**Catalog Description**
This capstone course will provide students with the opportunity to synthesize leadership principles into the baccalaureate role in nursing.

**Course Purpose**
The purpose of this course is to integrate liberal education with nursing knowledge in a meaningful educational experience that results in a higher-level understanding of health care and its impact on the health and well-being of patients, communities and healthcare organizations. The culminating experience for this capstone course is the completion of an evidence-based practice project. The evidence-based practice project affords the student the opportunity to draw upon the knowledge and skills gained in previous coursework appropriate to the **Science and Applied Science** distribution block as defined by the Liberal Studies Program in order to participate in inquiries essential to nursing practice. Students will use the scientific method to understand clinical issues and apply scientific knowledge to solve clinical problems using the essential skills of **Scientific Inquiry and Effective Oral Communication**.

The topic for the evidence-base practice project will vary across students, but for all students it will ensure that students synthesize, integrate and apply knowledge and skills gained from liberal studies courses with knowledge and skills associated with nursing program outcomes to guide their work. The evidence-based practice project will be the basis for the assessment of scientific inquiry and requires students to identify a problem relevant to their clinical practice, conduct a
comprehensive, systematic review of the literature and synthesize the evidence found. The student will develop and recommend a best practice guideline informed by the evidence.

Students will present their work to audiences such as the interdisciplinary team at a clinical practice site, faculty, peers, professional colleagues or other appropriate forums. The dissemination of the best practice via presentation will be the primary basis for the assessment of effective oral communication.

The capstone course also provides the student the opportunity to meet the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). Achievement of these “Essentials” enables nursing graduate to practice within complex health care systems as a member of the profession who designs, manages, coordinates and delivers nursing care. Students will complete a Nursing Leadership Paper and analyze Clinical Cases using nursing, ethical, and leadership concepts, principles, and fundamental theories to evaluate effective nursing practice and leadership and resulting health care practice.

Course Learning Outcomes
The culminating experience of the capstone evidence-base practice project, regardless of topic, will require students to meet the following course outcomes that integrate Liberal Studies education with the Essential for Baccalaureate Education.

**Clinical Practice and Prevention** *(Science and Applied Science Distribution Block, LS Essential Skill: Scientific Inquiry and Essentials of Baccalaureate Education)*

- Integrates evidence based theory, research, and professional perspectives to patients across the lifespan and health continuum.

**Communication** *(Science and Applied Science Distribution Block, LS Essential Skill: Effective Oral Communication and Essentials of Baccalaureate Education)*

- Incorporates effective oral communication into professional nursing practice.

**Critical Reasoning** *(Science and Applied Science Distribution Block, LS Essential Skill: Scientific Inquiry and Essentials of Baccalaureate Education)*

- Analyzes leadership and management styles and their impact on patient care.
- Integrates reliable evidence from multiple ways of knowing to inform practice and make clinical judgments.

**Leadership** *(Essentials of Baccalaureate Education)*

- Integrates knowledge and skills in leadership, quality improvement, health care policy and patient safety into practice to provide high quality care.

**Professionalism and Professional Values** *(Essentials of Baccalaureate Education)*

- Creates a nursing practice, which values and utilizes ethical and legal principles and professional standards.
- Integrates caring’s affective characteristics into patient-centered care and with other healthcare professionals.

**Global Health** *(Essentials of Baccalaureate Education)*

- Synthesizes principles of health equity and social justice for vulnerable populations into the role of the professional nurse.
Analyzes the role of the nurse as a change agent related to improving local and global environmental conditions which affect a population’s health.

