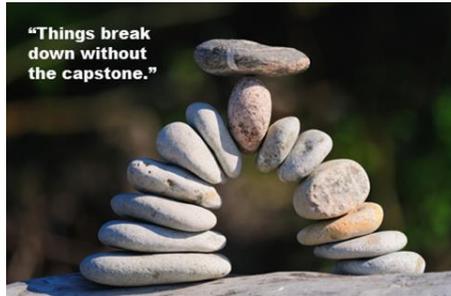# NURS 5201: Capstone I

The Capstone.

A capstone is the final stone at the apex of an arch which locks all the other stones into position, allowing the arch to bear weight.

http://www.capstonebranding.com/about/capstone.php

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Please contact the UT Tyler Blackboard Campus Computing Services for any computer problems that you are not able to resolve.

Course Title: NURS 5201: Capstone I

Course Description
Synthesizing concepts from prior coursework, students will develop project proposals addressing access to care, reduction of barriers, and/or improvement of health outcomes. Projects will consider interprofessional collaboration, research evidence, health delivery systems, and clinical expertise across care environments in order to impact health of populations. (2 SCH)

Prerequisites
18 hours of MSN coursework and approval of advisor.

Student Learning Outcomes
Upon successful completion of the course, the student will be able to:
1. Assess the current practice environment
2. Synthesize the literature on topic of interest in order to identify current evidence and gaps in knowledge.
3. Integrate research, ethical considerations, clinical expertise, and patient values when planning projects that impact health care outcomes and/or cost effectiveness of care.
4. Collaborate with interprofessional team members across care environments in project planning.

Course Outline
> Module 1
>> Weeks 1-4: Initiate PICO[T] question and evidence table; share topic of interest with student peers for preliminary feedback; use feedback to refine and submit for approval from faculty prior to pursuing active planning in related areas.
> Module 2:
>> Weeks 5-8: Complete first half of evidence table; refine theory base as guiding foundation for project and share on discussion board with student peers; initiate collaborations with interdisciplinary colleagues in population setting for project planning
> Module 3:
>> Weeks 9-12: Continue collaborating and planning for project; share on discussion board perceived and/or actual facilitators and barriers for project and provide feedback to student peers. Submit final project.
> Module 4:
>> Weeks 13-15: Revise graded projects and resubmit for final approval

Key assignments:
- 1 required:
  - Evidence table that reflects current knowledge and practices, and
    - Gaps in the literature if project is research;
    - Literature confirmation if project is a change project
  - First draft evidence table due at ~6 weeks post semester beginning;

- - Final evidence table due ~9 weeks post semester. The final evidence table will address access to care, reduction of barriers and/or improvement of health outcomes in the student's population.
  - Final Project Proposal: To include:
    - PICO(T) question
    - Review Of Literature [ROL],
    - Proposed research design, change project, or educational project.
    - Methodology
    - Evaluation strategies
  - Discussion Board [DB]: 3 DBs: Students provide feedback to each other regarding their topics of interest and relevant ancillary issues of access to care, reduction of barriers and/or improvement of health outcomes in student's population; their theory base for projects; and update on their collaborations, barriers and facilitators relevant to their project; see course calendar for due dates for DBs.

Course Calendar/Schedule
The course calendar and schedule may be viewed by accessing the documents located in the Syllabus/Orientation folder titled Course Calendar.

Textbook Information, Other Readings and Materials
No required textbook. Due to diverse nature of projects; students will be using textbooks from previous courses and relevant literature.

Here are the texts that I use, and you may already have these, or similar texts that you can use in this course:
1. Polit, DF & Beck, CT (2012). Nursing Research: Generating and assessing evidence for nursing practice (9th Ed.) Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
2. Melnyk, BM & Fineout-Overholt, E. (2015). Evidenced-based practice in nursing and health care: guide to best practice (3rd Ed.) Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Booklists and bookstore links may be accessed at the UT Tyler College of Nursing Graduate Studies page.

Grading Information
Course Requirements

Evidence Tables [2]   30%
- Partial Evidence Table 10%
- Final Evidence Table   20%

Discussion Boards   20% [6.6% each]
Final Proposal   50%
Complete UT-T IRB
  training modules if not
done for another course   P/F
                             100%

Specific guidelines and grading criteria are located in the respective modules. Final grades for the course will be determined based upon the following point assignments:

A - 90-100
B - 80-89
C - 70-79
D - 60-69
F - Below 60

Discussion Board Grading Criteria
The purpose of the discussion board in an online graduate program is to take the place of the class interchange that would occur in a face-to-face class. It is your opportunity to demonstrate your mastery of the assigned readings and your ability to supplement those readings with expanded exposure to related (and sometimes contrary) information that you will seek in your self-directed quest to understand and be informed. To that end, you will be expected to share ideas you have gained from the literature noting the source and interpreting into your own words. It is also expected that you will use a more complex thought process to dissect and analyze what you read in the literature and in the discussion thoughts of your fellow students as you offer your own insights. It is not important that you use big words or a lot of words (remember, the world values *parsimony*). Rather, your postings should reflect thoughtful insights into the questions and statements, your analysis of the words and ideas, and your recommendations for future pathways for nursing and healthcare. The following information will give you some guidelines and allow you to see thinking process used to assign a grade to the discussion board exercises.

