

FLORIDA ATLANTIC UNIVERSITY™

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 CATALOG _____

Undergraduate Programs—NEW COURSE PROPOSAL¹

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF
NURSING

COLLEGE: NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX NUR COURSE NUMBER 4169L LAB CODE (L or C) L

(TO OBTAIN A COURSE NUMBER, CONTACT RSHIMAN@FAU.EDU)

COMPLETE COURSE TITLE: EVIDENCE-BASED NURSING PRACTICE CAPSTONE

EFFECTIVE DATE

(first term course will be offered)
**MAY 2013 WITH NEW ADMISSION
 CYCLE**

CREDITS: ²
 1 CREDIT

TEXTBOOK INFORMATION:

Melnik, B.M., & Fineout-Overholt, E. (2011). *Evidence-based practice in nursing & healthcare: A guide to best practice (2nd ed.)*. Philadelphia: Lippincott Williams & Wilkins. ISBN:978-1-60547-778-7

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR PASS/FAIL SATISFACTORY/UNSATISFACTORY X

COURSE DESCRIPTION, NO MORE THAN THREE LINES: A clinical course focused on implementing and evaluating the evidence based practice project previously designed. Student groups collaborate with nursing leaders in a partner agency to address a practice problem using principles quality improvement and implementing a systematic investigation to translate evidence into practice. The project is implemented, outcomes evaluated, and results presented in a professional venue.

PREREQUISITES W/MINIMUM GRADE*:

NUR4169

COREQUISITES*:

NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

*DEFAULT MINIMUM PASSING GRADE IS D-. PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORATE OR MASTER'S DEGREE WITH A MINIMUM OF 18 GRADUATE SEMESTER HOURS IN NURSING.

WAC/GORDON RULE COURSE³

YES NO X

WAC/Gordon Rule criteria must be indicated in syllabus. Guidelines: www.fau.edu/WAC

GENERAL EDUCATION REQUIREMENT (MARK X IN FRONT OF SELECTION):⁴

 Written Communication Society/Human Behavior
 Mathematics/Quant. Reas. Global Citizenship
 Science/Natural World Creative Expression

Must attach the appropriate General Education Course Approval Request:
www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php

Faculty contact, email and complete phone number:

Beth King
bking@fau.edu
 561-297-3249

Please consult and list departments that might be affected by the new course and attach comments.

None, Nursing Course

Approved by:	Date:	1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: www.fau.edu/academic/registrar/UUPCinfo 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. WAC approval (attach if necessary) 4. Gen. Ed. approval (attach if necessary) 5. Consent of affected departments (attach if necessary)
Department Chair: <u>Sharon L. Dormire</u>	<u>3-1-13</u>	
College Curriculum Chair: <u>Beth King</u>	<u>3-1-13</u>	
College Dean: <u>Karenthy Edwards</u>	<u>3-1-13</u>	
UUPC Chair: <u>JF My</u>	<u>3/22/13</u>	
Undergraduate Studies Dean: <u>Samuel A.</u>	<u>3/27/13</u>	
UFS President: _____	_____	
Provost: _____	_____	

Email this form and syllabus to mjenning@fau.edu seven business days before the University Undergraduate Programs Committee meeting so that materials may be viewed on the UUPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
SUMMER 2014**

COURSE NUMBER: NUR 4169L

COURSE TITLE: Evidence-Based Nursing Practice Capstone

COURSE FORMAT: Live

CREDIT HOURS: 1 credit

COURSE SCHEDULE: Varies. Scheduled according to unit needs.

PLACEMENT IN CURRICULUM: Required course in spring semester senior year for Traditional Track Program, summer semester for Accelerated Track Program, varies for RN-BSN Program.

PREREQUISITES: NUR 4169

COREQUISITES: None

FACULTY: Name and credentials:
Title:
Office Location:
Phone:
E-mail

OFFICE HOURS: Day of week X-X PM

COURSE DESCRIPTION:

A clinical course focused on implementing and evaluating the evidence-based practice project previously designed. Student groups collaborate with nursing leaders in a partner agency to address a practice problem using principles quality improvement and implementing a systematic investigation to translate evidence into practice. The project is implemented, outcomes evaluated, and results presented in a professional venue.

COURSE OBJECTIVES: Upon completion of NUR 4169L, the student will be able to create nursing responses to:

Becoming competent

- 1 Select appropriate quality improvement data collection tools for the unit specific issue. (SLO 3, 8; Essentials II, III).

Demonstrating comportment

- 2 Collaborate with members of the healthcare team in order to implement, document and disseminate the outcomes of the project. (SLO 17; Essential VI).
- 3 Demonstrate the ability to work cohesively within a team. (SLO 16, 17; Essential II, VI).

Becoming confident

- 4 Evaluate outcomes of the quality improvement project using planned criteria. (SLO 8; 8, 12; Essentials II, III).

Attending to conscience

- 5 Describe examples of the impact of team functioning on safety and quality of care. (SLO 13, 17; Essential II, VII, IX).

Affirming commitment

- 6 Apply quality improvement models and processes to the identified unit specific issue. (SLO 2, 3, 8; Essentials II, III).
- 7 Evaluate the need for additional quality improvement in clinical practice based on outcome data. (SLO 12; Essential II, III, IV, VII, VIII).
- 8 Disseminate results by presenting project findings in a professional poster format at select student research event. (SLO 5, 10, 19; Essential III, XI, and IX).

TEACHING LEARNING STRATEGIES

Literature research, collaboration, conferencing, QI data collection, Small group activity, formal poster presentation, formal conference presentation, peer critique.

