NURS 591: Mixed Methods for Program Development, Implementation and Evaluation

This course is now more than mixed methods for evaluation and instead includes all aspects of program planning, development, implementation, and evaluation. It is a rigorous application course that includes a realistic product, usually a proposal. The course was developed for 2 credits but current work required and product deliverables for the class are more congruent with 3 credits.
Course Syllabus

COURSE NUMBER: NURS591
COURSE TITLE: Mixed Methods for Program Development, Implementation and Evaluation
CREDIT HOURS: 3 semester credits
COURSE FACULTY: Dawn Doutrich, PhD, CNS, RN

Email: Doutrich@vancouver.wsu.edu
Office Location: WSU Vancouver, VCLS 210W
Office Hours: By appointment
Office Phone: 360-546-9464
Cell Phone: 360-314-8084

PREREQUISITES: NURS 554 or by permission of instructor
COREQUISITES: None
MEETING TIME AND LOCATION: Fridays, 10 AM to 1 PM. May 13th, June 10th, July 22nd, and July 29th. Everyone else on a campus or AMS/Rest of the course via internet/Blackboard platform

CATALOG DESCRIPTION
Program development, implementation, and outcomes evaluation in healthcare will be addressed primarily from a mixed methods and application perspective.

COURSE DESCRIPTION
Outcome measurement is essential to health research, clinical care, and nursing education. Strategies for developing and implementing quality programs and assessing relevant outcomes will be evaluated. Methods to incorporate sensitive outcome measures into clinical, research, and educational endeavors will be analyzed. Ethnocentricity and the relevance of interventions and outcomes measure to diverse populations, nursing and healthcare worldwide will be addressed.

STUDENT LEARNING OUTCOMES
1. Identify key features, issues, and current trends in the science of qualitative and quantitative outcome measurement and in the science of program development and evaluation.
2. Evaluate methods used to develop process and outcome evaluation and the applicability to all populations, including local and global populations.
3. Analyze outcomes used or proposed for use in students’ research and in their institutions (clinical or educational).
4. Develop a nursing outcome product (such as a proposal) that is appropriate for the population(s) to be served considering social justice, policy, and using ethically inclusive standards.
5. Demonstrate application of mixed methods analysis for program evaluation.
COURSE POLICIES
In general in this course and in all of the activities that are part of this class, all College of Nursing and Washington State University student handbooks and Graduate School guidelines, academic policies, and standards of conduct apply. Students are assumed to and responsible to be aware of these policies and standards as written and available on the University websites and in University publications. Policies that are specific to this course are described below in alphabetical order, not in order of importance. All policies carry equal importance and weight. If you do not understand something that is written here, it is your responsibility to seek clarification.

Academic Integrity
Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor’s permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to http://conduct.wsu.edu/academic-integrity-policies-and-resources. Please use these resources to ensure that you don’t inadvertently violate WSU’s standard of conduct.

Academic integrity violations include actions defined as “cheating” in the Washington State University Standards of Conduct for Students. See Washington Administrative Code 504-26-010. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing. “Turnitin,” an online tool for checking for plagiarism may be used on student papers submitted.

Course Changes
Although there will be no changes in student learning outcomes or course materials, the instructor reserves the right to make slight modifications to the course calendar and assignments.

Internet Access
This course requires high-speed internet access. Dial-up options for internet will not permit you to view many of the assignments. If you do not have high-speed internet at home, then consider your workplace (hospital library), the public library, or other locations where you may be able to access course materials.

Late Assignments
Late assignments will be accepted with point reduction. Arrangements must be made with instructor.

Workload
It is WSU policy that for every hour in class, students should expect an average of two hours working on the course assignments outside of class. At WSU academic credit is a measure of the total minimum time commitment required of a typical student in a specific course. For the WSU semester system one semester credit is assigned for a minimum of 45 hours.

Written Assignment Formatting
Graduate (Doctoral) level writing is expected. Use the APA Manual, 6th Edition, as the guide for all document formatting including in-text citations and references. Some class assignments will require adherence to APA formatting. It is not possible to apply all of the APA guidelines and have them transfer
properly in discussion board postings, and so the college now requires that any assignments requiring APA format must be sent as attachments.

- Prepare these assignments in Microsoft Word
- Save your work as a “.doc” file (this is the MS Word default file type).
- Type in a subject line that includes the name of the assignment and your initials
- Use the “Attach” function to find and attach the file from your word processor.
- Then send it.
- For examples and information on APA, please refer to the following site: http://nursing.wsu.edu/library/apa5format.html

**WSU’s Campus Safety Statement**

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors to the Pullman campus. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community.

