



Graduate Program
753: Nurse Educator Scholarly Project
Summer 2020
Online

Course credit hours: 1

Pre-Requisites & Co-Requisites: NURS 706, NURS 711 and NURS 733

Course Meeting Times/Location: Asynchronous Online

Primary Contact Method: Email correspondence will be answered within 2 (two) business days (except during holidays). When leaving a message (by phone or email), be certain to identify yourself with your name, course number/section, contact information and a brief description of the issue (this information will prepare me to maximize our interaction). Please check your course email (Webcampus Canvas email and Rebelmail) a minimum of three times a week. Questions are answered in the Anything Goes Discussion Forum, or, if personal, please email me. My Virtual Office Hours are Mondays from 08-noon Pacific Time, however I am available by appointment to be set up via email for your convenience.

Catalogue Description:

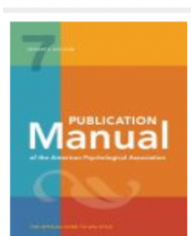
Examines literature and best practices to identify a gap in the nursing education setting, provides a plan to address the gap based on change theory, recommends implementation strategies, and creates an evaluation plan.

Statement of Expected Learning/Course Objectives:

1. **Assess the current practicum setting (classroom or clinical) for possible projects to improve or further develop the classroom or clinical setting**
2. Communicate with practicum instructor, practicum preceptor and peers for potential scholarship project areas to consider.
3. Research literature and evidence-based strategies to develop scholarship project focus.
4. Design a scholarship project for the practicum setting that includes both a plan for evaluation and a plan for sustainability of the project.
5. Disseminate final scholarship project plan in written and oral formats.

Required E-books, Texts/Readings, Technological Resources:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN-13: 978-1433832178; ISBN-10: 1433832178.



Recommended E-books, Texts/Readings, Technological Resources:

Please feel free to use any text, readings you have used in this program or a resource you find on the internet. There are no additional recommended material. Additional Requirements for this course include: High speed Internet access, Canvas access to this course, UNLV mail, Rebelmail, Adobe Reader, Presentation software and Microsoft Word. Additional helps include the Academic Success Center, Technology Help and the UNLV libraries.

Affordability is a major issue in higher education today, and through its many offerings the UNLV Bookstore is furthering its dedication to ensuring students have access to the most affordable course materials, including new, used, rental and digital material. Last year UNLV students saved \$1,497,430 through our USED and Rental offerings.

The PriceMatch Program matches the prices of any textbook advertised or offered from local brick and mortar bookstores or online retailers (Amazon or Barnes and Noble). Any price difference is refunded back to the customer through their original form of payment and includes rental, used and new textbooks, saving students even more money. This is the address to access the [UNLV Bookstore](#) for pricing.

Assignment Submission:

- Students must submit any assignment attachments using MS Word. Files in differing formats that cannot be opened will be returned for reprocessing, and will be considered late if received after the due date. If there are any questions regarding formatting of your file attachment, please email me prior to the due date.
- Submission links are provided for each assignment in our Learning Management System, Canvas; please use this area to submit your work. Do not submit your assignments via email.

Assignment Submission Requirements:

- **Assignment grades and feedback are provided by the course faculty via the Learning Management System, Canvas.**
- **Assignments submitted after the due date will result in a *loss of 5 points per day* unless prior arrangements have been made with your professor.**
- Extensions for assignments must be arranged at least 48 hours prior to the due date and approved by your professor prior to the scheduled time. Points may be deducted for lateness. Vacations, work, or other pre-planned social events are not accepted for extension requests.
- If no prior arrangements were made and approved, a zero will be given for assignments that are missed. If prior arrangements are approved, the student is responsible for an electronic confirmation of an extension within 48 hours after the extension is granted.
- For specific dates and times for which assignments are due, refer to the Topical Outline/Course Calendar in the course syllabus and/or Assignments.

Grading and Feedback:

- Assignment grades and feedback are provided by the faculty member via Canvas.
- Students can expect to receive feedback/grade within 7 days of the due date for an assignment submission for most assignments and within one week from the closing date on a Discussion Activity. Comprehensive assignments/papers may take up to 10 business days to grade.
- Feedback provided will align with the grading criteria/grading rubric relative to the specific assignment and may be written, oral, audio or video formats. If there is one format you prefer, please let me know.

Learning Activity, Assignments	TOTAL GRADE WEIGHT %	Due Date
Course Introduction	0	May 16
Chapter 1 Project Initiation	25%	Draft May 30, Final June 13
Discussion	0%	Weeks 1-4
Peer Reviews Chapter 1	3.5%	May 31-June 6
Chapter 2 Project Implementation	25%	Draft July 4 Final July 18
Discussion	0%	Weeks 5-9
Peer Reviews Chapter 2	3.5%	July 6-11
Chapter 3 Evaluation and Dissemination	25%	Final Aug 15
Final Written Scholarship Project	8%	Aug 18
Oral Presentation Scholarship Project	10%	Aug 20
Total	100%	

Methods of Evaluation

Grading Scale: This course is Pass/Fail. You must earn a grade of B (83) or better to earn a Pass. Below an 83 is a Fail.

