

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Health Sciences
NURS699
Evidence-Based Practice Capstone Project
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: All MSN Core and Concentration courses

Instructor Information

Please refer to the Instructor Profile on the course homepage for your instructor's contact information and biography.

Course Description (Catalog)

The focus of the capstone course is on examining the implications of change/s to practice resulting from the implementation of an evidence based project and the dissemination of evidence. Students will evaluate personal leadership skills utilized to improve patient outcomes through evidence-based practices, quality improvement methods, outcomes measurement, and systems knowledge. All core and specialty courses must be completed before taking this course.

Course Scope

During this 8-week course, students will disseminate their evidence based project through the hosting of an online forum discussion. Students will conduct a self-reflection to evaluate the implications of change/s to practice resulting from the implementation of their evidence based project and examine leadership competencies achieved. Students will examine challenges associated with the dissemination of evidence including legal and ethical issues and author an abstract for submission to a professional nursing journal or conference.

Course and Program Learning Objectives

The following objectives are aligned with the MSN Program Outcomes (PO):

1. Evaluate the implications of change/s to practice resulting from the implementation of an evidence based project.
2. Execute the use of leadership competencies in the dissemination of an evidence based project.

3. Assess authorship, conflicts of interest, plagiarism, and other legal and ethical issues in dissemination.
4. Design a presentation to disseminate evidence directed towards improving practice and care environments.
5. Author an abstract for submission to a professional nursing journal or conference.

Module Learning Objectives are located within the course.

Masters Essentials covered in this course include I, II, III, and IV.

In addition to the MSN degree program outcomes, students completing the Nurse Educator concentration will have demonstrated their acquisition of competencies and proficiencies related to the role of the nurse educator and will be able to:

- Apply programmatic objectives to the nurse educator role in practicum or academic settings.
- Create educational and curricular materials for a variety of audiences.
- Evaluate effectiveness of teaching strategies and modalities.

In addition to the MSN degree program outcomes, students completing the Nurse Leader concentration will have demonstrated their acquisition of competencies and proficiencies related to the role of a nurse leader and will be able to:

- Apply programmatic objectives to the role of the nurse leader.
- Advocate for business practices that promote healthcare quality and patient safety.
- Synthesize knowledge of key business and human resources practices to effectively lead healthcare teams.

In addition to the MSN degree program outcomes, students completing the Public and Community Health Nursing concentration will have demonstrated their acquisition of competencies and proficiencies related to the role of a public health nurse and will be able to:

- Analyze social determinants of health that affect the health of a community.
- Evaluate prevention strategies of communities to identify opportunities for improvement in health and disease prevention of vulnerable populations.
- Enhance the health of a vulnerable population through interprofessional coordination, planning, development, implementation and evaluation of a public health nursing intervention for a selected community.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning

management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook:

All required readings and resources are available within MyClassroom.

Academic Writing Requirements:

The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

Evaluation Procedures

Discussions

Please join the discussions each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the discussions and avoid copying and pasting from websites. In this class there are 8 graded discussions. In Week 8 is a Reflection discussion, and you will be graded on completion of the reflection questions, not on the content.

Guidelines:

- Post the initial response to each discussions by 11:55pm, ET, Wednesday
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to more than 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Responses to classmates are significant to advance the discussions.
- All discussions can be accessed in the Discussions section of the course.
- Respond to all questions posed to you in your initial post by instructor and/or peers.

An initial post must precede the response posts to peers. An initial post received after Wednesday 11:55 pm will receive a 10% deduction for each day, for 3 days, prior to discussions being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:55 pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

Tests/ Quizzes

There are no tests/quizzes in this course.

Written Assignments

There are written assignments due throughout the course. All assignment instructions and grading rubrics are located in the Assignments area of MyClassroom. Assignments are due by 11:55 pm EST on the Sunday of the week they are assigned, or as indicated in the Assignments area.