WSU-Pullman Campus Safety Plan  
http://safetyplan.wsu.edu

WSU-Vancouver Campus Safety Plan  
http://www.vancouver.wsu.edu/safety-plan

WSU-Tri-Cities Campus Safety Plan  
http://www.tricity.wsu.edu/safetyplan/

WSU-Spokane Campus Safety Plan  
http://spokane.safetyplan.wsu.edu/

The University emergency management web site at http://oem.wsu.edu/emergencies.

Information about emergencies can be found on the WSU ALERT site – http://alert.wsu.edu. Alert notices can also be found on each campus Alert Site.

All students should sign up for Emergency Alert Notification. To do so, log onto Zzusis at http://my.wsu.edu and register your emergency contact information for the Crisis Communication System.

**WSU Disability Statement**

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center on your campus. All accommodations MUST be approved through the appropriate Access Center. Please stop by or call 509-335-3417 to make an appointment with an Access Advisor. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be pre-approved.

WSU-Pullman Access Center
LEARNING MANAGEMENT SYSTEM
Blackboard is the learning management system used by Washington State University to teach online portions of courses. To use the Blackboard course management system, you must first enroll in Blackboard. To enroll, you will need the user name and password assigned for use with MyWSU. To access Blackboard, go to: http://lms.wsu.edu. You will find the course syllabus in the section, “Syllabus.” The course readings are available on electronic reserves via the library and can be accessed in the section, “Lessons.”

See http://ams.wsu.edu/Index.aspx for Academic Media Services to access videostreamed classes and other information related to classroom use and videoconferencing. To access videostream sessions you will need the user name and password assigned for use with MyWSU.

TEXTBOOKS AND LEARNING MATERIALS

Required
Selected readings supplied by faculty are available on the course Blackboard site.

Access to Required Readings
Required readings beyond the two textbooks will be available in Eres/class folders.
INSTRUCTIONAL STRATEGIES
Students are expected to have completed the assigned readings and other preparatory work as a basis for dialectic interaction. Faculty-student and student-student interaction will occur in the classroom as well as online through faculty directed discussion boards. Guest speakers will present perspectives on significant issues in program and curriculum evaluation.

EVALUATION

Assignments and Grading Criteria
Details about assignments are provided below. Total number of points=100 and these correspond with grading scale below and course percentages.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points/percentage</th>
<th>Total Possible Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation (4 sessions face to face)</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Reflection, on line reflective discussions (5 entries required)*</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Presentation of proposal (also included in participation grade; see below)</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Proposal Part 1-Intro, background, lit review</td>
<td>30</td>
<td>30</td>
<td>Due to dropbox on</td>
</tr>
<tr>
<td>Proposal Part 2 (include Part 1)-design, methods, analysis plan, simple budget</td>
<td>30</td>
<td>30</td>
<td>Due to dropbox on</td>
</tr>
<tr>
<td>Final Proposal Part 3 (include Part 1 and 2), limitations, ethical considerations,</td>
<td>16</td>
<td>16</td>
<td>Due to dropbox on</td>
</tr>
<tr>
<td>application to practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students must complete all required assignments in order to pass the course.

Grading Criteria
Grading of the course will be based upon the completion and quality of the student’s attainment of the required activities.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
<td>90-&lt;95</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-&lt;89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-&lt;85</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
<td>80-&lt;82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-&lt;79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-&lt;75</td>
</tr>
<tr>
<td>C−</td>
<td>1.7</td>
<td>70-&lt;72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>66-&lt;69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-&lt;65</td>
</tr>
<tr>
<td>F</td>
<td>–</td>
<td>Points less than 60 – NO POINTS; NO COURSE CREDIT</td>
</tr>
</tbody>
</table>

5
ASSIGNMENTS

Class Participation
Attend all required class sessions using Onsite, AMS or videostream, or RealPresence/Polycom,* and participate in Blackboard classes. Each unexcused absence will result in a loss of 1 point of participation score. Students will offer consistent, timely, and thoughtful contributions to online discussions and other activities, based upon reflective, thorough preparation.

In general, student is expected to post once weekly and respond to two of peers’ posts weekly in the Blackboard Discussion Board part of the course. Web-based presentation of highlights from final evaluation proposal in Blackboard is considered part of participation grade.

The following rubric will form the basis for evaluation of student participation in this course. Students should be rated at a level of 2 or above in all categories and 3 or above in at least 3 categories to receive a satisfactory evaluation.