The UNLV grading scale is shown below.

Letter Grade	Numerical Grade
.A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	75-77
C-	70-74

Letter Grade	Numerical Grade
D+	68-69
F	<68

Note:

- Evidence of satisfactory progress includes maintenance of a minimum 3.0 cumulative grade point average each term. The progress of each student is reviewed each term. Failure to maintain the minimum 3.0 cumulative GPA will result in placement on academic probation. A student must achieve a grade of B (83) or higher in all NURS courses (excluding electives) in the program. A student who receives a grade below (B) in any NURS course (excluding electives) must repeat the course and achieve a (B) or higher.
- *Students should refer to their specific program’s student handbook for detailed information regarding grades required for progression.*
Refer to the *University of Nevada, School of Nursing, Graduate Nursing Programs Student Handbook* for further policies regarding the grading system.

Teaching Methods

- **Reading & Written assignments**
- **Lecture Captures**
- **Video/Audio Tutorials**
- **Virtual Synchronous Class Meetings**
- **Asynchronous Discussions**
- **Narrated Lectures**
- **Website Resources**

Assignment Details and Grading Rubrics:

Any learning activities, assignments, due dates, etc. may be changed by your professor with written notice via Canvas. The Course week begins on Sundays at 08:00 AM and ends on Saturdays at 11:59 PM Pacific Time.

Overview of Scaffolded Assignments

The purpose of the nurse educator scholarship project is intended as a way for you to be able to demonstrate both the content mastery of the UNLV MSN program and the scholarly nature to which you apply it to the role of the nurse educator. This course focuses on the development and completion of your nurse education scholarship project. Your project focuses on a problem, issue or gap within nursing education. Ideas for your project originate from something identified in your teaching practicums, 733 and 743. The final project is composed of three chapters you will have composed during this course resulting in a total of no more than fifteen pages. You will not implement this project, but will write it as if you will be. I do hope that in the future you will implement your project. The course is comprised of three modules, each lasts 5 weeks. The modules each hold the material needed to complete the Chapter in that module.

Chapter One Assignment

The project is an original work that is derived from a need or gap in nursing education that exists in either the academic or clinical environment. Chapter 1 is the introductory chapter, so you will need to think about the whole project. In Chapter 1, you will determine what you will do in the project, why it is important, how you will accomplish it and how you will evaluate it. Using your past practicum experiences in NURS 733 and 743, and the literature, you will determine a need or gap that can be addressed through the implementation of this project. Examples of areas of needs that have generated previous projects have been disengaged students, high attrition rates, plagiarism/cheating, high patient readmission rates, and incivility. A critical consideration is that it has to be a need or gap that you have experienced in your role as a student teacher. Once you have your idea, you will need to obtain approval. Once you have approval, you can begin a full exploration of the literature and conceptualizing how you will get the project from idea to reality. This is why using the practicum setting as your idea for a topic is a requirement for this assignment. For Chapter One, the typical page length is 3.5-5 pages.

Chapter One Rubric

Element	Excellent	Average	Below Average
Abstract	<p>2 points</p> <p>Provides a concise, compelling, 125-250 word summary of the project. Fully captures the vital importance of the project to the advancement of nursing education as well as how it will be accomplished and evaluated.</p>	<p>1 point</p> <p>Minor deficits noted in any 1-2 of the following: provides a concise, compelling, 125-250 word abstract of the project. Fully captures the vital importance of the project to the advancement of nursing education as well as how it will be accomplished and evaluated.</p>	<p>0 points</p> <p>Does not include all sections of the executive summary or major deficits noted in one or more of the following: provides a concise, compelling, 125-250 word abstract of the project. Fully captures the vital importance of the project to the advancement of nursing education as well as how it will be accomplished and evaluated.</p>

<p>Introduction/ Background of the Issue</p>	<p>7 points</p> <p>Provides a concise, logical section that fully answers the question of what the issue/problem/gap in nursing education is. Effectively uses the literature to logically recap the history of the problem. Provides a compelling glimpse into the issue to introduce it to the audience. Section is logical, complete and flows smoothly.</p>	<p>3-6 points</p> <p>Minor deficits noted in any one of the following aspects: a concise, logical section that fully answers the question of what the issue/problem/gap in nursing education is. Effectively uses the literature to logically recap the history of the problem. Provides a compelling glimpse into the issue to introduce it to the audience. Section is logical, complete and flows smoothly.</p>	<p>0-2 points</p> <p>Major deficits noted in any one or more of the following aspects: a concise, logical section that fully answers the question of what the issue/problem/gap in nursing education is. Effectively uses the literature to logically recap the history of the problem. Provides a compelling glimpse into the issue to introduce it to the audience. Section is not logical, not complete or does not flow smoothly.</p>
<p>Significance of the Issue</p>	<p>4 points</p> <p>Provides a concise, logical section that fully answers the question of what makes this issue so important to nursing education and nurse educators and what the consequences are if it is not addressed. Draws heavily on the literature to explain</p>	<p>2-3 points</p> <p>Minor deficits noted in any one of the following aspects: a concise, logical section that fully answers the question of what makes this issue so important to nursing education and nurse educators and what the consequences are if it is not addressed. Draws</p>	<p>0-1 point</p> <p>Major deficits noted in any one of the following aspects: a concise, logical section that fully answers the question of what makes this issue so important to nursing education and nurse educators and what the consequences are if it is not addressed.</p>