Course Grading Outline

Grading Instrument	Percentage of Final Grade
Discussion weeks 1, 2, and 8	10%
Dissemination of Evidence Presentation & and Discussion weeks 4-7	25%
Artifacts and Reflection (Due end of Week 4)	10%
Portfolio & Self Reflection <ol style="list-style-type: none"> 1. Typhon Portfolio Setup (Week 1) 5% 2. Portfolio Welcome and Philosophy (Week 2) 5% 3. Dissemination of EBP Presentation (Week 3) 10 % 4. Portfolio Program Outcome (Week 4) 10% 5. Resume/CV and Cover Letter (Week 6) 5% 6. Portfolio MSN Concentration Outcomes (Week 7) 10% 7. Peer Critique of Presentation (Week 8) 5% 8. Portfolio Abstract (Week 8) 5% 	55%
TOTAL	100%

Course Outline				
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
1	Professional Portfolio	<ol style="list-style-type: none"> 1. Construct a professional portfolio to maintain evidence of learning. 2. Demonstrate achievement of professional requirements. 	As assigned	Introduction Discussion Typhon Portfolio: formatting
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
2	Philosophy	<ol style="list-style-type: none"> 1. Define a personal philosophy of nursing. 2. Construct a personal philosophy statement. 	As assigned	Portfolio: Welcome Section Week 2 Discussion
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
3	Dissemination of Evidence	<ol style="list-style-type: none"> 1. Develop an evidence based practice poster presentation. 	As assigned	Dissemination of EBP Presentation

		2. Disseminate evidence based project findings in a discussion forum.		
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
4	Self-Reflection & Professional Development	1. Articulate the benefits of self-reflection. 2. Promote professional growth through reflection.	As assigned	Week 4 Discussion Portfolio Program Outcomes
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
5	Critical Appraisal	1. Analyze the implications of an evidence-based projects.	As assigned	Week 5 Discussion
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
6	Lifelong Learning	1. Articulate the benefits of life-long learning. 2. Promote professional growth through life-long learning. 3. Construct a cover letter to accommodate an abstract submission.	As assigned	Week 6 Discussion Portfolio: Resume/CV and Cover Letter
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
7	Peer Review	1. Articulate the relevance of peer review to evidence-based practice.	As assigned	Week 7 Discussion Portfolio MSN Concentration Outcomes
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
8	Developing a Professional Abstract	1. Differentiate among publications to identify a peer review journal 2. Develop an abstract for submission to a peer reviewed nursing journal or conference	As assigned	Week 8 Reflection Discussion Portfolio Abstract Peer Critique of Presentation

Policies

Nursing Program Policies

Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by

the designated due date will result in a ten percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days, the maximum grade the student can achieve with a late submission will be a grade of 70% (C-). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will NOT be accepted more than seven (7) days after the due date unless prior arrangements have been made in advance of the due date.

Use of Online Sources such as Course Hero

In addition to the university's plagiarism policy, students who are found to have submitted materials plagiarized from any online source, such as Course Hero, will be reported to the university and may fail the course and/or be expelled APUS. Use of said materials is academic dishonesty and will not be tolerated.

Self-Plagiarism

Each course in the program has unique course learning objectives designed to build professional knowledge and skills. To accomplish these learning objectives, all work submitted for a course must be original and cannot be a resubmission of one's own previous work. When repeating a course, students must submit newly created work as well.

Course Completion and Progression Requirements

For all capstone courses that begin after January 1, 2017, master's students must earn a B- (80%) or better on their capstone thesis/project/paper and a B- (80%) or better in their capstone course to pass the course. This policy aligns with the comprehensive exam, which also requires a B- (80%) or better to pass. Master's students must have at least a 3.0 GPA in order to graduate. Please see the [End of Program Assessment Manual](#) for more information.

For more information regarding these final course requirements, please refer to the End of Program Assessment Manual for Graduate Studies found in the Trefry Library in the Master's Studies Resource Center.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.