

UNIVERSITY OF MINNESOTA  
School of Nursing

**Nurs 4777W, section(s) 001 - 005**  
**Senior Project in the Nursing Major**

**Term:** Fall 2013

**Credits:** 3 semester credits (seminar)

**Days/Times:** Tuesdays (9/03/2013-12/10/2013), 10:10am – 12:05pm

**Locations and Faculty:**

**Section 001:** Kathie Krichbaum, PhD, RN Email: [krich001@umn.edu](mailto:krich001@umn.edu)  
Office: 6-163 WDH Phone: 612-624-2489 Classroom: Mayo A110

**Section 002:** Melissa Saftner, PhD, RN Email: [msaftner@umn.edu](mailto:msaftner@umn.edu)  
Office: 6-165 WDH Phone: 1-218-726-8934 Classroom: MoosT 2-118

**Section 003:** Ruth Lindquist, PhD, RN (course coordinator) Email: [lindq002@umn.edu](mailto:lindq002@umn.edu)  
Office: 6-112 WDH Phone: 612-624-5646 Classroom: Mayo D199

**Section 005:** Patrick Dean, PhD, RN Email [dean0057@umn.edu](mailto:dean0057@umn.edu)  
Office: 300 U Square Phone: 507-258-8040 Classroom: 322 USquare

**Course Prerequisites:** N4205W (concurrent with N4703: Practicum)

**This course may be used to satisfy the following liberal education requirements: Writing Intensive upper division**

**Student Learning Outcomes:**

Can identify, define, and solve problems

Activity: proposal for project in the major

Assessment of Achievement: paper graded per established criteria

Can communicate effectively

Activity: scholarly paper

Assessment of Achievement: paper graded per established criteria

**Course Description:** Emphasis on fundamental skills in systematic inquiry, interpretation and evaluation of research for applicability to nursing practice. Scholarly exploration of clinical problem or system issue affecting nursing practice and patient outcomes. Development and presentation of project for the major.

**Grade Base:** A/F

**Course Objectives:** The student will:

1. Use a systematic process to explore a clinical problem in depth
2. Locate the best available evidence to support nursing practice
3. Discuss frameworks to support the investigation of a clinical problem
4. Explore national quality and safety indicators relevant to nursing practice
5. Appreciate disciplinary conventions for professional presentations to various audiences
6. Use written, oral, and emerging technological methods to communicate within the context of professional nursing practice

**Purpose:**

This School of Nursing is dedicated to graduating nimble communicators. This course is designed to support your senior project. This project requires that you develop a plan and produce a product related to your particular population of interest or your career goals. You may choose to focus on the unit or clinical agency where you are completing your fall semester acute care or community practicum (N4703) or you may prefer to complete a project related to your planned career trajectory. Outcomes of this course include a scholarly paper and presentation that reflect the conventions of the discipline. In N4205, you worked with the health sciences librarian to develop your skill with completing searches and you developed a brief literature review focused on evidence for practice. In this course, you will build on your skills and complete a project that will contribute to your preparation for your final clinical immersion. In addition, we'll consider ways in which your work can be translated into a poster for the School of Nursing Research Day in April.

**Textbooks and Learning Resources:****Required:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author.

**Recommended:**

Garrard, J. (2011). *Health sciences literature review made easy: The matrix method*. (3<sup>rd</sup> ed.) Boston: Jones & Bartlett.

Boswell, C. & Cannon, S. (2014). *Introduction to nursing research* (3<sup>rd</sup> ed.). Boston: Jones & Bartlett.

