GRADUATE NURSING CAPSTONE HANDBOOK

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GUIDELINES FOR THE CAPSTONE PROJECT
These guidelines are offered as an additional resource to the course syllabi for NURS 604: Research and Evidence-Based Nursing for Advanced Nursing Practice, NURS 694: Capstone Seminar, and NURS 705: Capstone Project in Nursing. It is the students' responsibility to clarify all Capstone activities with their Faculty and Capstone Mentor/Reader.

I. PURPOSE OF THE CAPSTONE PROJECT

The capstone project (culminating project) is the graduate student's scholarly alternative to the thesis. For the capstone project, graduate nursing students will conduct an evidence based academic project.

A. Academic project:

Students will complete a substantive project that reflects integration of theory and practice. The project is viewed as an activity that is evidence based and has a clearly defined purpose and expected outcome(s) and may involve a range of action steps.

II. SELECTION OF THE CAPSTONE PROJECT TOPIC

It is the student's responsibility to select a capstone project topic in consultation with the NURS 604 Course Faculty. The project shall be an academic project as described above. In making this decision, students should consider the following:

A. The relevance of the proposed project to advanced practice nursing;
B. The congruence of the project with their academic program and population foci;
C. The scope of the project and the potential for completing it in a reasonable time frame (over 3 semesters).

III. THE CAPSTONE PROJECT FACULTY/COMMITTEE

Students completing the capstone project are required to have their NURS 604/694 course faculty guide them.

IV. THE CAPSTONE PROJECT PROPOSAL

The capstone proposal shall be developed by the student in NURS 604: The student should seek approval for the topic and direction from the course faculty in conjunction with a designee from the setting in which the project will be implemented regarding the format and content of the proposal. All proposals should clearly identify the title of the project, provide an overview of the

issue being addressed, use a PICO question to guide the literature review, list goals and objectives of the project, include an evaluation of the setting and stakeholders, discuss the methods to be used to guide the project, and provide a timeline for completion of the capstone.

Students will have the opportunity to pursue 2 possible paths:

Option 1: Evidence Based Nursing Project:
For this option, students will—
  a. *Develop and carry out an Evidence-Based Nursing project* that addresses a nursing care issue in a clinical setting.
  b. Choose a topic which is important to advanced Nursing Practice, relevant to the delivery of healthcare today and which is of interest to them personally.
  c. Explore and analyze the problem, conduct an extensive search for the best available clinical evidence on the topic and write a critical, summative evaluation of the available literature.
  d. Use the knowledge gained through examining the best evidence to develop and implement a plan for changing practice in a clinical setting.
  e. Evaluation the outcomes of the project and make suggestions for sustaining the change in practice or for making future changes.
  f. *Carry out the project at a clinical site. Students who choose this path, will need to obtain written permission for the project to be carried out at the identified site.*

Option 2: Evidence Base Recommendations for Practice Article for publication:
For this option, students will—
  a. Choose a topic which is important to advanced Nursing Practice, relevant to the delivery of healthcare today and which is of interest to them personally.
  b. Explore and analyze the problem, conduct an extensive search for the best available clinical evidence on the topic and write a critical, summative evaluation of the available literature.
  c. Using the knowledge gained, write a professional level article for publication which contains a critical, summative evaluation of the available literature and discuss clinical implications/best practices based on the best available evidence
  d. Choose a peer-reviewed journal as the publication venue for their article, query the editor (if appropriate) and write their article using the journal's author guidelines.
  e. Have an article ready for submission by the end of the semester to the chosen journal.

The NURS 604 Course faculty will review the proposal and suggest any needed revisions in its preparation. Once the proposal is deemed satisfactory by the course faculty, it will be presented to the MSN Curriculum Committee for final approval. The student will be authorized to proceed with implementation of the project during NURS 694: Capstone Seminar.

V. EVIDENCE OF LEARNING FOR THE CAPSTONE PROJECT

The student shall provide evidence of learning both in writing and with the dissemination of the project during a formal poster presentation in the summer semester. Participation in the poster session is mandatory.

A. **Written Documentation of the Completed Capstone Project**

The Capstone Project Final manuscript will comprehensively describe the student's project and its outcomes. It should follow the APA format and include the sections described below.

Submitting the Final Capstone Project:

The report must be submitted as one file to Canvas and a hard copy handed into the course faculty or Nursing Office by 4:30 pm on the evening of the NURS 705 professional poster presentation. If a student is handing in the paper to the nursing office, please have the staff stamp the date received on a separate piece of paper (NOT ON THE REPORT) and slip that paper inside the front cover of the report. Note that the office closes between 4:00 and 4:30 PM, depending on the day. The report must be in APA style throughout using Times/New Roman font size 12 for all sections, even the title page. Printing should be on one side of the paper only. Good quality white paper should be used.

The final manuscript must be bound using a "velobind" strip, with a clear front cover and a black backing. This binding is available at FedEx offices. The title page should be directly underneath the clear cover. Students should be able to bind up to 3" of paper with this method. No dividers should be used. Manuscripts that are not properly bound will not be accepted.