	<p>who and what has been affected or impacted by this problem or issue and what will happen if it is not addressed.</p>	<p>heavily on the literature to explain who and what has been affected or impacted by this problem or issue and what will happen if it is not addressed.</p>	<p>Draws heavily on the literature to explain who and what has been affected or impacted by this problem or issue and what will happen if that is not addressed.</p>
<p>Problem Statement</p>	<p>2 points</p> <p>Provides a brief, clear and complete explanation of the issue. Does a compelling job of bringing the global issue down to the reality of a practicum setting. Is a logical extension of the background and significance of the problem/issue but now makes it specific to the practicum setting, thus explaining the problem as it translates or looks in a practicum setting. Logically flows from describing the ideal in your practicum setting to the reality of your practicum setting to the consequences if not addressed.</p>	<p>1 point</p> <p>Minor deficits noted in any of the following aspects: does a compelling job of bringing the global issue down to the reality of your practicum setting. Is a logical extension of the background and significance of the problem/issue but now makes it specific to the practicum setting, thus explaining the problem as it translates or looks in your practicum setting. Logically flows from describing the ideal in your practicum setting to the reality of your practicum setting to the consequences if not addressed.</p>	<p>0 points</p> <p>Major deficits noted in any of the following aspects: does a compelling job of bringing the global issue down to the reality of your practicum setting. Is a logical extension of the background and significance of the problem/issue but now makes it specific to the practicum setting, thus explaining the problem as it translates or looks in your practicum setting. Logically flows from describing the ideal in your practicum setting to the reality of your practicum setting to the consequences if not addressed.</p>

<p>Aim Statement & Project Objectives, Operational Definitions</p>	<p>4 points</p> <p>Provides a clear and full description of what the aim/goal of this project is and how the aim (goal) will be achieved. The aim is concisely described in 1-2 sentences. For example: first semester nursing students will score higher on a cultural competence measure following the implementation of this project. Objectives for the project are described. Each objective addresses only one aspect and all objectives are written in the SMART (Specific, Measurable, Attainable, Realistic, Time-bound) format. All objectives are numbered: Example objective: 1. By July, 2020 develop an evidence-based, 1 hour, online learning module for 1st semester nursing students on bullying behaviors.</p>	<p>2-3 point</p> <p>Minor deficits in any of the following aspects: a clear and full description of what the aim/goal of this project is and how the aim/goal will be achieved. The aim is concisely described in 1-2 sentences. For example: first semester nursing students will score higher on a cultural competence measure following the implementation of this project. Objectives for the project are described. Each objective addresses only one aspect and all objectives are written in the SMART (Specific, Measurable, Attainable, Realistic, Time-bound) format. All objectives are numbered: Example objective: 1. By July, 2020, develop an evidence-based, 1 hour, online learning module for 1st semester nursing students on bullying behaviors.</p>	<p>0-1 points</p> <p>Major deficits in any of the following aspects: a clear and full description of what the aim/goal of this project is and how the aim/goal will be achieved. The aim is concisely described in 1-2 sentences. For example: first semester nursing students will score higher on a cultural competence measure following the implementation of this project. Objectives for the project are described. Each objective addresses only one aspect and all objectives are written in the SMART (Specific, Measurable, Attainable, Realistic, Time-bound) format. All objectives are numbered: Example objective: 1. By July, 2020, develop an evidence-based, 1 hour, online learning module for 1st semester nursing students on bullying behaviors.</p>
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Chapter Summary	<p>1 point</p> <p>Provides a brief, logical and complete recap of the chapter 1. Provides an effective summary of the key aspects that were presented in the chapter.</p>	<p>0.5 points</p> <p>Minor deficits in any of the following aspects: a brief, logical and complete recap of the chapter 1. Provides an effective summary of the key aspects that were presented in the chapter.</p>	<p>0 points</p> <p>Major deficits in any of the following aspects: a brief, logical and complete recap of the chapter 1. Provides an effective summary of the key aspects that were presented in the chapter.</p>
APA, Style, Grammar, Formatting, Mechanics	<p>3 points</p> <p>0-1 minor errors noted in any one of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, table of contents, references (in text and on reference list), appendices, document sequencing (follows sequence of element column in this rubric), use of descriptive section headings, proper grammar use, proper word spelling</p>	<p>2 points</p> <p>2-3 minor errors noted in any of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, table of contents, references (in text and on reference list), appendices, document sequencing (follows sequence of element column in this rubric), use of descriptive section headings, proper grammar use, proper word spelling</p>	<p>0-1 point</p> <p>4 or more errors in any of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, table of contents, references (in text and on reference list), appendices, document sequencing (follows sequence of element column in this rubric), use of descriptive section headings, proper grammar use, proper word spelling</p>
Total =23			

