Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

NURS 6211-W01-Introduction to Scholarly Project

Syllabus

Fall 2017

FACULTY: Theresa J. Garcia, PhD, RN, Assistant Professor

OFFICE: Island Hall, 338

OFFICE HOURS: By appointment: E-mail through Bb to schedule

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FAX: (361) 825-2484

CREDITS: 2 semester hours

COURSE DESCRIPTION:

Development of capstone project proposal. Requires presentation to DNP faculty for approval at the end of the course.

Prerequisites: Graduate standing and completion of:

- NURS-6304 (Application of Evidence in Practice I).

Online presentation: This course is delivered exclusively through online technology and may be accessed at http://Bb9.tamucc.edu. Students will need to provide PowerPoint, word processing, and other software as needed to complete requirements of this course and may need to download collaborative tools such as the WebEx application.

LEARNING OUTCOMES:

Upon completion of the course, students will be able to:

1. Formulate a capstone project proposal targeting a practice problem that delineates a plan to improve patient outcomes within a specified population, and exemplifies advanced nurse leadership and professional collaboration (AACN Essentials II, VI and VII).
2. Integrate theoretical principles pertinent to the practice problem, to guide and structure overall design, methodology, and evaluation of the project plan (AACN Essentials I, II, III, and VIII).

3. Justify a well-designed evidence-based capstone project plan by the generation of both a formal written proposal and an oral presentation to the Faculty Advisory Committee (AACN Essential III and VIII).

REQUIRED TEXTS AND RESOURCES:


SUGGESTED RESOURCES:


LEARNING EXPERIENCES:

Students can meet course objectives through successful completion of all assignments, thoughtful study of the textbook and other resources provided by the instructor, and earnest participation in discussions with peers throughout the course. While the instructor will provide guidance and consultation, students are responsible for identification of individual learning needs, self-direction and motivation, seeking help when needed, and successful completion of the course requirements.
COURSE COMMUNICATION:

The Blackboard (Bb) Mail tool is required for communication within the course. When contacting the instructor or classmates in this course, always use the Bb Mail tool rather than another e-mail account. This tool is accessed in the Bb Mail section of the Course Menu. Messages sent within Bb are archived within the course, thus eliminating lost correspondence.

COURSE TIME EXPECTATIONS:

All assignments and discussions are due by 11:59 pm on the specified due date in the course schedule unless prior arrangements are made with the instructor. Please note and remember that a 2 credit hour course requires a weekly time commitment of a 2-hour presence associated with 6 hours of preparation time. That expectation remains the same in an on-line course. The time spent in the course is set by each student’s personal learning schedule. Students should review Bb mail and announcements at least every 48 hours.

COURSE REQUIREMENTS:

1. Students are expected to have access to a computer that can support Bb applications and all related course materials. A backup plan should be in place if normal computer access becomes unavailable, i.e. arrange use of a computer elsewhere.
2. Any problems with technology, computer, internet, Bb or other applications should be dealt with through the IT (information technology) helpline at (361) 825-2692 or computer.helpline@tamucc.edu
3. Any problems understanding the assignments or due dates should be brought to the attention of the instructor, preferably within the first week of class.
4. Students are expected to complete the course orientation and Academic Honesty Statement prior to beginning work on course content.
5. All e-mail communication with the instructor should occur through Bb, unless otherwise noted. Bb mail and announcements should be reviewed at least every 48 hours.
6. All assignments are due by 11:59 pm on the scheduled date unless other arrangements have been made with the instructor before the due date. Late work will be penalized with a 10% grade deduction/day for up to 3 days; however exceptions will be considered for extreme emergencies where pre-planning was not possible.
7. Respectful and timely participation in discussion forums is required. Since it is assumed each student will be prepared for discussions, all contributions will be considered knowledgeable contributions. Disrespect in any form will NOT be tolerated.
8. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course.
9. Students should notify the instructor if they withdraw from the course and should not attempt to access course materials once they have withdrawn.
10. Students are expected to complete a course evaluation at the end of the course.
11. Students can expect the instructor to respond to Bb e-mail messages within 48 hours.
12. Students can expect the instructor to grade assignments within 2 weeks of submission unless otherwise informed.

GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS:

Students are expected to follow instructions associated with the assignments for this course. If you are confused about an assignment, you should contact the instructor in a timely manner to ensure satisfactory completion of the assignment by the due date. Unless otherwise instructed, each student must adhere to the APA Publication Manual, 6th or 7th Edition guidelines for formatting and organizing written assignments. The campus Center for Academic Student Achievement (CASA) provides writing support both in person and in an online format. The contact at the Center is Noel Ballmer at 361-825-2254 and the web link is http://casa.tamucc.edu. Another writing resource is http://www.grammarly.com/edu. The College of Nursing & Health Sciences has purchased a license for students to use this website. Attached to an Item in the Resources section of your Blackboard course menu is a PDF instruction guide providing access information. Please do not hesitate to contact me to discuss your writing needs.

