

## NURS 5202.060 & 0.61: Capstone II – Spring 2015

Welcome to your CAPSTONE II course! The purpose of this course is to refine and implement your project developed in Capstone I. The outcome of this semester will be disseminating the project findings to your local venue as well as your colleagues. This journey will be like no other. It will be exciting, fun, tedious at times, but rewarding. The material you learned and the time you invested in Capstone I has prepared you well to implement your project this semester. It is my distinct privilege to host this course. I am Ellen Fineout-Overholt, but most students call me Dr. EFO. I am very excited about this course and look forward to sharing it together with you. Healthcare hinges on the multifaceted concept of change – timely, evidence-based change. The purpose of this course is to use the knowledge and skills about evidence-based change that you gained in Capstone I to now implement existing evidence into practice to improve healthcare outcomes. The impact of change influences our lived experiences in healthcare, no matter where we work or our role in nursing. This is the second course scheduled at the culmination of your graduate experience to provide the springboard for your advanced practice career trajectory.

This course is an online course. You may be an old hand at distance education or just newly acquainted. To make the most of this course, the best advice I can offer is: 1) if you are unclear about anything, ask a question! I will follow the same advice, and 2) plan your time well in an organized fashion to engage the course content, learning opportunities and evaluation methods (assignments) at least 8 hours a week. Our communication in this course will be of paramount importance. Questions are when learning happens. As with healthcare, this isn't a perfect course and there will always be opportunities for improvement – that is the nature of evidence-based change...it is constant and based on data. You will provide the data for change in the course this semester as you apply the knowledge and skills you will gain. There will be many avenues to foster effective communication among all of us, so please use them liberally. This syllabus includes detailed information about the different aspects of the course. Read it carefully, refer to it often and if you don't understand something, ask the question. This is obviously a different environment than if we were all in a classroom together and questions could be shared face-to-face or you could drop by the instructor's office to discuss your ideas. Our **Course Discussion Board (CDB)** will be our main means of communicating, so be sure to **subscribe** when you first log on to the course. For navigating Blackboard, If you experience any problems that you are not able to resolve by accessing the UT Tyler [Blackboard Campus Computing Services](#), you can contact me via email or office phone. Above all, keep in mind that the goal is for you to be successful in engaging and learning about evidence-based change. I am here to foster learning and support you in your learning experience.

### Your Faculty:

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## COURSE SYLLABUS

**Course Title:** NURS 5202.060 & .061: Capstone II

### **Course Description**

Refinement, approval, and implementation of the project developed in Capstone I. Students will work with interprofessional team members and stakeholders. (2 SCH)

### **Prerequisites**

Capstone I

### **Course Goals and Objectives**

Upon successful completion of this course, the student will be able to:

1. Collaborate with selected interprofessional team to implement strategies developed to achieve project goals.
2. Evaluate project outcomes.
3. Recommend future strategies to generate new practice questions and/or needed research.
4. Disseminate findings.
5. Reflect on how his/her personal philosophy of nursing and healthcare has evolved as a result of graduate nursing education.

### **Course Outline**

The course contains **six modules** (*Modules* tab in Blackboard):

**Module 1** involves finalizing your project plans, obtaining approvals (including organizational IRB as necessary), and launching your project.

Students will establish a weekly schedule to meet project goals (Project Goal(s) and Timeframes due); collaborative meetings for approval and project collaboration initiated. Approval documents submitted (Final Approvals).

**Module 2** involves baseline data collection you will begin the journey of implementation. You will be sharing your experience via the discussion board. The purpose of sharing is to track your progress, identify any "roadblocks," and share your solutions. We can all learn from each other.

Students initiate implementation of project. Progress Report 1 due.

**Module 3**, in which you will continue your journey to complete the implementation phase of your projects.

Continue project implementation; Progress Report 2 due.

**Module 4**, in which you will be evaluating your project, starting first with assessing the outcome of your project.

Conduct project evaluations (Project Evaluation due).