CRITERIA/ POINTS	1	2	3	4	5
Format and logical progression of posting	Spelling and grammar errors detract from the substance of the posting; random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information.		midpoint		Form is superior; obvious attention to proofreading and grammar. Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly.

Depth and relevance of post to the topic at hand	Posting shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature or from colleagues. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment. No references cited.		midpoint		Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a doctoral student. Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). Two or more relevant references cited; cited references are appropriate and indicative of the best knowledge on the topic.
Contribution to the learning community	Posting is largely aimed at self-expression without consideration of the reader. There is no room for dialogue or disagreement and no acknowledgment of the potential contributions of others. The posting is a rehash of old ideas without consideration of how these can advise the future. No evidence is found of making the material consumable or reader-friendly.		midpoint		Posting shows an astute awareness of the needs of the learning community with an interest in their growth and knowledge acquisition; attempts to move colleagues into meaningful dialogue and presents creative approaches that are open to discussion. Post contributes to the progression of nursing as a scholarly community but is presented in a clear, enlightening, and engaging way..
Punctuality and timeframes	Posting is late leaving little opportunity for student colleague feedback and interchange.		Midpoint		Posted well before deadline with opportunity for student interaction and feedback.

Graded discussion boards will be evaluated on how close you come to the ideal, as indicated in Column 5, and how far you range away from the minimal, as evidenced in Column 1. Faculty discretion will be used to set the actual point value.

Reading Assignments
- Assigned readings in graduate education are the *beginning*, not the endpoint. These readings will point you in the direction of continued reading and pondering of your scholarly thoughts. Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Schedule.
- Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

Participation Expectations and Discussion Assignments
- Each participant is responsible for participating in the asynchronous discussions of each assignment. This participation will include posting answers to questions posed by the instructor and replying to other participants' postings.

- Discussion postings should be made in a timely manner. *Deadlines are listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.*
- Participants should plan on entering the Discussion area at least three times a week in order to read and comment on others postings. Posting answers to the questions posed in the Discussion area should be done in advance of the deadline in order to allow other participants the opportunity to comment.
- Quality of answers is as important as quantity. A participant's comments should add to the discussion. Comments should be supported as required with references cited appropriately. The instructor and/or participants may use synchronous chats as the need arises.

Note: When posting to the discussion area, please type in your comments directly into the discussion. Do not type your comments into a document and then attach it to the discussion- this method is difficult for some students to access. You may type your comments into a Word document, then copy and paste it into the Discussion Board. You must use the "clipboard icon" on the top of the discussion board frame into which you are typing in order to paste in Blackboard.

Written Assignments
- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are listed in the Course Schedule.
- Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- All written assignments should be submitted through the assignment links. If your web connection is down for some reason, please contact me by phone to make arrangements to get the assignment submitted within the posted time constraints
- ***Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work.***
- Late assignments will receive point reductions unless you have obtained prior permission for a late submission from the faculty.

Assignments/Projects Turn-In Process
All assignments and projects will be submitted through the assignments link of Blackboard. Use the following process to prepare and submit assignments:
- Prepare your assignment using Microsoft Word. *Name your assignment with the following convention: last name first initial, assignment title (ex. LastF_Assignmenttitle)*
- Click on "View/Complete Assignment" in the assignments overview area or project area
- Number 1-shows the assignment instructions
- Number 2-is where you add your comments and attach your completed assignment
- Number 3-when all attached files (your completed assignment files) are uploaded, click submit

When written assignments are received, I will open them in Microsoft Word for grading using the "track changes feature." This will enable me to make comments, ask questions, etc. I will then return your assignment through the Student Gradebook area. I will make an announcement when papers are returned to remind you to check the Student Gradebook. To see comments about your assignment, click on your grade. If you need more instructions on how to submit files through the assignment link, please read the Blackboard Student Manual located in the Tools area.

Email
To communicate by email within the course with other participants or all participants, click the Communications link on the left side of the Blackboard frame. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you need more instructions on how to send email messages with Blackboard please read the student manual located in the Resources area of the course.

The course email for faculty is lrath@uttyler.edu

Questions or problems other than technical problems (see Technical Requirements in this Syllabus—I cannot help you solve computer technical problems!) may be submitted to the email address above.

Digital Library Resources
Students enrolled in this course have online access to the UT Tyler Robert R. Muntz Library. Follow this link, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. If a particular journal is not available, the library staff will procure the article for you using the Iliad feature. Please take the time to update your account and get familiar with the resources available. They are awesome.

Technical Support
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu
When you email IT Support, be sure to include a complete description of your question or problem including:
- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message
You may also visit the Help Tab in Blackboard for helpful information.

Plug-ins and Helper Applications
UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. http://get.adobe.com/reader/
- **Java Runtime Environment** (JRE) allows you to use interactive tools on the web. http://www.java.com/en/download/
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. http://get.adobe.com/flashplayer/
- **QuickTime** allows users to play back audio and video files. http://www.apple.com/quicktime/download/

University Policies
Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform

your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Course Evaluation
UT Tyler may ask you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums.

Also, an end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to improve continually the quality and relevance of this course.

Netiquette Guide
"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

Completion Time
You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments. Clinical courses will require additional hours to meet clinical requirements.

You will have access to most of the course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. Due dates are as of midnight Central Standard Time on that date.

Getting Started
Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information. You can access a printable version of this Syllabus by clicking a link below.

Please begin this course by clicking on the Modules button in the left-hand navigation bar, and then choose Module 1.