GRADING SCALE FOR COLLEGE OF NURSING AND HEALTH SCIENCES:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
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<tr>
<td>D</td>
<td>67-74</td>
</tr>
<tr>
<td>F</td>
<td>Below 67</td>
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</tbody>
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SUCCESSFUL COMPLETION OF COURSE REQUIRES A GRADE OF B OR BETTER

Courses not passed with at least a B may result in an alternate degree plan and delay program completion.

COURSE ASSIGNMENTS AND GRADING (SEE COURSE SCHEDULE FOR MORE DETAIL.):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Honesty Statement/Student Introductions</td>
<td>REQUIRED (Pass/Fail)</td>
</tr>
<tr>
<td>Group Discussion (Clinical practice problems &amp; questions; Project goals &amp; plans)</td>
<td>5%</td>
</tr>
<tr>
<td>Project Proposal Introduction Outline: Title, Problem identification, Purpose, Significance, Background, Population, Definitions, Literature synthesis, Objectives/Aims, PICO question, Theoretical framework, Link to Essentials, Expected health policy impact, &amp; Expected outcomes</td>
<td>20%</td>
</tr>
</tbody>
</table>
Project Proposal **Methods Outline**: IRB submission plan/Informed consent procedures (if applicable), Site support letter, Sampling plan, Instrumentation, Data collection plan, Data management plan, Resources (Strengths/Barriers), Partnerships  

| Project Proposal **Implementation Outline**: Timeline, Budget, Evaluation framework, Dissemination plan, & Appendices | 15% |
|---|---|---|
| Capstone Project Proposal **Paper** (83% or better required to pass course) | 10% |
| Capstone Project Proposal **Oral Presentation** (83% or better required to pass course) | 30% |
| **Total** | **100%** |

**PASS/FAIL REQUIRED ASSIGNMENTS:**
Pass/Fail assignments and instructions can be found in the Introductory Unit. Look in the blue Course Menu on the left hand side of your Bb screen, click on the link labeled “Units/Lessons;” then click on “Introductory Unit.”

**Academic Honesty Statement:**
Students are required to read the four sections of the Academic Honesty Statement document, complete the fifth section, and submit it through the Assignment link (in the Introductory Unit) certifying compliance with the Academic Honesty policy.

**Student Introductions:**
Each student enrolled in the course will become potential collaborators in professional ventures. The student introduction provides students with an opportunity to share their backgrounds, professional interests, and contact information to generate a peer network. This assignment is required. *The introduction must be completed the first week of class.*

**OVERVIEW OF THE DNP CAPSTONE PROJECT:**
All students enrolled in the Doctor of Nursing Practice program must complete an evidence-based practice capstone project to fulfill the requirements for graduation. The capstone project represents a synthesis of all the knowledge gained from each course in the DNP curriculum. It provides an opportunity for students to demonstrate expert identification and resolution of the chosen clinical practice problem, using scientific principles and the scholarship of application and translation. In completion of the capstone project, students will use the knowledge and skills gained from the DNP course experiences to inform, solve, and/or contribute to improved delivery of health care services and optimal patient outcomes in the workplace, community, or academic arena.
GRADED ASSIGNMENTS:

Below is a general description of the major assignments in the course. More detailed instructions may be found on the Course Schedule, the Assignments tab, and within each specific Bb Unit.

Assignments Building toward a Final Capstone Proposal Paper and Oral Presentation:
The following 4 assignments are planned to build upon each other, culminating in a final product, the DNP Capstone Project Proposal Paper and Oral Presentation.

Students will begin with a lively, scholarly online small group discussion with peers focused on introducing, defining, and refining the clinical practice problem, question, and capstone project plan. Each student will submit an initial description of the chosen problem, question, and plan after which peers will provide professional, collaborative, and constructive opinions, suggestions, challenges, and supportive literature assisting in solidifying the plan. Next, students will undertake the planning (outlining) of the Introduction section of the capstone paper. This section introduces the audience to the project, provides them with justification of the need for the project, and sets out goals and objectives. The next outline will focus on the methods to be used to carry out the project. Students will explain how they plan to accomplish the project and provide details on data collection procedures and problems they anticipate. The final outline will include the proposed timeline to accomplish the project, a discussion of final plans to obtain IRB approval (if needed), and a description of the evaluation framework and plan.

By the end of the last outline students will have a detailed skeleton of the capstone proposal paper ready to fill in the gaps for a finished paper. Throughout the above process students will be guided by the instructor, their Faculty Liaison, DNP Project Advisor, and possibly a DNP Project Content Expert. They will rely heavily on the concepts learned and the final work products produced from previous courses to help construct key portions of the proposal such as the health policy impact, synthesis of the pertinent literature, theoretical and evaluation frameworks, the timeline, and expected costs.

The final paper and oral presentation will be graded by the instructor of this course. The oral presentation will be presented to the Doctoral Committee which will consist of the Committee Chair and the Content Expert, who will provide feedback and grading recommendations to the course instructor. After the presentation, the Committee may ask questions and provide the student an opportunity to clarify and/or defend the proposed project plan.