(Journal articles or other material may be assigned based on the weekly topics)

**Biomedical Library:** Liz Fine Weinfurter, Librarian, Nursing liaison (612-624-6492); eweinfur@umn.edu

**Assignments:**

| Assignments   | Submission/Dates   | Points     |
|---|--|------------|
| Semester Goals (we will work on these in class week 1)  | Bring to class to submit week 2 [due in class] 9/10            | 5          |
| PICOT Question  | Web Dropbox: Due 9/17  | 5          |
| Proposal for project (see paper description below): bring draft proposal for peer review in class on 9/24; final due in dropbox 10/1                              | Bring to class 9/24 for peer review; Final due in dropbox 10/1 | 10         |
| Preliminary summary of evidence/literature synthesis: first draft for peer review   | Bring to class 10/22   | S/N        |
| Revised summary synthesis of evidence (second draft) with revision memo. Memo includes suggestion for appropriate journal to which this paper could be submitted. | Revised evidence summary/synthesis due in dropbox 10/27        | 15         |
| Final manuscript  | Due in dropbox 11/20   | 30         |
| Podium Presentation of work with slides (expected length: 7-8 minutes+questions)  | Delivered in class 11/26-12/10 & Dropbox                       | 20         |
| Spring Immersion Clinical Reflection  | In class & Dropbox 12/11                                       | 3          |
| Participation   |  | 12         |
| <b>Total</b>  |  | <b>100</b> |

**Description of Papers:**

| <b>Papers</b>   | <b>Format</b>   |
|---|---|
| Goals with Outcome Criteria (these will be discussed in peer groups)  | In-class: Complete table in handout provided  |
| PICOT question--- addressable/"testable" question and its significance  | in interrogatory format   |
| Proposal for Project: Includes intro/background, problem, purpose/PICOT, significance in manuscript style with title page   | 1- 3 pages + 1 page for title page  |
| Preliminary summary of evidence/literature synthesis: Review a <i>minimum</i> of 6 articles having evidence addressing/related to your problem. This paper should also include a <i>brief</i> methods section describing how the evidence was identified/selected. After the revision workshop (in class), submit your revised summary of evidence/literature synthesis and methods, revision memo (describing points of peer critique and how these were addressed; and suggested target for journal submission. | 5-7 pages, double-spaced, 11 or 12 point font<br>APA or other format of target journal.   |
| Final manuscript. Inclusive of all elements: Cover letter, title page, abstract, introduction/background, methods, evidence summary/synthesis, discussion, summary, conclusions, recommendations, references. For final paper, it is required that there be a minimum of 12 sources (some may support introduction/background; others will be the evidence identified/synthesized).   | At least 10 pages - not including title page, abstract, and reference list, double-spaced, 11 or 12 point font. Use target journal format |
| Spring Immersion Clinical Reflection—bring week 1 goals to class; Review of original goals & set new goals for spring immersion. (In-class activity)  | 1 – 2 pages. Form to be provided in class.  |

**Presentation:** Formal; in-class presentations evaluated by faculty and peers.

**Stylistic Format (Use of APA Format):**

All written assignments must conform to the stylistic requirements outlined by the American Psychological Association (APA) unless you have a written exception from the faculty or consistent with target journal format. Students in the School of Nursing are required to have a copy of the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* which describes correct stylistic formats.

**Credits and Workload Expectations:**

One conventional credit is defined by the University of Minnesota as equivalent to three hours of learning effort per week, averaged over an appropriate time interval, necessary for an average student taking that course to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom.

For further information, refer to

<http://www.policy.umn.edu/Policies/Education/Education/STUDENTWORK.html>

**Evaluation and Grading:**

1. The course grade is based upon achievement of objectives rather than comparison with other students' performance.

2. Grade options include **A/F only**
3. The following grade scale will be used:

|    |            |    |              |
|----|------------|----|--------------|
| A  | = 94-100%  | C+ | = 77-79.9%   |
| A- | = 90-93.9% | C  | = 73-76.9%   |
| B+ | = 87-89.9% | C- | = 70-72.9%   |
| B  | = 83-86.9% | D+ | = 67 – 69.99 |
| B- | = 80-82.9% | D  | = 63 – 66.99 |
|    |            | F  | = <63        |

4. **All assignments must be completed to satisfactorily pass the course.**
5. All required courses in the major must be passed at a level of C- or higher in order to count toward the degree.
6. **Late work:** For late work, one point per day will be deducted unless legitimately arranged with professor ahead of time.