### Assignments/ Assessment of Course Student Learning Outcomes

<table>
<thead>
<tr>
<th>Assignment/Learning Outcomes/Liberal Studies Essential Skills</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone Evidence-Based Practice Project- 3 parts to project</strong></td>
<td></td>
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<tr>
<td>□ PICO/T Question Paper with APA References- 20 points</td>
<td></td>
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<tr>
<td>□ EBP Poster- 25 points</td>
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<tr>
<td>□ Professional Presentation &amp; Reflection of EBP Poster- 10 points</td>
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</tr>
<tr>
<td><strong>Liberal Studies Distribution block: Science and Applied Science</strong></td>
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<tr>
<td><strong>Liberal Studies Essential Skills: Scientific Inquiry, Effective Oral Communication</strong></td>
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<tr>
<td>Identify a clinical practice problem</td>
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<tr>
<td>Develop a search strategy using the PICO/T format</td>
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<tr>
<td>Conduct a review of the literature</td>
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<tr>
<td>Synthesize the evidence</td>
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<tr>
<td>Evaluate clinical practice/ guideline</td>
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<tr>
<td>Present work to clinical practice site or other appropriate forum</td>
<td>55</td>
</tr>
<tr>
<td><strong>Learning Outcomes:</strong></td>
<td></td>
</tr>
<tr>
<td>□ Integrates evidence based theory, research, and professional perspectives to patients across the lifespan and health continuum.</td>
<td></td>
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<td>□ Incorporates effective oral communication into professional nursing practice.</td>
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<tr>
<td>□ Creates a nursing practice which values and utilizes ethical and legal principles and professional standards</td>
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<tr>
<td><strong>Nursing Leadership Paper</strong></td>
<td>10</td>
</tr>
<tr>
<td>□ Compare and contrast managing relationships with peers, subordinates, inter-professional colleagues (pharm, providers), and superiors</td>
<td></td>
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<tr>
<td>□ Analyze strategies and techniques of managing relationships</td>
<td></td>
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<tr>
<td>□ Incorporate examples of patient centered care</td>
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</tr>
<tr>
<td>□ Reflects on personal strengths and areas for improvement in managing professional relationships, notes how these strengths and areas for improvement can impact professional relationships and identifies practical methods to address and/or leverage each area of improvement.</td>
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</tr>
<tr>
<td><strong>Learning Outcomes:</strong></td>
<td></td>
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<tr>
<td>□ Integrates knowledge and skills in leadership, quality improvement, health care policy and patient safety into practice to provide high quality care.</td>
<td></td>
</tr>
<tr>
<td>□ Analyzes leadership and management styles and their impact on patient care.</td>
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<tr>
<td>□ Incorporates effective oral communication into professional nursing practice.</td>
<td></td>
</tr>
<tr>
<td>□ Integrates caring’s affective characteristics into patient-centered care and with other healthcare professionals</td>
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<tr>
<td><strong>Discussion: Leadership</strong></td>
<td>5</td>
</tr>
<tr>
<td>□ Reflects on personal leadership strengths and areas for improvement.</td>
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<tr>
<td>□ Provides examples of leadership vs. management.</td>
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<tr>
<td>□ Identifies practical methods to address leadership areas of improvement.</td>
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<tr>
<td><strong>Learning Outcomes:</strong></td>
<td></td>
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<tr>
<td>□ Analyzes leadership and management styles and their impact on patient care.</td>
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</tbody>
</table>
Assignment/Learning Outcomes/Liberal Studies Essential Skills

Discussions: Clinical Scenario (3 @ 10 points each)

- Analyze clinical ethical situations, including how resolved
- Integrate moral and legal patient advocacy in analysis.
- Synthesize ethical situations to identify health disparities and factors that impact health
- Incorporate self-awareness regarding professional boundaries/ boundary crossings and self-reflection of nursing practice.
- Analyze workplace conflict and identify effective ways to address workplace conflict from a leadership perspective.

Learning Outcomes:

- Integrates evidence based theory, research, and professional perspectives to patients across the lifespan and health continuum.
- Integrates knowledge and skills in leadership, quality improvement, health care policy and patient safety into practice to provide high quality care.
- Creates a nursing practice which values and utilizes ethical and legal principles and professional standards
- Integrates caring’s affective characteristics into patient-centered care and with other healthcare professionals
- Integrates reliable evidence from multiple ways of knowing to inform practice and make clinical judgments. Synthesizes principles of health equity and social justice for vulnerable populations into the role of the professional nurse.
- Analyzes the role of the nurse as a change agent related to improving local and global environmental conditions which affect a population’s health

Total 100

Guideline for Professional Presentation (Oral)

