



NRS-441V: Capstone Project
Topic 4: Checklist

Developing an Evaluation Plan and Disseminating Evidence
Instructions:

This checklist is designed to help students organize the weekly exercises/assignments to be completed as preparation for the final, capstone project proposal. This checklist will also serve as a communication tool between students and faculty. Comments, feedback, and grading for modules 1-4 will be documented using this checklist.

Topic	Task	Completed	Comments / Feedback	Points
Developing an Evaluation Plan	• Described methods used to evaluate effectiveness of proposed solution.			____ / 4
	• Described variables to be assessed when evaluating project outcomes.			____ / 4
	• Developed tools necessary to educate project participants.			____ / 14



	• Developed assessment tool(s) necessary to evaluate project outcomes.				_____/14
Written Format & Length Requirements for Developing an Evaluation Plan	• Assignment formatted according to APA. • Word Count: 800-1,000				_____/2
Disseminating Evidence	• Discussed strategy for disseminating results of project to key stakeholders. • Discussed strategy for disseminating significance of project outcomes to greater nursing community.				_____/18
					_____/18
Written Format & Length Requirements for Disseminating Evidence	• Assignment formatted according to APA. • Word Count: Evidence 250-500				_____/2
					_____/2
					_____/80

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Developing an Evaluation Plan and Disseminating Results

Introduction

Excellence in patient care depends on dissemination of the latest evidence. Without sound evidence to underpin practice, nurses often find themselves frustrated at not being able to provide the best possible care or not being able to communicate with their clients about the latest available science. These frustrations decrease nursing morale and public trust as well as impact patient safety.

The Institute of Medicine (IOM) researches and publishes science-based advice on matters of biomedical science, medicine, and health. Two reports that have impacted nursing and nursing research are: *To Err is Human: Building a Safer Health System* (Kohn, Corrigan, & Donaldson, 2000) and *Crossing the Quality Chasm: A New Health System for the 21st Century* (Institute of Medicine, 2001).

At least 44,000 people, and perhaps as many as 98,000 people, die in hospitals each year as a result of medical errors that could be prevented, as revealed by Kohn, Corrigan, and Donaldson (2000). The Institute of Medicine (2001) reports broader quality issues and states that care should be safe, effective, patient-centered, timely, efficient, and equitable.

The issue of preventable errors puts both of these reports on the radar screen of public and private policymakers. Beyond the cost in human lives, Kohn, Corrigan, and Donaldson (2000) estimate the result in total costs (including the expense of additional care necessitated by the errors, lost income and household productivity, and disability) to be between \$17 and \$29 billion per year nationwide. Numerous actions can be taken to substantially improve patient safety based on both good evidence and principles of safe design. The key is that the action must be based on good evidence.

According to Melnyk and Fineout-Overholt (2004), in order to keep up with the journals relevant to nursing practice, nurses would need to review 19 articles a day for an entire year. This may explain why the majority of findings from research often are not integrated into practice. Translating research findings into practice takes approximately 17 years, but by then the findings are outdated. This is why disseminating findings as quickly and broadly as possible so that findings can guide future research and help health professionals make decisions is imperative for researchers.

The potential for high-level evidence to influence the quality of care patients receive requires a commitment from nurses and other health professionals. Only by demonstrating commitment for supporting and disseminating rigorous research can the health care system regain the public's trust. Only with this commitment to communicate the latest evidence that guides their professional practice will nurses regain their morale, decrease their frustration in not being able to provide the best possible care, and increase their own self-esteem.

Communicating the Findings

How will nursing practice evolve if studies, projects, or research is not communicated? Evidence is usually communicated taken in your paper. Reports by My Links

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the problem, who, where, why, and what was studied; they also provide a proposed solution, address the implementation of interventions, and discuss the evaluation process. Some factors to consider before deciding your dissemination strategy include the purpose of dissemination and the barriers you may encounter, such as the audience. Research utilization refers to the use of the findings from a study, where the emphasis is on disseminating findings into real-world applications (Polit & Beck, 2006). There are several models for research utilization in nursing, all of which serve as a foundation for understanding evidence-based nursing practice. Consider, for example, the Conduct and Utilization of Research in Nursing (CURN) project, which was designed to develop and test a model for using research-based knowledge in clinical practice settings.

The Stetler model of research utilization applies research findings at the individual practitioner level and has six phases:

- Preparation
- Validation
- Comparative evaluation
- Decision making
- Translation and application
- Evaluation

The Iowa model of research in practice infuses research into practice to improve the quality of care and is an outgrowth of the quality assurance model using research (QAMUR). Seen as an organizational process, principles are used to integrate research and practice in a multidisciplinary team approach (Polit & Beck, 2006).

Conclusion

Keep in mind that to have a successful project, there needs to be some kind of timeline. The more detail that can be included, the greater there is a chance of achieving the goal. This includes the dissemination process. Anyone can disseminate evidence, which is why both poor and good examples appear in the media and in print. This is one good reason why nurses must learn how to critique reports for quality utilization of findings.

References

- Institute of Medicine. (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academies Press.
- Kohn, L. T., Corrigan, J. M., & Donaldson, M. S. (Eds.). (2000). *To err is human: Building a safer health system*. Washington, DC: National Academies Press.
- Melnik, B., & Fineout-Overholt, E. (2004). *Evidence-based practice in nursing and healthcare: A guide to best practice*. Philadelphia: Lippincott Williams & Wilkins.
- Polit, D., & Beck, C. (2006). *Essentials of nursing research: Methods, appraisal, and utilization* (6th ed.). Philadelphia: Lippincott Williams & Wilkins.

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