

**NURS 5201**  
**CAPSTONE I**  
**LONG SUMMER 2016**  
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**Course Description**

**Purpose:** 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.

**Course Outcomes**

Upon completion of this course students will be able to:

1. Assess the current practice environment.
2. Synthesize the literature on practice issues 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.

**Student Learning Outcomes**

1. Develop and write a research/PICOT question to address issue(s) in practice environment
2. Prepare a comprehensive, evidence-based literature review table summarizing applicable research.
3. Develop and write an evidence-based project proposal
4. Collaborate with IP team members across care environments in project planning

**Course Outline****Module 1 Topics****Units 1-4:**

Introduction: EBP Paradigm and EPB Process: Steps 0-3a Change ONE

**Module 2 Topics****Units 5-7:**

EBP Process: Steps 3a-3d Change TWO

**Module 3 Topics:****Units 8-12:**

EBP Process: Steps 4-5 Change THREE

**Module 4 Topics****Units 13-16:**

EBP Process: Step 6 IMPACT: Evaluation of Change

**Each module includes :**

READ –assigned readings or resources

ENGAGE/VIEW –content delivered through a presentation, web resources or other learning opportunity

DO & DELIVER –assignments submitted for formal assessment, feedback of learning, to allow the student to apply the EBP Process.

**Textbook Information, Other Readings and Materials.****Assigned NURS 5201.062 Spring 2016 Textbooks:**

Melnik, B. & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing & healthcare: A guide to best practice*. (3rd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

ISBN 9781451190946

**These remaining two textbooks were required in your previous courses, so you should already have both of them:**

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: Author. ISBN 9781433805618

Polit, D. F. & Beck, C. T. (2012). *Nursing research: Generating and assessing evidence for nursing practice*. (9th ed.). Philadelphia, PA: J. B. Lippincott. ISBN: 9781605477084

**Other readings on Blackboard, as assigned.****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. Module dates are listed in the Course Schedule. Discussion and written assignments are made with the assumption that required reading is completed prior to engaging in discussion and submitting written assignments.

**Course Schedule**

The course calendar contains due dates, weekly topics, tips and more. It can be found on Blackboard under the Getting Started tab. As with the syllabus, this is a working document for students to engage on a weekly basis at minimum to keep on target with their progress in the course.

**Grading Information  
Course Requirements**

Evaluation Tables (2)	30%
Draft Evaluation Table	10%
Final Evaluation Table	20%
Discussion Boards (3)	20%
Final EBP Proposal Paper	50%
Complete UT Tyler IRB Training Modules if not completed for another course	P/F
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	100%

**School of Nursing Grading Policy:**

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

### Discussion Board Grading Criteria

The discussion board in an online graduate program provides a forum for 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 posed and statements you make, 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 “conversations”.

<b>CRITERIA/ POINTS</b>	1	2	3 Midpoint	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.				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.				Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a graduate 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.

**Further notes on DB Participation Expectations and Discussion:**

There will be discussions that are on DB for the purpose of course dialogue. In these and graded DB, the following apply:

- 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 for specific DB are listed in the Course Calendar
- 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 DB should be posted reasonably before the deadline in order to allow other participants the opportunity to comment.
- Quality of answers is as important as quantity in any discussion – online or verbally. A participant's comments should add substantively to the discussion. Comments should be supported as required with references cited appropriately using current APA format.
- The instructor and/or participants may use synchronous chats as the need arises.

Note: When posting to the DB, please type in your comments in Word, proof and then post directly into the DB window, unless a separate file is required. Do not attach a document to a DB unless you have been directed to do so, as often this method is difficult for some students to access.

## Written Assignments

- All written assignments are to be completed in Microsoft Word, using current APA format. On time submission is important, so please consult the Course Calendar for deadlines.
- All written assignments should be submitted through the relevant assignment links. Keep in mind that technology can be inconsistent, so plan ahead and post early. If your web connection is down for some reason, do not email the assignment to your instructor as they will make arrangements for you to submit it; however, as always, email your instructor to let them know of challenges you are experiencing.
- Plagiarism is a serious academic offense. It is a rare occurrence that a student willfully plagiarizes; however, to avoid any inadvertent academic dishonesty and its consequences, please cite all sources that you use in your work.
- Late assignments will receive a 5-point per day reduction.

## Assignments/Projects Turn-In Process

All assignments and projects will be submitted within the module link of Blackboard.

Use the following process to prepare and submit assignments:

- Prepare your assignment in Microsoft Word using current APA format.
- Name your assignment with the following convention: last name first initial, assignment title (i.e., AndersenEBPproject2). Don't put any characters in your file name. Note: An assignment may be deleted from BB if the file is not properly titled.
- Click on Do & Deliver link to submit your assignment.
- Add your comments and attach your completed assignment (ONE FILE) & other accompanying required files as required.
- Click submit.
- If you need more instructions on how to submit files through the assignment link within a module, please read the Blackboard Student Manual located in the Tools area.

## TIPS FOR SUCCESS for assignments:

When written assignments are downloaded from Blackboard, "track changes feature" in Microsoft Word will be used for grading. This mechanism offers opportunities to make comments, ask questions, etc. Your assignments are returned through the Student Gradebook area. To see comments about your assignment, click on your grade, retrieve the feedback file, make sure "All Markup" is visible under the Review tab and engage the feedback. Feedback is key to the incremental learning upon which this course is designed. Each subsequent version is expected to have feedback addressed. Points will be deducted if feedback is not addressed. If you do not agree with feedback, a cover page entitled Review Comments to address why is required. Provide the page # of the feedback and quote the feedback and your substantive rationale and evidence for why you chose not to incorporate the feedback.

## Course Communication

Communication within the course is expected to operate with principles of Civility and Professionalism, reflecting an authentic respect of all members of the course by taking your time, offering your presence and demonstrating a willingness to engage in genuine

dialogue to seek common ground (Clark). The Course Discussion Board (CDB) is the main communication tool within this course; however, email is also a useful tool that can supplement. 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.

**NOTE:** Questions or issues other than technical problems (see Technical Requirements in this Syllabus) **MUST BE** submitted to the CDB. Issues email to the instructor will not be addressed unless they are of an individual nature and would not apply to any other students. Consider the following question when choosing which mechanism to communicate, “Would any other student want to know the answer to this question?” if yes, then post on CDB, if not email.

### **Digital Library Resources**

Students enrolled in this course have online access to the UT Tyler Robert R. Muntz Library. Follow the Library link, from the UT Tyler website (top right toolbar) 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, Isabel Altamirano, School of Nursing Library Liaison ([ialtamirano@uttyler.edu](mailto:ialtamirano@uttyler.edu)), 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, 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 Information**

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 for Long Summer 2016 (June 6) 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](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; 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 an average of 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. The course will unfold in modules. Course materials will be opened to build on prior weeks/modules. You may go back and review at any time during the course. All assignments have set due dates. Due dates are posted on the Course Calendar and are Central Time.