#### **University Grading Standards:**

- A Achievement that is outstanding relative to the level necessary to meet course requirements
- B Achievement that is significantly above the level necessary to meet course requirements
- C Achievement that meets the course requirements in every respect
- D Achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Achievement that is satisfactory, which is equivalent to a C- or better. Achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-
- F (or N) Represents failure (or no credit) and signifies that the work was either (1) completed at an unsatisfactory level or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)
- I (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g. hospitalization) a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

#### **Criteria to be used for Grading:**

See rubrics.

#### **Student Academic Integrity and Scholastic Dishonesty:**

Students are expected to adhere to the University of Minnesota standards for student conduct. Please refer to the academic conduct policies published in the School of Nursing *Student Handbook* for your program. (The handbook is available at <http://www.nursing.umn.edu>). Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

<http://www.oscai.umn.edu/conduct/faculty/dishonesty.html>

As noted above, one type of scholastic dishonesty is plagiarism. Plagiarism is the act of representing someone else's intellectual property as your own. Plagiarism is unethical and may also be a violation of copyright law. To learn more about plagiarism, and to find tips on how to properly paraphrase someone's work, visit the web page for the U of M Center for Writing:

<http://writing.umn.edu/sws/quickhelp/index.html>

Faculty at the University of Minnesota use a variety of safeguards against plagiarism, including electronic software designed to detect copying (e.g., Turnitin.com). Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course

### **Student Responsibilities:**

1. Application of knowledge and theory from current and previous nursing and supportive course work is expected.
2. Students must demonstrate accountability for professional conduct and behaviors consistent with the standards identified in the *School of Nursing Student Conduct Code* and *ANA Code of Ethics*. In addition, it is expected that the student meet the behavioral standards of practice in particular patient settings.
3. Attendance, punctuality, and active participation are expected for all course activities. Students should refer to the *SON Undergraduate Handbook* for guidelines regarding excused absences. Instructors must be notified at the beginning of the term about such planned absences. Non-excused absences or repeated tardiness will lower the course grade. Repeated non-excused absence will result in a failing grade for the course. Notification of absence in event of illness or family emergency is required.
4. Assigned readings and activities for identified class topics should be completed prior to class. Students are expected to utilize additional resources to increase their depth of understanding as needed for classroom activities.
5. Assignments must be handed in on time, unless a different date has been negotiated with faculty. Late work will result in loss of points.
6. Students are encouraged to contact a faculty person to discuss questions or concerns about their course performance at the earliest possible date.
7. Students will be asked to participate in self, course and faculty evaluations.
8. Students are asked to maintain a neat classroom environment including disposing of everything he/she came in with, such as beverage cans/bottles, food containers/wrappers, newspapers, etc. and straightening up the classroom at the end of the period.

### **Faculty Responsibilities:**

1. Faculty will be available to assist students in course work by appointment.

2. Faculty will evaluate student achievement of course objectives and provide ongoing constructive feedback.
3. Faculty will facilitate student learning by providing support, encouragement, nursing expertise and assistance in applying course concepts.

### **Statement of Inclusivity:**

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, sexual orientation, marital status, disability, public assistance status or veteran status.

### **Accommodations for Students with Special Needs:**

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612- 626-1333 (V/TTY) or [ds@umn.edu](mailto:ds@umn.edu) .
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

Additional information is available at the DS website <http://ds.umn.edu>

### **Student Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/> .

### **Policy on Use of Class Notes for Commercial Purposes:**

Students may not distribute class notes, handouts, or other instructor-provided materials for commercial purposes, through the Internet, or for any reason other than personal study among classmates enrolled in the course, without the express written consent of the instructor.

### **FERPA and Student Privacy:**

In this class, our use of technology will sometimes make students' names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact your instructor for further information.