Title & Title Page: The title of the paper should succinctly describe the paper's content.

<div align="center">

Title of project

Author Name

Capstone Project Submitted for the Master of Science in Nursing

The College of New Jersey

School of Nursing, Health, and Exercise Science

Date

</div>

The title page should include a running head as per APA style. Page numbers should be in the header in the upper right-hand side. The title page should be numbered page 1.

There should be a blank page after the title page.

Table of Contents: This should follow the blank page noted above. The Table of Contents should list the pages for the following:

Abstract

Contents of the paper listed as the sections of the paper (described below)

Reference List

Byrne, S. & Yeboah, K. Drafted 3/2015; Revised 9/2017, 4/2018; Reviewed & Accepted by GCC 5/7/2018; Approved 5/14/2018 DON

Appendices

*Organize "Table of Contents" as shown in the Table of Contents Sample (on CANVAS). There should be another blank page following the table of contents after which the paper begins**.**

Contents of the paper should be as follows:

Abstract: The abstract should succinctly describe the paper contents. <u>The abstract should not exceed 150 words.</u>

Background of the Paper: This section should describe the scope of the problem your project addresses. It should include the contents suggested in the Problem Identification and Analysis section of the proposal. Any updated statistics or information available at the time of your final project submission that were not included in your final draft should be incorporated. This section should conclude with a short paragraph summarizing its contents and leading the reader into the next section. (5-6 pages suggested)

Review of the Literature: This section contains a review of the scientific evidence that supports your project. The section should be introduced with a short statement of the aim of the project (1 or 2 sentences). There is no limit to the number of articles you include in this review but those included should be the most relevant and current evidence on your topic. Briefly describe your literature search and how you chose the articles to review. The same criteria as described for your proposal should be used to select manuscripts to include in your review. Include your literature review matrix as an appendix but refer to it here. Literature that is published after you completed your proposal should be included in the final paper. Reviews should be succinct and include both description and critique. This section should conclude with a paragraph that includes a summation of the strengths and limitations of the available literature and leads into the next section of your paper. (10-15 pages suggested)

Project Description

Evidence-Based Model. This section should begin with a brief description of the Evidence-Based Nursing or Practice Model upon which your project is based. This model should be kept in the forefront as you discuss your project, as noted in the proposal guidelines. Alternatively, you may move the description of the EBP model to the front of the paper, after the background section.

Option 1: Included in this section should be a detailed description of your project as it occurred (See proposal). Any "roadblocks" that occurred should be described and discussed as should alterations in the original proposed plan. *(It's OK, we expect some changes to have been made along the way).* Materials used in or created as part of the project should be described in this section and included as appendices to the paper. If permission is required for materials, they should be received and also added in the appendices. Examples would be documents related to your permissions process, copies your educational presentations if any (3-slide power point view for example), and booklets or handouts given. Divide this project into reasonable and

logical subsections describing various parts and processes of the project. (15-20 pages suggested).

Make sure you change the wording of your manuscript to reflect that the project is complete rather than proposed or planned in the final submission.

Outcome Evaluation and Outcomes: Describe how you evaluated your intervention and the results of that evaluation. Tables and figures are encouraged, in addition to text description. Tables and figures should be placed in the appendices. Include a discussion that describes how you are currently or plan to disseminate your project results. (5-6 pages suggested)

Option 2: Included in this section should be a detailed description of the best evidence for practice. Use reasonable and logical subsections.
Include outcome evaluation criteria that are necessary.

Summary, Conclusions and Recommendations: In this brief section, summarize the project and its outcomes (1-2 short paragraphs should suffice. Definitely not longer than a page). Discuss how the project reflects your chosen EBP model. Make recommendations for future practice change, research, implementation etc. (3-4 pages suggested for the summary, conclusions & recommendations section)

Reference List: The reference list should follow the Summary and Conclusions section. There should be a blank page separating the reference list from the Appendices. Ensure that the reference list and those references within the body of the paper match.

Appendices: The appendices should all be referenced within the body of the paper in the logical order in which they appear. They should be labeled in alphabetical order and include a title or caption describing the content.

B. Poster Presentation of the Completed Capstone Project:

Students are required to create a professional poster presentation that describes the Capstone Project. Posters may include text and images as needed to convey concepts.

Designing the poster:

- Posters should be 3 feet X 5 feet in size (in Landscape format).
- Be created using PowerPoint software, printed as a single document (one large sheet). Poster should ideally be laminated. If not laminated be sure to have something to cover it if it is raining on a day you present it
- No "cut and paste" posters on poster board or trifold boards will be accepted.
- The poster should be readable from about 6 feet away.
- Use larger fonts for the title and your name than for the rest of the poster.
- Do not try to cram too much on any "slide" in the poster. Remember you are just summarizing your project here.