<table>
<thead>
<tr>
<th>Class Participation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level Of Engagement In Class</strong></td>
</tr>
<tr>
<td><strong>Attendance/Promptness</strong></td>
</tr>
<tr>
<td><strong>Listening Skills</strong></td>
</tr>
</tbody>
</table>
builds off of the ideas of others.

when others speak.

| Preparation | Student is almost always prepared for class with assignments and required class materials. | Student is usually prepared for class with assignments and required class materials. | Student is rarely prepared for class with assignments and required class materials. | Student is almost never prepared for class with assignments and required class materials. |

**Reflection/Discussion Board**

*Purposes of the reflection aspect of the discussion board are to:*

- Engage in reflection.
- Allow the reader (and possibly your colleagues) a window into your practice.
- Invite writing about your thinking, what you are doing, and how you and others are making clinical judgments within your setting.
- Invite you to “tell the stories” of your experiences with your agency/organization/population as they unfold and as you examine them for meaning.
- Invite you to examine your biases, taken-for-granted assumptions, and values and to explore these as you function within the evaluation environment(s).
- Provide a platform for analyzing and evaluating interprofessional practice, implementation of evidence based interventions, comparison of practice to standards, evaluating personal and organizational goals and outcomes.

* Reflective thinking is “turning a subject over in the mind and giving it serious and consecutive consideration” (Dewey, 1933, p.3). Boud, Keogh, & Walker (1985) describe reflection as how a person thinks, feels, and acts in response to an experience or experiences and what the person concludes about the experience during and following it. A simple way to define reflection is thinking deeply about one’s experiences and coming to conclusions about the meanings of those experiences for you.

**NOTE:** the reflective discussion board is a narrative expository writing assignment that involves description, examples, synthesis, analysis and evaluation.

**Evaluation Criteria Reflections/Discussion Board—total=10 points (10 percent of grade)**

1. Description and reflection on practice activities (25%)
2. Analysis of practice and evaluation in comparison with practice standards, evidence, and other scholarly literature (30%).
3. Examination of biases, taken-for-granted assumptions, and values (10%) 
4. Evaluation of progress toward goals and plans for continued work with project, organization, or population (20%).
5. Scholarly citations (10%)
6. APA format (5%)
Presentation
Each student will present either in person or using Tegrity/on line delivery a culmination of their evaluation product. This should be no longer than 7 minutes with 3 minutes for questions. When presenting in person or on line, encourage interaction (via questions/responses (discussion board delivery or in class). The presentation will be evaluated based on 1) staying within time allocated; 2) engagement/interaction; 3) inclusion of main points of product/project. Presentation is worth 10 points.

Proposal
Design and complete a simple, clinically or educationally-relevant program evaluation proposal or other type of product that is related to your practice and/or research interest.

Sections of the proposal will be due to online dropbox each course week, as either drafts or final graded sections. See the course calendar for due dates.

When you hand in part two (2), please combine it with the previously graded part one (1). When you hand in part three, please combine it with the previously graded parts 1 and 2.

Proposal graded part one intro, background and lit review.

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>5</td>
</tr>
<tr>
<td>Background</td>
<td>5</td>
</tr>
<tr>
<td>Lit Review</td>
<td>5</td>
</tr>
<tr>
<td>Refs.</td>
<td>5</td>
</tr>
<tr>
<td>APA</td>
<td>5</td>
</tr>
<tr>
<td>Grammar/writing flow</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total 30 points</strong></td>
<td>30</td>
</tr>
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</table>

Proposal graded part two design, methods and plan for analysis, simple budget.

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>5</td>
</tr>
<tr>
<td>Methods</td>
<td>5</td>
</tr>
<tr>
<td>Analysis plan</td>
<td>5</td>
</tr>
<tr>
<td>Simple budget</td>
<td>5</td>
</tr>
<tr>
<td>APA/Refs.</td>
<td>5</td>
</tr>
<tr>
<td>Grammar/writing flow</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total 30 points</strong></td>
<td>30</td>
</tr>
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</table>

Proposal graded part three limitations, ethical considerations, application to practice and summary

