

**University of Washington
Curriculum Review Committee
NEW COURSE APPLICATION**

approved 12/13/06

NMETH **799**

Offered jointly with:

Prefix (6 characters max.) _____ Number _____

College or School School of Nursing	Department	Subdepartment	Date 11/20/06
Course Title Capstone Clinical Investigative Project			Credits variable [1-12] - max 28

1. PURPOSE OF REQUEST

- Permanent new course, to be effective WINTER Quarter **2007**_____.
- Temporary new course, to be offered beginning _____ Quarter 20____ through _____ Quarter 20_____.
- Extension of a temporary new course, to be offered beginning _____ Quarter 20____ through _____ Quarter 20_____.
- Conversion of a temporary new course, to be offered beginning _____ Quarter 20_____.
- Approval to offer this course as a Distance Learning (DL) suffix course. (Please attach Distance Learning Supplement form.)
- Permanent CR/NC grading only.
- This application is accompanied by an application to drop an existing course that has the same course number as the course requested here.

Attach a course syllabus/outline and reading list if this course will be offered for more than one quarter.

2. JUSTIFICATION

Explain why this course is being proposed, including its relationship to your overall curriculum. (Attach additional sheet if necessary.)

A capstone project is required of students who obtain a doctorate degree in nursing practice (DNP). In today's health care climate of accountability, advanced practice nurses with DNP are expected to approach their specialty practice from a "practice inquiry" perspective. **Practice inquiry** is an ongoing, systematic investigation of questions about practice and therapeutics with the intent to evaluate and translate, as appropriate, all forms of "best evidence" into practice, and to evaluate the influence on health care outcomes. Advance practice nurses observe, describe, understand and evaluate clinical phenomena and their interface with empirically and theoretically based knowledge through the process of applying scientific evidence to practice. The investigation contributes to the collective advancement of nursing science, practice and health care. Typically, the investigative process reflects a collaborative effort carried out with colleagues and consumers, and depending on the resources, with scientists

3. CATALOG DATA/COURSE DESCRIPTION

If course is below the 500 level, the department can recommend that it be accepted toward the following undergraduate general education requirements. Check all applicable categories VLPA I&S NW QSR

Capstone project reflects culmination practice inquiry knowledge and competencies. Students collaborate with clinicians, consumers, faculty or fellow students to examine clinical questions which involve translating evidence to practice, and ultimately informs and influences care and enhances health outcomes.

Prerequisite: permission of supervisory committee; completion of practice inquiry core courses.

Enforce automatic cancellation of registration if prerequisites not met (undergraduate classes only).

Abbreviated title for transcripts (not to exceed 19 characters, including spaces): **CAPSTONE PROJECT**

Catalog subheading (if any) for this course within your department _____

Names and ranks of probable instructors (Include curriculum vitae for any instructor not now on the University faculty)

Graduate faculty _____ Include faculty in *General Catalog* description.

Quarter(s) offered (A, W, Sp, S) A,W.Sp.S _____ Include quarters in *General Catalog* description.

4. CREDITS AND HOURS

a. Contact and outside hours: 1 credit represents a total time commitment of 3 hours per week of student effort.

For Distance Learning (DL) courses do not complete section a. See DL Supplement.		
Contact hours per week		
Lecture _____	Laboratory _____	
Quiz section _____	Studio _____	
Seminar _____	Other* 1-12	
*Attach explanation and justification for "other" contact hours.		
TOTAL CONTACT HOURS:		1-12
How many additional hours will a student be expected to spend each week in preparation for this course?	OUTSIDE HOURS:	variable
TOTAL WEEKLY CONTACT AND OUTSIDE HOURS:		3-36

b. If variable credit, how will the number of credits awarded be related to the amount of student effort required?

Total credits required are 12 spread out over two or more quarters.

c. How will students be evaluated for credit or grades?

Supervisory committee approves written capstone proposal.

Chair of Supervisory Committee reviews student progress quarterly.

Student satisfactory completes final exam and submission of final written report.

5. STUDENTS

a. Anticipated # students enrolled per quarter **20 – 150**

b. Types of students expected (nonmatriculated students, undergraduate majors, undergraduate non-majors, graduate or professional students):

Graduate students who are enrolled in DNP program

6. RESOURCES

Will additional resources be required to teach this course, including new space, equipment, computer, library, or other instructional resources?

No.

7. JOINT COURSE

List all departments, schools, or colleges participating. Joint course applications require a signature from each unit.

(If units from more than one school or college participate, a separate application must be filed by each.)

Name of unit (List the unit responsible for administering the course first)	Course prefix and number	New course or existing course in this unit?	Signature of chair

8. OTHER COLLEGES, SCHOOLS, OR DEPARTMENTS AFFECTED

If this course includes subject matter currently dealt with by any other University units, the originating department must circulate this application for review by those units and obtain the necessary signatures prior to submission. Failure to do so will delay action on this application.