Peer Review of Chapters One and Two

I will assign each of you Peer Reviews of Chapter One. You will post a draft of your Chapter One at the end of Week 4 under Assignments in Canvas. Peer Reviews will be completed during Week 5 and your final version of Chapter One is due at the end of Week Five, again under Assignments. You will post your completed draft of Chapter Two by the beginning of Week 9, Monday at 11:59 pm Pacific time, Peer Reviews will then commence and finish by Week 9, Saturday at 11:59 PM Pacific Time. Your Final Chapter Two should then be uploaded through Assignments in Canvas by Week 10, Saturday at 11:59 PM Pacific Time.

Grading Rubric Peer Review

ELEMENT	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Initial Review Post	<p>3 points</p> <p>Fully responds to the Peer Review. Review Post provides an assessment which is supported with evidence. Post is logical, encouraging, challenging and reflective.</p>	<p>0-2 points</p> <p>Partially responds to the Peer Review. Review provides a partial or incomplete assessment and is not fully supported with evidence. Post is not logical in a stepwise fashion, may not be encouraging nor challenging and is not reflective.</p>
Tone, Word choices, Style, Syntax (responses to peer postings)	<p>2 points</p> <p>Consistent message conveyed engaging peers using supportive, considerate, thoughtful and appropriate ideas for working through specific project issues.</p>	<p>0 points</p> <p>Deficit in one or more of the following: thoughtful, supportive, appropriate, considerate ideas for working through specific project issues.</p>
Total=5		

Chapter 2 Project Implementation Assignment
 This chapter provides all the detailed background of the issue/problem/gap, the theories that frame what you are doing in the project (includes one change theory plus one other theory), who the major stakeholders are, obtaining buy-in, how barriers will be overcome, a full description of the actual intervention (exactly what you are developing in the project, for example, a teaching module), the procedural plan for implementing the project and the timeline over which it will occur. Chapter 2 is written so that others could follow your lead and implement this in their own settings. It involves theoretical use and good literature support in order to come to the practical applications it describes. Typical page length is 4-6 pages.

Chapter 2 Project Implementation Grading Rubric

Element	Excellent	Average	Below
Chapter Introduction	2 points	1 point	0 points

	<p>Provides a brief, clear and complete overview of what the chapter is going to be about. Does a compelling job of informing the audience of what the goal of the chapter is and how it will get there.</p>	<p>Minor deficits in any of the following aspects: a brief, clear and complete overview of what the chapter is going to be about. Does a compelling job of informing the audience of what the goal of the chapter is and how it will get there.</p>	<p>Major deficits in any of the following aspects: a brief, clear and complete overview of what the chapter is going to be about. Does a compelling job of informing the audience of what the goal of the chapter is and how it will get there.</p>
<p>Review of Pertinent Literature</p>	<p>5 points</p> <p>Provides a comprehensive and critical review/ analysis of relevant research studies and key descriptive articles on the issue. Begins with a description of how the literature was obtained: what data bases were used and what key words were used in acquiring information. Literature review is focused on exploring how this issue has been addressed in the past; what has</p>	<p>3-4 points</p> <p>Minor deficits in any of the following aspects; a comprehensive and critical review/ analysis of relevant research studies and key descriptive articles on the issue. Begins with a description of how the literature was obtained: what data bases were used and what key words were used in acquiring information. Literature review is focused on exploring how this issue has been</p>	<p>0-2 points</p> <p>Major deficits in any of the following aspects; a comprehensive and critical review/ analysis of relevant research studies and key descriptive articles on the issue. Begins with a description of how the literature was obtained: what data bases were used and what key words were used in acquiring information. Literature review is focused on exploring how this issue has been</p>

