



**Capstone
NURS 5382
Spring 2023**

Scheduled Class Days and Times: Online

Instructor's Name: Colleen Marzilli, PhD, DNP, MBA, APRN, FNP-BC, CNE, NEA-BC, PHNA-BC, CCM, MedSurg-BC, FNAP

Office: Virtual

Phone: (903) 571-4739*

Email: cmarzilli@uttyler.edu

Office Hours: Wednesdays 8:30AM CST to 11:30AM CST via Zoom posted in course

*Best way to contact me.

Course Description: Students will synthesize evidence for a clinical problem and develop an evidence-based project building on work in prior core and clinical courses. This project will be comprised of evidence-based best practice innovations that will actualize the nursing advanced practice role in educational, administrative, and clinical environments to impact health of individuals or populations. This course is designed to fall within the final two semesters of the MSN program.

Prerequisites: [NURS 5325](#) and at least one program specialty course.

Corequisites: N/A

Student Learning Outcomes:

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

1. Integrate research evidence and evidence-based theory, practice-based evidence, ethical considerations of implementation science, clinical expertise, and patient values into evidence-based projects that impact health care and health education outcomes, including cost effectiveness.
2. Collaborate with interprofessional team members to devise strategies to achieve project goals.
3. Plan and/or evaluate project process and completion outcomes.
4. Plan and/or disseminate a completed project.
5. Reflect on how his/her personal philosophy of advanced practice nursing and her/his role in healthcare.

Required Textbooks and Readings:

If you are in a clinical course, all students are required to have an active InPlace subscription.

Recommended Textbooks and Readings:

Melnyk, B. & Fineout-Overholt, E. (2018). Evidence-based practice and nursing and healthcare: A guide to best practice (4th ed.). Philadelphia, PA: Wolters-Kluwer.*

*Recommended

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

All students are required to have an active InPlace subscription.

If you are in a clinical course, all students are required to have an active InPlace subscription.

Assignments and Weights/Percentage/Point Values

| | |
|-----------------------------------|-----|
| 1. Discussion Board Participation | 20% |
| 2. Assignments (3 @10% each) | 30% |
| 3. Final Change Project | 20% |
| 4. PowerPoint | 20% |
| 5. Course Engagement | 10% |

Grading Scale:

Specific guidelines and grading criteria for all assignments are in the 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

Grades will not be rounded when calculating the average (79.5 is not rounded to 80, and 89.5 is not rounded to 90). Students are required to achieve an average of 80% (B) to complete the course successfully.

Academic Integrity: Cheating of any kind, as defined in Section 8 of the UT Tyler Manual of Policies and Procedures (MOPP) for Student Affairs (<https://www.uttyler.edu/mopp/>), will not be tolerated. Consequences may include:

- reprimand
- exam failure
- course failure
- expulsion from the Nursing program
- expulsion from the University
- other consequences as assigned

Exam and homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.

- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.
- Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.
- Sanctions for uploading or otherwise divulging the contents of these materials can include:
 - a reduced or failing grade on an assignment
 - a reduced or failing grade for the course
 - removal from the Nursing program
 - removal from UT Tyler

Late Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course: Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

Attendance and Make-up Policy: Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

Graded Course Requirements Information:

The major assignments are as follows:

Final Change Project (20%): This Word document is a culmination of the four course MSN courses (TS1, TS2, Organizational Leadership) and combines the evidence-based practice process into a final change project. This is a professional paper that presents all elements of the

evidence-based practice process.

PowerPoint (20%): This PowerPoint presentation presents the final change project in a professional presentation. This is both an audio and visual presentation via Zoom and presents the final project.

Please Note: Detailed information along with grading rubrics for course assignments will be provided in Canvas.

Important Course Dates:

Classes Begin: January 9, 2023

Census Date (withdraw without penalty): January 20, 2023

Last Date to Withdraw: March 20, 2023. Students please notify your course faculty and contact your advisor.

Final Exam: N/A

Graded Course Requirements Information:

The major assignments are as follows:

Final Change Project (20%): This Word document is a culmination of the four course MSN courses (TS1, TS2, Organizational Leadership) and combines the evidence-based practice process into a final change project. This is a professional paper that presents all elements of the evidence-based practice process.

PowerPoint (20%): This PowerPoint presentation presents the final change project in a professional presentation. This is both an audio and visual presentation via Zoom and presents the final project.