**Module 5** is the culmination of all of your hard work. You will be writing your final project paper.

Final project implementation (Final Research Project Paper due).

**Module 6** is the dissemination piece – a very important part of the EBP process!

As you can see, you will be very busy with your project, but it will be fun and rewarding. I encourage you to enjoy and embrace the evidence-based change to sustainable practice journey!

Dissemination (Project Dissemination due).

### Key Assignments

- **Project Goal(s) and Timeframes:** Students will establish a weekly timeframe to reflect activities to achieve project goal(s).
- **Final Approvals:** Students will submit letters of approval necessary to implement the project. This will include certificate of completion of the UT Tyler Ethics training (completed in Translational Science courses), UT Tyler IRB approval (if conducting research, have an invasive intervention [not current care] or plan on publishing), and/or administrative approvals (i.e., letters of support from facility/institution, managers, etc.).
- **Progress Reports:** Two progress reports will be submitted. Students submit a these two progress reports to faculty describing how 1) process outcomes of the project are being met. Specific data are required AND 2) completion outcomes of the project with specific data.
- **Final Project Paper:** Paper to reflect the evaluation of project with specific progress and completion outcomes
- **Electronic Poster:** This is the dissemination piece – this poster will be for dissemination to a professional audience.

### Course Calendar/Schedule

The course calendar and schedule, including assignment due dates and last day to withdraw without penalty may be found in the course schedule link under the “Getting Started” tab in Blackboard.

### Textbooks Required:

Melnyk, B. & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing & healthcare: A guide to best practice*. (3<sup>rd</sup> edition). Philadelphia, PA: Lippincott, Williams & Wilkins.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. OR Purdue Owl:

<https://owl.english.purdue.edu/owl/section/2/10/>

Recommended if conducting research:

Polit, D. F., & Beck, C. T. (2011). *Nursing research: Generating and assessing evidence for nursing practice* (9<sup>th</sup> ed.). Philadelphia: J. B. Lippincott.

### Grades and Grading

Specific guidelines and grading criteria are located in the Modules where the assignment is posted in Blackboard. 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

An average of 80% (B) indicates successfully completing the course.

### Course Requirements

Assignments	Percentage
Project Detailed Plan & Approvals	20%
Progress Reports [2]	30%
Project Evaluation	20%
Project Paper as Manuscript	20%
Project Dissemination	10%
Learning Activities (including discussions)	P/F
Educational Prescription	P/F
Reflective Journal	<u>P/E</u>
Total:	100%

### Course Discussion Board

There will be many discussions within the course, some on formal discussion boards and others within a wiki, group pages or otherwise. Our MAIN communication forum will be a designated discussion board that facilitates timely communication between students and course faculty to answer questions and discuss issues of any type that are related to the course. The purpose of a course discussion board versus emailing questions to the instructor is to allow for a central location of all information shared as well as the opportunity for everyone to benefit from the question and answers.

### Readings and other Learning Activities

Learning is the goal for this course and all higher education. Please consider that assigned readings and learning activities in graduate education are the beginning, not the endpoint. The learning activities and readings in this course are intended to point you in the direction of sustainable learning. Some may foster continued reading and pondering of your scholarly thoughts, while others will be simple knowledge acquisition. Discussions within the course are made with the assumption that required readings and learning activities have been completed prior. Similarly, to maximize your learning in the course, complete the readings and other learning activities before engaging the Do & Deliver for each session.

### Written Assignments

- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are listed in the Course Calendar/Schedule.
- Please note that all written assignments must be submitted by Midnight Central Standard Time on the due date noted on the “Course Calendar/Course Schedule.” No extensions are given without prior faculty approval at least 24 hours prior to the deadline. There is a 5 point/day penalty for late assignments. Plan ahead and
- All written assignments should be submitted through the “Do & Deliver” within the Modules. If your web connection is down for some reason, please contact the course faculty by course email or 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.