	<p>been done, what has worked and what has not worked. The review is detailed in describing what previous efforts to address the issue. For example, if you were planning to implement a near-peer mentor process, it would include literature that is out there describing what programs (nursing and beyond) have done with near-peer strategies; how it was used, what effects were noted, what challenges were encountered and how were they addressed. Section flows logically and has smooth transitions. Uses APA headings for areas as needed.</p>	<p>addressed in the past; what has been done, what has worked and what has not worked. The review is detailed in describing what previous efforts to address the issue. For example, if you were planning to implement a near-peer mentor process, it would include literature that is out there describing what programs (nursing and beyond) have done with near-peer strategies; how it was used, what effects were noted, what challenges were encountered and how were they addressed. Section flows logically and has smooth transitions. Uses APA headings for areas as needed.</p>	<p>addressed in the past; what has been done, what has worked and what has not worked. The review is detailed in describing what previous efforts to address the issue. For example, if you were planning to implement a near-peer mentor process, it would include literature that is out there describing what programs (nursing and beyond) have done with near-peer strategies; how it was used, what effects were noted, what challenges were encountered and how were they addressed. Section flows logically and has smooth transitions. Uses APA headings for areas as needed.</p>
<p>Theoretical Frameworks: What theoretical frameworks frame this project issue and the changes that need to occur to implement it?</p>	<p>3 points Section gives a clear and complete description of two theories used in supporting or framing this project and how each relates</p>	<p>2 points Minor deficits in any of the following aspects: gives a clear and complete description of two theories used in supporting or framing this</p>	<p>0-1 points Major deficits in any of the following aspects: gives a clear and complete description of two theories used in supporting or framing this</p>

	<p>specifically to the project. One must be a theory from education or psychology (or other discipline) that provides the underlying framework of understanding the issue of interest and/or desired outcome. The other must be a change theory explains the process of change that will occur during the project. Both theories are described in detail, including who developed it, assumptions, pertinent concepts (relevant to the project-so not all theory concepts are necessarily described), how it works, how it has been used in research, limitations and how it specifically applies to this project. Section is logical in order and transitions smoothly.</p>	<p>project and how each relates specifically to the project. One must be a theory from education or psychology (or other discipline) that provides the underlying framework of understanding the issue of interest and/or desired outcome. The other must be a change theory explains the process of change that will occur during the project. Both theories are described in detail, including who developed it, assumptions, pertinent concepts (relevant to the project-so not all theory concepts are necessarily described), how it works, how it has been used in research, limitations and how it specifically applies to this project. Section is logical in order and transitions smoothly.</p>	<p>project and how each relates specifically to the project. One must be a theory from education or psychology (or other discipline) that provides the underlying framework of understanding the issue of interest and/or desired outcome. The other must be a change theory explains the process of change that will occur during the project. Both theories are described in detail, including who developed it, assumptions, pertinent concepts (relevant to the project-so not all theory concepts are necessarily described), how it works, how it has been used in research, limitations and how it specifically applies to this project. Section is logical in order and transitions smoothly.</p>
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<p>Project Stakeholders/Obtaining Buy- in: Who are the stakeholders and how will you get them on board with the project?</p>	<p>1 point</p> <p>Provides an explicit, full description of all key stakeholders who are central to the project. Fully explains the process for obtaining support and buy-in for conducting the project. Section is logical and flows smoothly.</p>	<p>0.5 points</p> <p>Minor deficits in any of the following aspects: an explicit, full description of all key stakeholders who are central to the project. Fully explains the process for obtaining support and buy-in for conducting the project. Section is logical and flows smoothly.</p>	<p>0 points</p> <p>Major deficits in any of the following aspects: an explicit, full description of all key stakeholders who are central to the project. Fully explains the process for obtaining support and buy-in for conducting the project. Section is logical and flows smoothly.</p>
<p>Description of Intervention</p>	<p>5 points</p> <p>Provides a clear and complete description of what the intervention consists of. For example, if it is an online module that students will do, then the contents of that module will be fully described. This is derived from literature and best practices that support what you plan to include in the content. Section is logical, detailed and complete. Sound rationales for inclusion of content and supportive</p>	<p>3-4 points</p> <p>Minor deficits in any of the following aspects: a clear and complete description of what the intervention consists of. For example, if it is an online module that students will do, then the contents of that module will be fully described. This is derived from literature and best practices that support what you plan to include in the content. Section is logical, detailed and complete. Sound rationales for</p>	<p>0-2 points</p> <p>Major deficits in any of the following aspects: a clear and complete description of what the intervention consists of. For example, if it is an online module that students will do, then the contents of that module will be fully described. This is derived from literature and best practices that support what you plan to include in the content. Section is logical, detailed and complete. Sound rationales for</p>

	<p>references are evident throughout. Also provides a full description of possible barriers and logical, specific ideas for preventing or minimizing them.</p>	<p>inclusion of content and supportive references are evident throughout. Also provides a full description of possible barriers and logical, specific ideas for preventing or minimizing them.</p>	<p>inclusion of content and supportive references are evident throughout. Also provides a full description of possible barriers and logical, specific ideas for preventing or minimizing them.</p>
<p>Procedural Plan for Implementing Project: Exactly how will the intervention occur?</p>	<p>4 points</p> <p>Provides a detailed, step-by-step explanation of what will occur in order to implement the project. The plan is clear in using a logical sequence and thorough explanation of each of the steps and how each will be achieved. This should be so clear and complete that the reader could literally take it and do it. It is strongly recommended that you make use of a numbering or bullet system within the main text to illustrate steps.</p>	<p>2-3 points</p> <p>Minor flaws in any of the following aspects: a detailed, step-by-step explanation of what will occur in order to implement the project. The plan is clear in using a logical sequence and thorough explanation of each of the steps and how each will be achieved. This should be so clear and complete that the reader could literally take it and do it. It is strongly recommended that you make use of a numbering or bullet system within the main text to illustrate steps.</p>	<p>0-1 point</p> <p>Major flaws in any of the following aspects: a detailed, step-by-step explanation of what will occur in order to implement the project. The plan is clear in using a logical sequence and thorough explanation of each of the steps and how each will be achieved. This should be so clear and complete that the reader could literally take it and do it. It is strongly recommended that you make use of a numbering or bullet system within the main text to illustrate steps.</p>