<table>
<thead>
<tr>
<th>Category</th>
<th>Scoring Criteria</th>
<th>Total Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>The presentation is appropriate for the audience/ participants.</td>
<td>2</td>
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<tr>
<td></td>
<td>Presentation is completed in a professional setting</td>
<td>2</td>
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<tr>
<td></td>
<td>Presentation feedback is gathered from participants</td>
<td>1</td>
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<tr>
<td>Presentation Reflection</td>
<td>Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.</td>
<td>1</td>
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<td></td>
<td>Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).</td>
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<tr>
<td></td>
<td>Speaker uses a clear, audible voice.</td>
<td>1</td>
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<tr>
<td></td>
<td>Information is well communicated with key points established.</td>
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<tr>
<td></td>
<td>There is an obvious conclusion summarizing the presentation.</td>
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</tbody>
</table>

Score Total Points 10
Grading System:
Using the NAU School of Nursing grading scale, grades are calculated as follows:
93-100 points = A (93%-100%)
84-92 points = B (84%-92%)
78-83 points = C (78%-83%)
77 points and below = F; must repeat course.
Final Course Points are rounded up in this course.

Reading and Materials:


*Required Reading: Additional required readings are listed in the online assignments, lessons, assignments, and/or discussions.

Course Approach and Delivery:
This online course uses a Blackboard Learn platform for the delivery of assignments, asynchronous online discussions, and exploration of selected issues using internet sources. Text and electronic readings, and written assignments are also included as approaches to learning in this course. This didactic course consists of online discussion modules and assigned projects which will integrate the principles of leadership with professional nursing practice to facilitate synthesis of leadership roles and responsibilities.

Emergency Textbook Loan Program:
To help students acquire the materials they need to be successful in class, NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: http://nau.edu/LEADS-Center/Textbook-Loan-Program/
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1-4   | Unit 1: The Critical Triad: Decision Making, Management, and Leadership | Weeks 1 & 2: Marquis & Huston text and Journal Article  
Ch. 1: Decision Making, Problem Solving, and Critical Reasoning  
Ch. 2: Classical Views of Leadership and Management  
Ch. 3: Twenty-First Century Thinking About Leadership and Management  
Melnyk (2009). *Igniting a Spirit of Inquiry: An Essential Foundation for Evidence-Based Practice* | Discussion: Leadership |
|       | Unit 2: Foundation for Effective Leadership and Management Ethics, Law, and Advocacy | Weeks 3 & 4: Marquis & Huston text and Journal Article  
Ch. 4: Ethical Issues  
Ch. 5: Legal and Legislative Issues  
Ch. 6: Twenty-First Century Thinking About Leadership and Management  
Institute of Medicine (2011). *Transforming Leadership* | Discussion: Clinical Scenario 1 |
| 5-8   | Unit 3: Roles and Functions in Planning | Week 5 & 6: Marquis & Huston text  
Ch. 7: Organizational Planning  
Ch. 8: Planned Change  
Ch. 9: Time Management  
Ch. 10: Fiscal Planning  
Ch. 11: Career Planning and Development in Nursing | PICO/T Question: Capstone  
*Evidence-Based Practice Project* |
|       | Unit 4: Roles and Functions in Organizing | Week 7 & 8: Marquis & Huston text and Journal Article  
Ch. 12: Organizational Structure  
Ch. 13: Organizational, Political, and Personal Power  
Ch. 14: Organizing Patient Care  
Wong, Cummings, & Ducharme (2013). *The Relationship Between Nursing Leadership and Patient Outcomes* | Discussion: Clinical Scenario 2 |
| 9-12  | Unit 5: Roles and Functions in Staffing | Weeks 9 & 10: Marquis & Huston text  
Ch. 15: Employee Recruitment, Selection, Placement, and Indocination  
Ch. 16: Socializing and Education Staff in a Learning Organization  
Ch. 17: Staffing Needs and Scheduling Policies | Discussion: Clinical Scenario 3 |
|       | Unit 6: Roles and Functions in Directing | Weeks 11 & 12: Marquis & Huston text and Journal Article  
Ch. 18: Creating a Motivating Climate  
Ch. 19: Organizational, Interpersonal, and Group Communication  
Ch. 20: Delegation  
Ch. 21: Effective Conflict Resolution and Negotiation  
Ch. 22: Collective Bargaining, Unionization, and Employment Laws  
Mueller & Vogelsmeier (2013) *Effective Delegation* | Poster: Capstone Evidence-Based Practice Project |
<table>
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| 13-16 | Unit 7: Roles and Functions in Controlling | Weeks 13-16: Marquis & Huston text  
Ch. 23: Quality Control  
Ch. 24: Performance Appraisal  
Ch. 25: Problem Employees: Rule Breakers, Marginal Employees, and the Chemically or Psychologically Impaired  
Presentation- present and submit reflection | Nursing Leadership Paper  
Professional Presentation and Reflection: Capstone Evidence-Based Practice Project |