### **SafeAssign**

SafeAssign is a feature provided by Blackboard that is designed to detect plagiarism or non-original student work. Your instructor may set up this feature so that when you submit papers, they are automatically sent through SafeAssign. The program checks your work against a comprehensive database of source material including previous students’ work and other papers and materials found on the web. An originality report will be generated that indicates the percentage of non-original material (text that matches existing sources) found in your paper. The purpose of using SafeAssign in your course is to ensure you are writing original papers and to encourage you and all students to properly attribute all sources used.

### **Assignments/Projects Turn-In Process**

All assignments and projects will be submitted through the “Assignments” tab in Blackboard. Use the following process to prepare and submit assignments:

- Prepare your assignment using Microsoft Word. Name your assignment file with the following convention: **last name first initial, assignment title** (ex. LastnameFAssignmenttitle)
- 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 – place all files (tables etc.) in ONE Word file (if you are not familiar with how to format Word, please check it out here: <https://www.youtube.com/watch?v=PY7Aj113KUE>) and then upload your completed assignment file and click submit

When written assignments are received, faculty will open them in Microsoft Word for grading using the “track changes feature.” This will enable us to make comments, ask questions, etc. We will then return your assignment through the Student Gradebook area. We 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 and download the feedback file. Please be sure that when you view the feedback file you check under REVIEW and click on All

Markup to see all edits and comments. Otherwise, you will not get all the feedback provided. Please do not hesitate to contact me if you have any questions. Faculty will grade all assignments and post the grade as soon as possible after submission. Longer assignments may take as much as 10 days before grading is completed.

If you need more instructions on “how-to” submit files through the “Assignment link,” the Blackboard Student Manual located in the Tools area can provide further information.

### **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](mailto:itsupport@patriots.uttyler.edu) When you email IT Support, please 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
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You may also visit the “Help” tab in Blackboard for helpful information.

### **Link to Important Student Resources**

<http://lms-media.uttyler.edu/fileman/OID/Resource/skills.html>

### **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

<http://lms-media.uttyler.edu/fileman/OID/Resource/skills.html>

### 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://www.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 (SAR) 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](mailto: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 (FERPA); grades will not be transmitted electronically.

### **Netiquette Guide**

This is an online course and network etiquette is essential. "[Netiquette](#)" is 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. Professional decorum is expected with communication among students and students & instructor, both inside and outside the course (including texting, IM, and other forms of communication about the course).

### **Course Evaluation**

UT Tyler asks each student to complete a voluntary end of semester evaluation to help faculty make improvements and adjustments in the courses. Also, you may be asked to complete an evaluation of UTT's overall online learning forums. Your comments and recommendations are critically important to continuous improvement. Please keep in mind as you participate in both of these evaluation opportunities that quality data is what leads to improvement. Simple comments such as "this is the best course" or "this is the most boring course" do not provide

the detail of data to assist the University or faculty to make meaningful use of the data you provide. As with all processes, your thoughtful input throughout the semester allows for just-in-time revisions as part of our commitment to improve continually the quality and relevance of this course. Please note that the content of this syllabus or web-based course is subject to change at the discretion of the faculty according to current learning needs.

### **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**. This estimate includes the time you spend in readings, learning activities, discussions, and assignments. Clinical courses will require additional hours to meet clinical requirements.

Modules will open on the Friday before they are schedule within the course. Sessions within modules will open accordingly, unless there is an educational reason to open multiple sessions. All assignments have set due dates. **Due dates are as of Midnight Central Standard Time on that date.**

Final Note: It is my hope that this course will encourage you to continue your evidence-based clinical decision-making journey and translating new knowledge into practice for sustainable change. In this course, you will evolve in your role as change agent.. You will actively participate in evidence-based change by implementing your project and learning about process and outcome. Enjoy this wonderful and productive semester. Remember: One person can make a difference.

If you experience any problems please contact the UT Tyler [Blackboard Campus Computing Services](#).