Name of unit	Signature of dean or chair	Recommend approval	Recommend disapproval (attach explanation)	Date

9. APPROVAL

Date _____

Chairs of submitting department **PCH, Patricia Butterfield** _____

BNHS, JoAnne Whitney _____

FCN, Kristen Swanson _____

College Curriculum Committee **DNP, Marie-Annette Brown** _____

College Dean **Dean Nancy Woods** _____

NMETH 799 Capstone Project

The Capstone Project reflects the culmination of practice inquiry knowledge and competencies. The Capstone Project entails student engagement in partnership building with clinicians, consumers, faculty and/ or students to examine a clinical question/ issue that involves translating evidence to everyday practice in the “real world” and ultimately informs and influences nursing care and enhances health outcomes, as well as, raises clinical questions for future research. When desirable and feasible, capstone projects may be carried out in conjunction with the clinical residency program in order to provide opportunities for collaborative efforts to explore a highly salient clinical issue and evaluate aspects of everyday clinical practice.

Prerequisites:

Permission of Supervisory Committee. Completion of Practice Inquiry core courses or equivalent. Petition is always possible to start prior to completion of coursework but norm should be as previously stated. A portion of the Capstone Project credits may be taken prior to residency placement. Students will engage in a seminar that integrates capstone project with clinical practice and leadership competencies and address a variety of topics such as how to negotiate capstone topic and resources with all relevant stakeholders, etc.

Objectives (abbreviated version)

- Appreciate and successfully engage in **collaborative** partnership building with clinicians, consumers, faculty and/ or fellow students.
- Demonstrates a **scientific curiosity and critique** stance towards specialized practice
- Value and adhere to ethical and **human subject** guidelines.
- Design and implement a scholarly project that entails addressing a question about some element of **translating evidence to practice**
- **Analyze results** and its **implications for future clinical research and practice** at agency and at the local, regional and/or national level.
- **Disseminate results** to appropriate audiences within the agency and whenever possible outside the agency at the local, regional and national level.

See next page for further explanation of objectives

ABBREVIATED VERSION

Appreciate and successfully engage in **collaborative** partnership building with community based agency.
 Value and demonstrate **scientific curiosity** toward practice within **human subject** guidelines.
 Design and implement a scholarly project that entails addressing a question about some element of **translating evidence to practice**
Analyze results and its **implications for future practice** at agency, regional and/or national level
Disseminate results to appropriate audiences.

Extended Version

SPECIFIC OBJECTIVES
<i>1. COLLABORATION:</i>
Negotiate w/ clinical agency/ institution a clinical issue/ question that has scientific merit and clinical relevance/ value to the agency and student.
Engage in intra/ inter-professional collaborative process to address the identified clinical issue question and <u>assume a primary role or shared leadership w/ fellow colleague/ student.</u>
Access and use system resources supportive to the project: Personnel (collaborate/ consult w/ experts, etc.) Clinical information system (registries, regional/ national benchmark data sets, etc.)
<i>2. VALUES</i>
Demonstrate a scientific curiosity and critique stance towards specialized practice
Adhere to ethical and human subject guidelines
<i>3. TRANSLATION EVIDENCE TO PRACTICE:</i>
(Synthesis) With respect to the identified clinical issue, critically appraise and synthesize all forms of evidence (literature, studies, systematic reviews, clinical guidelines, clinical pathways, clinical standards, panel of expert reports, national agendas/ initiatives, etc.).
Understand the Conceptual and Methodological Issues and Challenges. Analyze the interface between evidence and theory, conceptual frameworks, concepts, etc.
(Application) Analyze the nursing implications for practice taking into consideration nursing clinical expertise and the heterogeneity of patient/ family/ population values, beliefs, preferences, etc. Generate a nursing related clinical question and implement a proposal that are feasible to address within 6- 9 mos.
(Analysis) Analyze and interpret clinical data (data are defined very broadly) Type/ Source of data could be secondary analysis, generative, interpretive, etc.)
Analyze variations in clinical data for patterns of individual differences and address implications for health disparity (within group comparisons).
If possible, analyze data in comparison to benchmark indices (between group comparisons).
<i>4. ADDRESS IMPLICATIONS FOR PRACTICE:</i>
Discuss implications for <u>agency/ institution's</u> quality of improvement in clinical decision making and the delivery of care (system: structure/ process/ outcome) & policy.
Discuss how clinical results/ analysis are consistent/ inconsistent with <u>national</u> evidence based practice guidelines and standards of care.
Discuss how clinical results interface w/ <u>national</u> agendas for improving the health of the nation. Identify potential sources of funding both private and public sector.
<i>5. DISSEMINATION OF RESULTS</i>
Disseminate results within agency/ institution and to any other relevant stakeholders.
Generate a report that is useful to the institution/ agency.
If possible, disseminate results to a local/ regional/ national conference, workshop, or perhaps a publication.

Practice Inquiry Task Force (10/05 – present) (Magyary, Brandt, Kang, Berry) (Killien consultant)