<p>Timeline: Over what time period will the intervention occur?</p>	<p>1 point</p> <p>Provides a detailed, aesthetic, visual display of when the steps of the project will be enacted (for example, what will occur in week 1 or month 2, etc.). Typically, a timeline extends over a period of months and may be shown as on a horizontal line or as a table. It may be in the main text or referenced in the main text and placed in the appendices.</p>	<p>0.5 points</p> <p>Minor flaws in any of the following aspects: a detailed, aesthetic, visual display of when the steps of the project will be enacted (for example, what will occur in week 1 or month 2, etc.). Typically, a timeline extends over a period of months and may be shown as on a horizontal line or as a table. It may be in the main text or referenced in the main text and placed in the appendices.</p>	<p>0 points</p> <p>Major flaws in any of the following aspects: a detailed, aesthetic, visual display of when the steps of the project will be enacted (for example, what will occur in week 1 or month 2, etc.). Typically, a timeline extends over a period of months and may be shown as on a horizontal line or as a table. It may be in the main text or referenced in the main text and placed in the appendices.</p>
<p>Chapter Summary</p>	<p>1 point</p> <p>Provides a brief, logical and complete recap of the chapter 1. Provides an effective summary of the key aspects that were presented in the chapter.</p>	<p>0.5 points</p> <p>Minor deficits in any of the following aspects: a brief, logical and complete recap of the chapter 1. Provides an effective summary of the key aspects that were presented in the chapter.</p>	<p>0 points</p> <p>Major deficits in any of the following aspects: a brief, logical and complete recap of the chapter 1. Provides an effective summary of the key aspects that were presented in the chapter.</p>

APA, Style, Grammar, Formatting, Mechanics	3 points 0-1 minor errors noted in any one of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, references (in text and on reference list), appendices, document sequencing (follows sequence of element column in this rubric), use of descriptive section headings, proper grammar use, proper word spelling and syntax.	2 points 2-3 minor errors noted in any of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, references (in text and on reference list), appendices, document sequencing (follows sequence of element column in this rubric), use of descriptive section headings, proper grammar use, proper word spelling and syntax	0-1 point 4 or more errors in any of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, references (in text and on reference list), appendices, document sequencing (follows sequence of element column in this rubric), use of descriptive section headings, proper grammar use, proper word spelling and syntax
Total = 24			

Chapter 3 Project Evaluation and Dissemination

Chapter 3 lays out how the project will be evaluated considering the aim and outcomes. Your evaluation will determine if the project implementation was successful. The chapter will also detail how the project can be sustained once you are no longer affiliated it. Finally, the chapter discusses how the results of the project will be disseminated. Typical chapter length is **3-5 pages**.

Chapter 3 Project Evaluation and Dissemination Rubric

Element	Excellent	Average	Below Average
Chapter Introduction	2 points Provides a brief, clear and complete overview of what the chapter is going to be about. Does a compelling job of informing the	1 point Minor deficits in any of the following aspects: a brief, clear and complete overview of what the chapter is going to be about.	0 points Major deficits in any of the following aspects: a brief, clear and complete overview of what the chapter is going to be about.

	audience of what the goal of the chapter is and how it will get there.	Does a compelling job of informing the audience of what the goal of the chapter is and how it will get there.	Does a compelling job of informing the audience of what the goal of the chapter is and how it will get there.
Evaluation Methods:	<p>11 points</p> <p>Provides a detailed, complete plan for the evaluation of the project. Offers a clear description of how each objective of the project will be measured. This includes what tools what will be used in obtaining the evaluation and how each will be analyzed. Uses an appropriate evaluation theory or model (such as a logic model) to explain the evaluation plan.</p>	<p>6-10 points</p> <p>Minor deficits in any of the following aspects: a detailed, complete plan for the evaluation of the project. Offers a clear description of how each objective of the project will be measured. This includes what tools what will be used in obtaining the evaluation and how each will be analyzed. Uses an appropriate evaluation theory or model (such as a logic model) to explain the evaluation plan.</p>	<p>0-5 points</p> <p>Major deficits in any of the following aspects: a detailed, complete plan for the evaluation of the project. Offers a clear description of how each objective of the project will be measured. This includes what tools what will be used in obtaining the evaluation and how each will be analyzed. Uses an appropriate evaluation theory or model (such as a logic model) to explain the evaluation plan.</p>
Sustaining the Project: How will the project be sustained after the project is completed?	<p>3 points</p> <p>Provides well-thought out, clear ideas as to how the project can be sustained in the future once you are no longer there.</p>	<p>2 points</p> <p>Minor deficits in any of the following aspects: well-thought out, clear ideas as to how the project can be sustained in the future once you are</p>	<p>0-1 point</p> <p>Minor deficits in any of the following aspects: well-thought out, clear ideas as to how the project can be sustained in the future once you are</p>

