



Course Sample Syllabus

NUR 49800 Capstone Course in Nursing

Course Description

In collaboration with a nursing faculty and clinical preceptor, students will implement a project-based practicum experience consistent with professional nursing roles. Students will use critical thinking skills and evidence-based practice (EBP) to promote patient-centered nursing in a health care environment of work complexities. This course will culminate with an evidence-based project that will be presented to peers and the academic community.

Student Learning Outcomes:

1. Engage in activities that promote the importance of nursing and professional nursing roles in creating change in healthcare environments
2. Design an evidence-based practice (EBP) project that assists individuals, families, groups or the community; meets basic human needs; and promotes quality of life
3. Disseminate knowledge relevant to nursing in a complex healthcare environment
4. Demonstrate accountability to the nursing code of ethics and legal standards of practice

Teaching/Learning Methodologies:

- Online Tutorials
- Guided Learning
- Individual Assignments
- Group Work: Via the Discussion Board
- Clinical Liaison Experiential Learning (ExL)
- Reflective Journaling

Texts and Materials:

The list of required and recommended [textbooks](#) can be found online in the RNBSN Student Handbook. Additional readings and resources will be assigned throughout the modules. Some of these resources will be available through the Purdue University Northwest library's electronic database. Others will be internet resources available through links in the course.

Course Assignments:

Discussions (Q&A and Sharing of EBP Project Proposal): Discussions among and between classmates are a required activity. During the course, there are two discussions areas. The Q & A discussion is to help you with answering your questions about course content. This Q & A is an optional discussion board found in all 5 modules. In the fifth module required discussion, you will be presenting your proposal via PowerPoint to your group. The module 5 discussion includes the posting of your professional PowerPoint presentation. The student is not expected to do a voice-over PowerPoint. You are expected to give constructive feedback responses to a minimum of two peers.

Identification of EBP Project and Development of PICO(T) Question: Each student is expected to identify the EBP project proposal, PICO(T) question, setting, and RN facilitator.

EBP Proposal Paper: Title Page and Introduction: Each student will submit a 2-3-page introduction. The student is expected to very clearly include the purpose, relevance, and significance. Included in the introduction is an inquiry question written in the PICO (T) format for the EBP project proposal for implementation at a future date.

EBP Proposal Paper: Literature Review and Appraisal: Each student is expected to search for the best available evidence and critically appraise the literature. Both a narrative summary and an evidence table are to be included. It is an expectation that a minimum of eight sources be included. These sources may include pre-appraised literature, such as systematic reviews, randomized control trials, primary quantitative and qualitative research studies, and expert opinion. Tools to appraise the evidence include RAPID, RAPid, AGREE, CASP, and NOTARI. Students should include all references cited in the table format using APA

EBP Proposal Paper: Plan for Implementation: Each student is expected to develop a plan that describes the steps for the proposed implementation.

EBP Proposal Paper: Plan for Evaluation: Each student is expected to develop a plan for evaluation of the proposed implementation.

PowerPoint Presentation of EBP Proposal: Each student is expected to develop a professional PowerPoint presentation.

Final Complete EBP Proposal Paper: The final submission includes previous sections (title page, introduction, review of literature/critical appraisal table, narrative synthesis, plan for implementation, plan for evaluation, conclusions/recommendations, abstract, and complete reference list. It is an expectation that this final paper can be shared with the RN facilitator for future implementation, thus recommended edits/revisions must be reflected in the final paper.

Reflective Self-Evaluation Paper: Each individual student will submit a 3-4-page paper that reflects professional growth related to EBP practice, life-long learning, and the evaluation of the role as a change agent.

Course Organization:

There are five modules in this course. Each module represents one week of activity.

- EBP Proposal – Identification and Analysis of Need, Part I: Review of Literature, Appraisal of Evidence and Synthesis of the Evidence
- Literature Review and Appraisal continued, EBP Proposal – Design, Part I: Steps in EBP Project Planning and Development of Proposal.
- EBP Proposal – Design, Part II: Facilitators and Barriers to EBP Implementation, Organizational Culture
- EBP Proposal – Evaluation
- EBP Proposal – Dissemination