GRADING AND EVALUATION METHODS:

Assignment:	Percent of total grade
Project Poster Presentation	80%
Group Critique/Lessons Learned	20%

GRADING SCALE:

Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C quality or better and meets expectations. A grade of U indicates that the work is below expectations and no credit will be given. A grade below C is not passing in the Undergraduate program. S/U grading is not calculated into the grade point average.

REQUIRED TEXTS:

Melnyk, B.M., & Fineout-Overholt, E. (2011). *Evidence-based practice in nursing & healthcare: A guide to best practice (2nd ed.)*. Philadelphia: Lippincott Williams & Wilkins. ISBN:978-1-60547-778-7

RECOMMENDED TEXTS:

Duffy, J. (2011). *Quality caring in nursing: Applying theory to clinical practice, education, and leadership*. New York: Springer Publishing Company.

TOPICAL OUTLINE:

Implementation of practice change to foster the delivery of safe, quality care (Essential II, III, IX)

- a. Designing quality improvement projects
- b. Measuring changes in practice and evaluating patient outcomes
- c. Methods of dissemination

COURSE ASSIGNMENTS:

Quality Improvement Project

In this course students will conduct the quality improvement project developed in NUR 4269 Quality Improvement in Nursing Practice and designed in collaboration with a peer team and assigned unit colleagues. This will include implementation, evaluation, and dissemination of findings. Dissemination will occur through a poster presentation at a local, regional, College or University event.

Group Critique/Lessons Learned

An important step in implementation of evidence into practice is evaluation. This can include the direct impact of a change in practice or the process of making the change. For this assignment each student will write a short paper (2-3 pages) reflecting on the process of the quality improvement project. The paper should include a discussion of what worked well and what did not work well so changes in the process can be made in the future.

BIBLIOGRAPHY:

- Arndt, J.V. & Netsch, D.S. (2012). Research study or quality improvement project? *Journal of Wound, Ostomy, and Continence Nursing*, 39(4), 371-375.
- Duffy, J. (2011). *Quality caring in nursing: Applying theory to clinical practice, education, and leadership*. New York: Springer Publishing Company.
- Raines, D.A. (2012). Quality improvement, evidence-based practice, and nursing research... Oh My! *Neonatal Network*, 31(4), 262-264.
- Ryan, M, & Rosario, R. (2012). Creating staff confidence in distinguishing between performance improvement and research studies: A user-friendly worksheet. *Journal of Nursing Administration*, 42(7/8), 369-374).
- Shirley, M.R., Hauck, S.L., Embree, J.L., Kinner, T.J.m Schaar, G.L., Phillips, L.A., Ashby, S.R., Swenty, C.F., & McCool, I.A. (2011). Showcasing differences between quality improvement, evidence-based practice, and research. *The Journal of Continuing Education in Nursing*, 42(2), 57-71.
- Whiting, L.S. (2009). Systematic review protocols: An Introduction. *Nurse Researcher*, 17(1), 34-43.

COURSE POLICIES AND GUIDELINES

1. Attendance: Attendance/group activities will be awarded each week. In order to earn the full amount of points, the student must be on-time, stay for the entire class, and fully participate in all in-class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the instructor. A student who misses a class is responsible for content presented during an absence.

2. Assignments: Written assignments are due by midnight on the date specified on the course schedule. One point per day for one week will be deducted from all work that is submitted after the announced due date. No assignments will be accepted after one week from due date. If the student is unable to submit work on the designated date, arrangements must be made with the course instructor BEFORE the due date to avoid the late penalty.

SafeAssign, a plagiarism detection system, will be utilized for all papers in this course.

Blackboard will be utilized in this course. All assignments must be submitted via Blackboard as a .doc or .docx file by the specified due date. **UNLESS SPECIFICALLY INSTRUCTED BY THE FACULTY, NO ASSIGNMENTS WILL BE ACCEPTED BY EMAIL.** Assignments submitted only through email will not be graded unless specifically instructed to submit via this route by the faculty.

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a “recycled” assignment as an original work will receive a grade of zero on the assignment.

In addition to being a portal for assignments, Blackboard will be utilized as a form of communication. Course announcements will be posted on Blackboard rather than through email. It is the student's responsibility to periodically check the board for class updates/clarifications. If the faculty needs to contact an individual student concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Blackboard.

4. Use of Electronic and Personal Communication Devices in the classroom.

In order to enhance and maintain a productive atmosphere for education personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions. Students who are in violation of this may be asked to leave the class and not earn the points for that day.

5. Email: FAU email is recognized as the only email system that may be used for course correspondence. It is the responsibility of each student to periodically check their FAU email as important class information may be sent via this route.

All course requirements and objectives must be met in order to earn a passing grade.

COLLEGE OF NURSING POLICIES

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=526>
- c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and
<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. USE OF STUDENT COURSE MATERIAL The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

April 2012

NUR 4169L COURSE SCHEDULE

Course Content Schedule: During your capstone experience, you will need to focus on the following content that correlates with the Evidence-Based Nursing Practice course.

Week 1	Introduction to the Course: Collaborating for Quality Improvement
Week 2	Models for Bringing Evidence into Practice
Week 3	Sources of Evidence: Beyond Research
Week 4	Identifying Practice Questions to Improve Practice
Week 5	Finding Sources of Evidence
Week 6	Using Evidence to Plan Change
Week 7	Designing a Project
Week 8	Engaging an Interdisciplinary Team
Week 9	SPRING BREAK
Week 10	Implementing Evidence into Practice
Week 11	Implementing Evidence into Practice
Week 12	Measuring Outcomes
Week 13	Measuring Outcomes
Week 14	Lessons Learned: Self as Innovator
Week 15	Dissemination of Findings
Week 16	Dissemination of Findings