	Detailed plan to keep the project going and to get others involved so that it will be enduring.	no longer there. Detailed plan to keep the project going and to get others involved so that it will be enduring.	no longer there. Detailed plan to keep the project going and to get others involved so that it will be enduring.
Dissemination: How will the results of this project be known to others?	3 points Provides a full description of how and where the results of the project will be shared with stakeholders and larger audiences. Discusses ideas for how and when it can be presented to immediate stakeholders in the nursing program and local community as well as ideas for venues such as local, regional or national conferences (by name).	2 points Minor deficits in any of the following aspects: a full description of how and where the results of the project will be shared with stakeholders and larger audiences. Discusses ideas for how and when it can be presented to immediate stakeholders in the nursing program and local community as well as ideas for venues such as local, regional or national conferences (by name).	0-1 point Major deficits in any of the following aspects: a full description of how and where the results of the project will be shared with stakeholders and larger audiences. Discusses ideas for how and when it can be presented to immediate stakeholders in the nursing program and local community as well as ideas for venues such as local, regional or national conferences (by name).
Summary of Chapter & Entire Project	3 points Provides a brief, logical and complete recap of the chapter and the entire project. Provides an	2 points Minor deficits in any of the following aspects: a brief, logical and complete recap of the chapter	0-1 point Major deficits in any of the following aspects: a brief, logical and complete recap of the chapter

	effective summary of the key aspects that were presented throughout the project and offers a compelling conclusion regarding the meaning that the project brings to the nursing education setting.	and the entire project. Provides an effective summary of the key aspects that were presented throughout the project and offers a compelling conclusion regarding the meaning that the project brings to the nursing education setting.	and the entire project. Provides an effective summary of the key aspects that were presented throughout the project and offers a compelling conclusion regarding the meaning that the project brings to the nursing education setting.
Mechanics, APA, Grammar and Style	<p>3 points</p> <p>0-1 minor errors noted in any one of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, table of contents, references (in text and on reference list), appendices, document sequencing (follows sequence of element column in this rubric), use of descriptive section headings, proper grammar use, proper word spelling</p>	<p>2 points</p> <p>2-3 minor errors noted in any of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, table of contents, references (in text and on reference list), appendices, document sequencing (follows sequence of element column in this rubric), use of descriptive section headings, proper grammar use, proper word spelling</p>	<p>0-1 point</p> <p>4 or more errors in any of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, table of contents, references (in text and on reference list), appendices, document sequencing (follows sequence of element column in this rubric), use of descriptive section headings, proper grammar use, proper word spelling</p>
Total=25			

Final Project

This is a final opportunity to address any feedback you have received on individual chapters. This is where you combine your chapters into one, cohesive document. This is a professional scholarly project and will be kept on file with the School of Nursing to demonstrate your scholarship. Your project may be shared with accreditation visiting teams and/or the State Board of Nursing

Final Written Scholarly Project Rubric

Element	Excellent	Average	Below Average
Revision	<p>6 points</p> <p>All written feedback/edits provided by course instructor on individual chapters is fully addressed. Full document has been revised to reflect changes. Document is logical and flows smoothly from section to section and chapter to chapter.</p>	<p>3-5 points</p> <p>Most written feedback/edits provided by course instructor and peers on individual chapters is mostly addressed. Full document has been revised to reflect changes. Document is logical and flows smoothly from section to section and chapter to chapter.</p>	<p>0-2 points</p> <p>Some to none written feedback/edits provided by course instructor and peers on individual chapters is addressed. Document has not been adequately revised to reflect changes. Majority of document is not logical and does not flow smoothly from section to section and chapter to chapter.</p>
Mechanics, Style, Formatting, Grammar, Syntax	<p>4 points</p> <p>0-1 minor errors noted in any one of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, table of contents, references (in text and on reference list), appendices, document sequencing (follows sequence of all chapter rubrics), use of descriptive section headings, proper grammar use, proper word spelling, narrative</p>	<p>2-3 points</p> <p>2-3 minor errors noted in any of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, table of contents, references (in text and on reference list), appendices, document sequencing (follows sequence of all chapter rubrics), use of descriptive section headings, proper grammar use, proper word spelling, narrative portion of</p>	<p>0-2 points</p> <p>4 or more errors in any of the following: proper use of APA 7th ed. formatting, use of title page, page numbering, running head, table of contents, references (in text and on reference list), appendices, document sequencing (follows sequence of all chapter rubrics), use of descriptive section headings, proper grammar use, proper word spelling, , narrative</p>

	portion of project is no more than 15 pages.	project is no more than 15 pages.	portion of project is no more than 15 pages.
Total=10			