Calendar of Topics, Readings, and Due Dates:

***All assignments and discussions are due by 23:59 on Sunday evening at the end of the week.

| Week | Week Starts | Topic | Discussion Board | Reading | Assignment |
|------|-------------|---|-------------------------|--|-------------------------------------|
| 1 | January 9 | Course Orientation Getting to Know You | DB: Post Introductions | | Submit Student Information Template |
| 2 | January 16 | Module 1: What is Your Passion? | DB: Identify your topic | Chapter One: Making the Case for Evidence-Based Practice and Cultivating a Spirit of Inquiry | Submit Change Topic |

| | | | | | |
|---|---------------|--|---------------------------------------|---|----------------------|
| | | | | Chapter Two: Asking Compelling, Clinical Questions | |
| 3 | January 23 | Module 2: Evidence | DB: Ethics | Chapter Three: Finding Relevant Evidence to Answer Clinical Questions Chapter Twenty- Two: Ethical Considerations for Evidence Implementation and Evidence Generation | |
| 4 | January 30 | | | Chapter Four: Critically Appraising Knowledge for Clinical Decision Making Chapter Five: Critically Appraising Quantitative Evidence for Clinical Decision Making Chapter Six: Critically Appraising Qualitative Evidence for Clinical Decision Making | Submit Appraisals |
| 5 | February 6 | Module 3: Planning for Patient Preference and Improving Care | DB: Identify Patient Preference | Chapter Seven: Integration of Patient Preferences and Values and Clinician Expertise Into Evidence- | |

| | | | | | |
|----|-------------|------------------------------|----------------------------------|---|------------------------|
| | | | | Based Decision Making | |
| 6 | February 13 | | DB: Protocols in Place | Chapter Eight: Advancing Optimal Care With Rigorously Developed Clinical Practice Guidelines and Evidence-Based Recommendations | Submit Plan |
| 7 | February 20 | Module 4: Implementation | DB: Challenges to Implementation | Chapter Nine: Implementing Evidence in Clinical Settings | |
| 8 | February 27 | Module 5: Evaluation | DB: Evaluation Plan | Chapter Ten: The Role of Outcomes and Quality Improvement in Enhancing and Evaluating Practice Changes | Submit Evaluation Plan |
| 9 | March 6 | Module 6: Factors for Change | DB: Leadership Strategies | Chapter Eleven: Leadership Strategies and Evidence-Based Practice Competencies to Sustain a Culture and Environment That Supports Best Practice | |
| 10 | March 20 | | DB: Innovation | Chapter Twelve: Innovation and Evidence: A Partnership in Advancing Best Practice and High Quality Care | |

| | | | | | |
|----|----------|---|--------------------------|---|--|
| 11 | March 27 | | DB: Sustainability | Chapter Thirteen: Models to Guide Implementation and Sustainability of Evidence-Based Practice | |
| 12 | April 3 | EVALUATIONS!! | DB: Change Management | Chapter Fourteen: Creating a Vision and Motivating a Change to Evidence-Based Practice in Individuals, Teams, and Organizations | |
| 13 | April 10 | Module 7: Dissemination EVALUATIONS!! | DB: Dissemination | Chapter Eighteen: Disseminating Evidence Through Publications, Presentations, Health Policy Briefs, and the Media | Submit Final Paper Submit PowerPoint |
| 14 | April 17 | | | | Submit to Scholarworks Final Presentation via Zoom |

UT Tyler School of Nursing Justice, Equity, Diversity and Inclusion Statement:

The University of Texas at Tyler School of Nursing aspires to create, foster, and sustain a culture of justice, equity, diversity, and inclusion irrespective of one's identity. We value and embrace all backgrounds, experiences, and identities, realizing that no one group, person or perspective has all the answers. We are richer when our individual skills, knowledge, experiences, cultures, backgrounds, and identities are combined in an accepting community. We strive to ensure that every individual gets a fair and equal chance to participate and thrive in a nurturing environment where all feel a sense of belonging. We are committed to intentionally and deliberately creating a diverse community that instills a sense of equitable justice and belonging for everyone affiliated with our school.

School of Nursing Policies and Additional Information:

https://www.utt Tyler.edu/nursing/college/student_guide_and_policies.php

Student Resources and University Policies are provided in Canvas.