*Although not anticipated, course outline is subject to change*

**Course Policies**

**Important Notice:** There is strict adherence to every part of the [NAU Student Handbook](#) and the [School of Nursing Undergraduate Student Handbook](#). The student is also responsible for review and adherence to the professional standards and rules of the [Arizona Nurse Practice Act and Board of Nursing, and the American Nurses’ Association Code of Ethics](#).

1. NUR 450C is a rigorous academic course. Therefore, it is essential that students communicate with the professor or the teaching assistant if difficulties arise.
2. Each student is accountable and responsible for knowledge and skills obtained in prerequisite courses.
3. Each student is expected to complete all readings, all assignments and participate in discussions. Readings in Blackboard Learn are meant to supplement and clarify the text and are not meant to replace textbook readings.
4. All papers must be written in the American Psychological Association (APA) format using the 6th edition (typewritten, double-spaced, reference citations, etc.).
5. Microsoft Word® is the required word processing program for sending papers as attachments. Submit papers through the links provided on the Course Content page within each module. Please do not submit .PDF documents. Name documents in the following format: Lastname Paper # (example: Smith_Paper1).
6. There will be a 10% reduction for each day that assignments are late.
7. Late assignments will not be accepted unless prior arrangements have been made with the instructor. Exceptions to accepting late papers may be made by a case to case basis.
8. The NAU academic integrity policy is strictly adhered to in NUR 450C.
9. All assignments are to be completed by each student individually without the help of others unless specifically identified as a group project or the student has been directed to seek help from a designated NAU tutor or teaching assistant.
10. Wikipedia is not considered an acceptable, valid, or reliable resource for use in any School of Nursing coursework. One purpose of this course is to help students identify, appraise, and utilize valid and reliable professional resources. Wikipedia does not meet these criteria.
11. Papers and assignments over the page limit will cause an automatic reduction in the grade. The reduction will be based on the content covered outside the page limit.
12. The syllabus is subject to change only with advance notice and in accordance with NAU policies.

**Communication:**
It is important that each student maintains regular contact with the instructor throughout the course via the BbLearn course messages to enhance ongoing communication. Faculty will respond within two (2) business days through course messages unless otherwise notified by faculty. Professional communication and proper netiquette is expected in all messages, discussions, and assignments. Please see the NAU Classroom Disruption Policy and the Netiquette Home Page for more information.

Confidentiality Statement:
Students must maintain client confidentiality at all times in accordance with HIPPA, FERPA, legal, institutional, professional and ethical standards. No discussion regarding patients is acceptable outside the classroom or healthcare setting.

Client records must not be photocopied under ANY circumstance. You may not remove from the healthcare organization ANY part of the medical record. Failure to adhere to this policy may result in removal from the practicum experience, the course, and/or SON disciplinary action.

Academic Dishonesty/Plagiarism:
All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise. For further explanation of academic dishonesty refer to the School of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.

University Policies:
Review the following policies available on the Northern Arizona University Policy Statement website http://nau.edu/OCLDAA/_Forms/UCC/SyllabusPolicyStmts2-2014/:
1. Safe Environment Policy
2. Students with Disabilities Policy
3. Academic Contact Hour Policy
4. Academic Integrity Policy (also see http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf)
5. Research Integrity Policy
6. Sensitive Course Materials Policy
7. Classroom Disruption Policy (also see http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Classroom_Disruption_Policy.pdf)