Final Oral Presentation Scholarly Project Evaluation Rubric

Element	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
Content/Organization	<p>5 points</p> <p>Fully developed, logical sequence that follows chapters 1-3 element</p>	<p>3-4 points</p> <p>Mostly developed, logical sequence that follows chapters 1-3 elements</p>	<p>0-2 points</p> <p>Undeveloped and/ or illogical presentation of chapters 1-3</p>
Narration	<p>3 points</p> <p>Comes across well prepared and comfortable with topic by not reading notes or script verbatim, enunciation is clear and pacing is effective (neither too fast or slow), projects enthusiasm and subject knowledge</p>	<p>2 points</p> <p>Deficit in 1 of the following: Comes across well prepared and comfortable with topic by not reading notes or script verbatim, enunciation is clear and pacing is effective (neither too fast or slow), projects enthusiasm and subject knowledge</p>	<p>0-1 point</p> <p>Deficit in 2 or more of the following: Comes across well prepared and comfortable with topic by not reading notes or script verbatim, enunciation is clear and pacing is effective (neither too fast or slow), projects enthusiasm and subject knowledge</p>
Visual Aesthetics	<p>2 points</p> <p>All power points adhere to the following: *Follows power point 1-6-6 math: each slide has 1 main idea, maximum 6 bullet points about that main idea & no more than 6</p>	<p>1-1.5 points</p> <p>Deficit in 1 of the following: *Follows power point 1-6-6 math: each slide has 1 main idea, maximum 6 bullet points about that main idea & no more than 6 words/bullet point</p>	

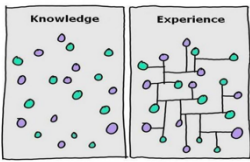
Element	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
	words/bullet point *Appropriate use of tables/graphics/pictures *Colors: high contrast between text and background color *Font: size no less than 24 point; style Ariel, Avant Garde or Helvetica, or Geneva, includes reference slide(s)	*Appropriate use of tables/graphics/pictures *Colors: high contrast between text and background color *Font: size no less than 24 point; style Ariel, Avant Garde or Helvetica, or Geneva, includes reference slide(s)	

All students are expected to participate in the discussion assignments. Discussion participation is ongoing and concluded the last day of the module. The contribution of original thoughts/ideas and the quality of your participation will be considered. Note: Simple “I agree/disagree”, “I found it interesting” or “Way to go” is not an adequate posting for points, but it does contribute to our community.


Course Change Policy:

As a student, you acknowledge receipt of this syllabus and the information herein by continuing to attend this course. As the instructor, I reserve the right to make changes to this syllabus if circumstances warrant such change. All major changes will be provided to you via Announcement in Canvas.

Course Calendar

Dates	Topic	Learning Activities, Assignments	Due Dates
May 13-18 (Week 1)	Overview of nurse education scholarship project requirements	Begin Chapter 1 *Optional* Live Session May 14 th 7-8 pm Pacific Time	Introductions Due May 18 *Optional* Live Session May 14 th 7-8 pm Pacific Time
May 19-25 (Week 2)	Organization of Writing		
May 26-June	Scholarship, Hot topics in Nursing		

1 (Week 3)	Education		
June 2-8 (Week 4)	Peer Review: Expectations and Takeaways		Post Draft Chapter One (30 May) Chapter One Peer Reviews Due (June 6)
June 9-15 (Week 5)	Nursing Scholarship	Begin Chapter 2	Final Version Chapter 1 Due (June 13) Chapter One Personal Reflection Due
June 16-22 (Week 6) (Module 2)	Searching the Literature		Discussions Open
June 23-29 (Week 7)	Systematic Literature Review		
June 30- July 6 (Week 8)	Grey Literature		
July 7-13 (Week 9)	Choosing to Publish		Draft of Chapter Two Due July 4 11:59 pm) Chapter Two Peer Reviews are Due (July 11)
July 14-20 (Week 10)	Stitching Elements Together	Begin Chapter 3	Chapter 2 Due (Jul 18) Chapter Two Personal Reflection Voice Thread Closes
July 21-27 (Wk 11) (Module 3)	Editing for Publication		Discussions Open
July 28- Aug 3 (Wk 12)	Selecting a Journal		

Aug 4- 10 (Wk 13)	Closing		
Aug 11-17 (Wk 14)			Chapter 3 Due (Aug 15) Discussion Closes
Aug 18-23 (Wk 15)			Final Project Due (Aug 18) Presentation Due (Aug 20)

University Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before

the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students

receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.