Group Discussion: Project Problems, Questions, and Plans
This first assignment is a way for students to present and receive peer feedback on project ideas before plunging into the capstone project proposal. The class will be divided into small groups to facilitate more in-depth discussions. In the initial group discussion post, students must clearly
describe the chosen clinical practice problem and explain why they have chosen this problem. They will need to provide referenced background and significance information to justify the need to investigate this problem and discuss the initial plan to improve, inform, or solve the problem. Students will support peers by listening to their ideas, adding constructive opinions, and providing additional pertinent literature to assist in the formulation of the proposal. This discussion will provide a wide range of ideas and perspectives on the student’s area of interest and will lay a sturdy foundation on which to build the proposal. Additionally, this discussion will strengthen students’ collaboration and communication skills.

*This group discussion counts toward 5% of the final grade.*

**Introduction Outline**

Each outline will be completed using a formal Word-formatted, full sentence outline (template will be provided), using APA formatting including in-text citations and a full Reference List at the end of the outline.

The Introduction outline includes the following key elements:

- The capstone project title, which should include the population and key variables;
- Identification and description of the problem in the form of a problem statement;
- The purpose of the proposed project in a formal purpose statement;
- The significance of the problem providing referenced statistics supporting and justifying the need for this project;
- Background information needed to understand the underlying concepts and importance of the problem, including conceptual and operational definitions of key variables;
- A description of the population of interest;
- A focused and systematic review of the literature providing a synthesis of the state of the science surrounding the problem and supporting the need for this project;
- A formal statement of the project Aims/Objectives, PICO-formatted research questions (if applicable), and a discussion of how these link to the AACN Essentials;
- A description of the theoretical or conceptual framework to be used to guide the project;
- A discussion of the pertinent health policies and the impact this project may have on those policies; and
- A description of the expected outcomes of the project.

This is a major assignment as all others build on it. Students will continue improving this section each time a new assignment is submitted. New assignments will be added to this section, and will include revisions based on previous instructor feedback. Students can revise this section each time they turn in a new assignment until it is ready for the final paper.

*This portion of the proposal outline will count toward 20% of the final grade.*
**Methods Outline:**
This outline will include the following key elements:

- Description of the IRB submission plan and approval status, including informed consent procedures (if indicated) and agency or site letter of support (if indicated);
- Description of the sampling plan including a power analysis, if indicated;
- Description of instrumentation to be used including validity and reliability statistics, as indicated;
- Description of the steps to be taken to complete data collection, who will perform each step, and at what point in the project each step will be performed;
- Description of the data management plan, including steps taken to ensure confidentiality (if applicable);
- A discussion of the resources necessary to complete the project; availability of resources; and strengths possessed by the student to obtain resources as well as foreseen barriers to obtaining resources;
- A discussion of the partnerships possessed and/or needed to successfully complete the project; and
- A continued complete list of references used to support the methods section of the paper.

In this assignment students will also include any revisions made to the Introduction outline based on feedback.

*This portion of the proposal outline will count toward 15% of the final grade.*

**Implementation Outline:**
This assignment will continue to build on the first 2 outlines and will include the following key elements:

- A detailed timeline (in table format – template will be provided) providing proposed dates for completion of each step of the project;
- Description of expected expenses and possible funding sources as indicated;
- Description of the evaluation framework to be used to evaluate the effectiveness of the project;
- A plan for dissemination of the project results including planned poster presentations, podium presentations, and manuscript submissions;
- A description of appendices.

*This portion of the proposal outline will count toward 10% of the final grade.*

**Capstone Project Proposal and Oral Presentation:**
This final assignment combines all your previous work from the first 4 assignments into a professionally formatted paper and oral PowerPoint presentation. These products should flow directly from your detailed outlines on which you have received feedback. Your final project must meet a minimum of the following criteria:
• The overall capstone project proposal must be consistent with the philosophy of a DNP capstone project focused on scholarship that applies and enhances evidence-based practice and quality management;
• The design and methods proposed in the capstone project must be appropriate for the clinical practice problem and evidence-based practice question;
• The proposed theoretical or conceptual framework must include similar concepts and propositions to those of the project and must guide all pieces of the project;
• The proposed evaluation theory must also include similar concepts, ideas, and feasible methods to provide guidance in judging the effectiveness of the project and its goals;
• The proposed project must exemplify a synthesis of all the knowledge gained in the DNP curriculum; and
• The proposed capstone project must contribute to improved delivery of health care and/or optimal patient outcomes.

POLICIES:

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or
plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)

### Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

### Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816
Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 15, 2017 is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.
**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Military Students**

Active duty military personnel, military spouses, and veterans with special circumstances (e.g. deployment, drill requirements, disabilities) are welcome and encouraged to communicate these circumstances, in advance if possible, to the course and clinical instructors.