

## **THE CULMINATING EXPERIENCE GROUP PROJECT ASSIGNMENT (75% OF TOTAL GRADE)**

The culminating experience project should be based on needs previously identified in the community assessment or population needs assessment conducted in N361. The project may take the form of program development, consultation, research, education, administration, writing or influencing public health policy, social marketing and/or grant writing. (See Minnesota Intervention Wheel for a complete list of fitting interventions).

The project will culminate in a group poster. Data collected by students in the assessment, plan, implementation and evaluation process of the community should be kept in “group” folders on Blackboard associated with each clinical group. Students may then use this data to create a poster at the end of the semester. Regardless of the project form, the following outline guides the nursing process **AND SHOULD SERVE AS A GUIDELINE FOR THE INFORMATION THAT SHOULD BE CONSIDERED IN EACH SECTION.**

***EXAMPLE: Identifying the population to be served:***

*Women >65 in Long Term Care Manor at risk for medication related falls and fractures:*

### **ASSESSMENT:**

**Gather data for the assessment from MULTIPLE sources in your “community of interest”; divide the sources among your group so multiple perspectives are assessed. Ask “what do you see as the primary problems occurring at \_\_\_\_\_”...and What can we do to improve your quality of life?” for your “community of interest”. While talking with each source, ask about the types of data listed below:**

- 1) General Description**
  - a) Gender and age range of the population, cultural background, size of the population, locally, regionally and nationally? Are there other programs addressing this population?
- 2) Previous learning**
  - a) What is the likely population level of literacy?
  - b) What previous skills and knowledge exist in the population?
  - c) Does the population have knowledge of the content in the program?
- 3) Motivation**
  - a) Why will the population attend to, learn from the program intervention?
- 4) What is the readiness level the population has for change?**
- 5) Support**
  - a) What is self efficacy level of the population in terms of the anticipated change your program aims
  - b) What support exists within the population to change?

### ***Assessment Methods***

- 1 Describe the tools you used to gather data about the population needs.**
  - a) Example (You may use as many as these that are necessary to collect enough data to identify a problem with which your group is capable of intervening):**
    - i) Observation (“windshield survey”, for example)
    - ii) Interviews (discuss who you should talk to in the community of interest/population, and divide these interviews among group members)
    - iii) Literature review
    - iv) Secondary analysis of public health department minutes

- v) National database

### ***Assessment Results***

- 1) **Describe primary findings from the assessment. Do this in the form of a nursing diagnostic statement (problem and etiology). This may be an ‘at risk’ diagnosis. The assessment MUST reflect a COMMUNITY-DETERMINED NEED.**
  - a) Example: What we found from this assessment was that
    - i) At least 95% of hip fractures among older adults are caused by falls and that fall-related death rates and hip fracture hospitalization rates have been increasing. Having lower body weakness or gait or balance problems and taking more than four medications or using psychoactive medications add to the risk.

### ***Using Assessment Data to Create the Program Plan***

- 1) **Demonstrate the links between assessment and the intervention (intervention is the program plan, teaching plan, social marketing project, screening or other project).**
  - a) Example: Because we know that white women with lower body weakness and who are on more than 4 medications are at the greatest risk for falling, we’ve decided to design our program around strengthening the lower body (move it or lose it) and to include medication management teaching in our program.
  - b) We also know that wearing thick, soft soled shoes increases the risk for falling.

### ***Writing the Program Goal***

- 1) **Once the need/problem is stated, the program planners write the general goal considering (a) the problem identified (b) the expected change, and (c) the time frame.**
  - a) Example: The risk for medication related falls and fractures among elderly women in the Long Term Care Manor will be reduced from (%risk) to (a lower risk) as a result of this program plan and within the time frame...

### ***Detail the Plan***

- 1) **Once the need/problem is stated and the etiology listed, Project Planners/students then identify solutions (aimed at influencing the etiology) and examine those solutions for relevancy, cost, capacity, sustainability, resources needed, risks, consequences and expected outcomes. THE PLAN MUST BE SUSTAINABLE AND BUILD CAPACITY IN THE “COMMUNITY OF INTEREST”.**
- 2) **PROJECT PLAN: Project Planners MUST answer the following questions in a brief written plan (2 pages or less) \*\*\*\*\*This is due on or before the February 7, 2011 class meeting to the Clinical Instructor and Course Coordinator. \*\*\*\*\***
  - a) How does this solution relate to the important etiology?
  - b) Does this solution pose any physical or psychological risks to the population?
  - c) How does this solution meet a community-determined need?
  - d) What is the overall program goal?
  - e) What is the intended result of the project?
  - f) How does this project include reciprocity between the Community Partner and the Project Planners?
  - g) How does the project build capacity?
  - h) How is the project sustainable?

***Formulating Cognitive, Psychomotor, and/or Affective Objectives - \*\*\*The objectives must appear on your poster\*\*\*and may include objectives from any or all domains below:***

- a) The cognitive domain includes understanding, reasoning, application and problem solving
- b) The affective domain includes changes in attitudes and development of values
- c) The psychomotor domain includes demonstration of the use of skills and knowledge.

#### ***Objectives***

- 1) **The nursing students /program planners may use Radio James Objective writer to help develop cognitive, psychomotor and/or affective objectives:**  
<http://www.radiojames.com/ObjectivesBuilder/>

#### ***How Objective's Lead to the Program Goal:***

- 1) **The program planners should make a logical statement that shows how the objectives will lead to the program goal (in the case of our example, to reduce the risk of falls among the population).**
- 2) **Present the program 'draft' to the population of interest for feedback. Do they agree? Will they buy in? Does this meet a need they have identified?**

#### ***Action Steps – Implementation***

- 1) **Once the plan is designed, program planners identify the next steps to implementation.**
  - a) What resources are needed to carry out this program?
  - b) What is the timeline for preparation and deliver of the program? Be sure to involve your community partner in this decision.

#### ***Evaluation***

- 1) **The evaluation asks three questions:**
  - a) To what degree was the overall program goal met (in the case of our example, to what degree was risk reduced)?
  - b) How did the program /project work to meet the overall program goal?
    - i) Of course the program may have its own specific outcome objectives (if it's a teaching project) those should be addressed as well.
  - c) **Next Steps:** This course is taught every semester. There will frequently be a clinical group one or two semesters behind your group who will also work in the same area of the community that you have served. If this subsequent group wants to expand upon or continue the project you started, **what suggestions would you have for them? What do you see as the “next steps” for continuing to build the project you have begun?**

#### **POSTER REQUIREMENTS:**

**Here is what the group should summarize in the POSTER presentation...**

- a) **Assessment:** Overview of the population served, assessment methods & results
- b) **Plan:** including Problem Statement/Etiology, incorporation of assessment data into Program Plan
- c) **Intervention**
- d) Evaluation, including “Next Steps” (see p.12)

**\*\*\*Each poster must have a project title, names of students involved, and include sections for assessment (include population served, assessment methods/sources, results), program plan (including project goals/objectives); implementation, and evaluation, including “next steps” (see p.12). YOU DO NOT HAVE TO INCLUDE EVERY STEP AND PIECE OF INFORMATION CONSIDERED IN THE CULMINATING EXPERIENCE ASSIGNMENT IDENTIFIED IN PAGES 10-12 ABOVE. \*\*\***