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limitations</td>
<td>3</td>
</tr>
<tr>
<td>Ethical considerations</td>
<td>3</td>
</tr>
<tr>
<td>Application to practice</td>
<td>3</td>
</tr>
<tr>
<td>Summary</td>
<td>3</td>
</tr>
<tr>
<td>APA/refs.</td>
<td>2</td>
</tr>
<tr>
<td>Grammar/writing flow</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total 16 points</strong></td>
<td>16</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
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<td>------</td>
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</tbody>
</table>
| 1    | **Course Orientation including “Blackboard” overview**  
**Conceptual:** Foundations of evaluation theory and practice | Issel, Ch. 1-5  
Mertens, Ch. 2  
Eres: Doyle, Brady, & Byrne, 2009 |
|      | **Synchronous, face-to-face class session**  
(Minimum expected time commitment: 4 hours, includes 1 hour reading prep. 2 hours lecture-1 hour interactive class contact) | |
| 2    | **Conceptual:**  
- History and context  
- Assumptions  
- Epistemology  
- Ontology  
**Application:**  
- Submit information about what you are planning and your setting to digital dropbox | Continue with overview readings with focus on paradigms.  
Discussion board due. |
|      | **Asynchronous, online Blackboard**  
(Minimum expected time commitment: 4 hours with reading, prep., discussion board, digital dropbox) | |
| 3    | **Conceptual:**  
- Diverse approaches in health and curriculum evaluation | Issel, Ch. 9-10  
Mertens, Ch. 11-13 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Preparation</th>
</tr>
</thead>
</table>
|      |       | **Conceptual:**  
|      |       | • Mixed methods research  
|      |       | • Qualitative analysis  
|      |       | Application:  
|      |       | • Submit evaluation proposal introduction, statement of the problem and significance to digital dropbox  
|      |       | (not graded this week, will get immediate feedback to revise for next week)  
| 5    | **June 10th** (10-1:00)  
|      | Synchronous, face-to-face class session | **Conceptual:**  
|      |       | • Types of qualitative analysis  
|      |       | • Interpretive analysis  
|      |       | Application:  
|      |       | • In class analysis of data (working in groups)  
|      | **Data available in folder. Read prior to coming to class.**  
<p>|      | <strong>Discussion board due.</strong> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Preparation</th>
</tr>
</thead>
</table>
| 6    | Conceptual:  
- Role of evaluation in program improvement, ethics and reporting in evaluation, meta evaluation  
- Quantitative data analysis  
Application:  
Submit revised introduction as well as background (literature review) via digital dropbox (worth 30 points). | Issel Ch. 6-8  
Mertens: Ch. Scan chapters 3-6 and 8, Read Ch. 10  
Eres:  
| 7    | Conceptual:  
- How to budget for an evaluation project  
Application:  
- Include preliminary budget in first draft of methods (due next week) | Issel: 259-265  
| 8    | Conceptual:  
- Relation of evaluation to standards of clinical care, education, research conduct. Benchmarking.  
- Qualitative data analysis  
Application:  
Submit first draft of methods and plan for data analysis via digital dropbox (not graded this week will get feedback) | Issel : Ch. 11-15  
Eres:  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td><strong>Application:</strong> Submit revised methods and plan for data analysis via digital dropbox (worth 30 points). *Please combine this part (part II) with part one that was graded previously so you are developing one paper that flows and contains all three parts by course end.</td>
<td>Issel: Ch. 1</td>
</tr>
</tbody>
</table>
|      | **Conceptual:**  
|      | - Discipline and ethics in evaluation. Cultural competency and sensitivity in evaluation.  
<p>|      | <strong>Application:</strong> Submit draft of evaluation proposal limitations, ethical considerations, application to practice, and summary via digital dropbox (not graded this week-will get feedback) | No new readings at this time. |
| 11   | Application: Submit revised proposal limitations, ethical consideration, application to practice, and summary (worth 16 points). Please combine all 3 parts of your paper into one complete draft, even though only part III is graded on this date. | Eddy, L. (2007). Evaluation research as academic scholarship. Nursing Education Perspectives, 28 (2), 78-81 <a href="http://www.eval.org/Guiding%20Principles.htm">http://www.eval.org/Guiding%20Principles.htm</a> <a href="http://www.wmich.edu/evalctr/jc/">http://www.wmich.edu/evalctr/jc/</a> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 hours reading prep for class, 3 hours interactive class contact)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>July 29 — 10:00-1:00 Synchronous, face-to-face class session (Minimum expected time commitment: 4) 1 hour preparation for presentation, 3 hours interactive class contact)</td>
<td>Present synopsis of your proposal to peers via discussion board in Blackboard or face-to-face</td>
</tr>
</tbody>
</table>

Presentation by Linda Eddy on Evaluation as Academic Scholarship. Instructor evaluations should be online.

Rev.4.3.15 dd
**NURS 591: Mixed Methods for Program Development, Implementation and Evaluation**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Demonstration of Student Learning</th>
</tr>
</thead>
</table>
| Identify key features, issues and current trends in the science of qualitative and quantitative outcome measurement and in the science of program development and evaluation. | Reflection/Discussion Board  
Proposal  
Class Participation |
| Evaluate methods used to develop process and outcome evaluation and the applicability to all populations, including local and global populations. | Reflection/Discussion Board |
| Analyze outcomes used or proposed for use in students’ research and in their institutions (clinical or educational). | Reflection/Discussion Board |
| Develop a nursing outcome product (such as a proposal) that is appropriate for the population(s) to be served considering social justice, policy, and using ethically inclusive standards. | Proposal  
Presentation |
| Demonstrate application of mixed methods analysis for program evaluation. | Proposal  
Class Participation. |