- Poster should be printed in colors that are attractive and that make it easy for the reader to view the content of the poster.
- Include tables, graphs, pictures and/or diagrams as appropriate; do not put too many of these on the poster. It should not look crowded.
- Present information in a logical flow from left to right and top to bottom.
- Include information pertinent to all aspects of your Capstone Project including:
  - Title of poster/project
  - Author name and credentials
  - Background (i.e. problem, effect on population, effect on practice)
  - Literature supporting your project. (Brief synopsis of the evidence supporting your project; brief description of the clinical guideline you used, etc)
  - Briefly describe your EBN intervention/recommendations for practice
  - Include outcomes of your intervention

Printing the Poster:

Print (and laminate) poster anywhere, however the TCNJ Instructional Technology Center provides this service relatively cheaply. Check their website for summer hours, costs, etc.
http://its.pages.tcnj.edu/
Plan ahead so you have ample time to get the poster ready!

Presentation Day:

Poster presentation day will be announced in July of each year. The poster session will start at 5:00 pm pending further notice of exact time. Family and friends are invited to see students present their work. Students should arrive at least 15 minutes early to set up posters. Students should remain standing by the poster and discuss it with the attendees until the end of the session which is approximately 7:00pm.

On the day of the poster presentation, bring the following in addition to the poster:

- An abstract describing project on a separate handout (1 page or less).
- The abstract should include the title of project, the name of the college, name and contact information of student.
- A 1-page reference list should be printed on the back of the abstract page. If there are pages of references for the project, choose the most important ones.
- The reference list should include the same identifying information as the abstract.
- The poster, reference list and abstract should be submitted electronically to CANVAS by the date noted on the NURS 705 syllabus. Submit the complete poster as a one PowerPoint or PDF.

The poster presentation grade is Pass/Fail. The poster and your poster presentation will be evaluated by course faculty. Failure to provide a poster that meets criteria outlined in NURS 694" Capstone Seminar is grounds for receiving a failing grade on the poster/poster presentation.

VI. REGISTRATION FOR CAPSTONE COURSE AND GRADING

Students must obtain permission from their Track Leader register for NURS 604 through NURS 705. Registration for the three courses will be sequential and as outlined on the Plan of Study for full-time or part-time students. Upon completion of each course with a B or better, students will then register for the subsequent course.   *A grade of B or better is required for each of these three courses in order to successfully complete the capstone and graduate from the program.*

VII. CAPSTONE DOCUMENTATION FOR SUBMISSION TO GRADUATE OFFICE

The official record of each capstone project is archived in the Main Nursing Office. This includes written evidence of the completed project in its bound form.

Appendix 1. Capstone Manual Frequently Asked Questions

1. What is a capstone project? What is the purpose of the capstone project?

   The capstone project is the graduate student's scholarly alternative to a thesis. For the capstone project, students will conduct a cumulative academic project. This substantive project will reflect integration of theory and practice. The project is viewed as an activity that is evidence-based and has a clearly defined purpose and expected outcome(s) and may involve a range of action steps.

2. What are the steps in completing an evidence-based capstone project?

The capstone proposal will be developed by the student in NURS 604: Research and Evidence-Based Nursing for Advanced Nursing Practice. The student will seek approval for the primary care topic and direction from the course faculty or designee as to the format and content of the proposal.
All proposals should clearly identify;
   a. The title of the project
   b. A PICO question to guide the literature review
   c. A timeline for completion of the capstone in NURS 694 which occurs in the spring semester.
   d. A narrative on the nature of the written evidence of learning that will be submitted on completion of the project.

Guidelines for initiation of the Capstone Proposal and grading criteria will be provided in detail to students during NURS 604: Research and Evidence-Based Nursing for Advanced Nursing Practice which is a fall course. The process will continue through spring and summer within the courses NURS 694: Capstone Seminar and NURS 705: Capstone Project.

3. Why do I have to write a capstone proposal? What is expected of the capstone proposal?

   Every graduate degree program at TCNJ concludes with a mandatory culminating experience which requires candidates to synthesize and apply knowledge acquired throughout the program. The Department of Nursing, MSN program has determined that a capstone project is best suited to demonstrate graduate student scholarship.

   Students will show progression in the development of their respective Capstone project over the course of 3 semesters. A final written manuscript will be submitted to the Department of Nursing, SONHES at TCNJ through NURS 705 faculty at conclusion of the project. There is also a final dissemination event; Capstone Poster Presentation held in July of the summer semester This is usually held in the evening (5-7 pm) of the third week of July so plan accordingly. Attendance at the poster presentation is mandatory to fulfill the completion of your MSN program. This presentation is open to the college as well as the Department of Nursing faculty, staff and students.

4. When can I implement my capstone project?

Implementation of the project occurs during the spring semester in which the student is actively enrolled in NURS 694: Capstone Seminar once the student is assigned a faculty mentor/reader and meets with them for final approval to conduct the project. Assignment of the faculty mentor/reader, guidelines for implementation and grading criteria will be distributed at the start of the course by the course faculty through the syllabus and course outline.

5. Can I implement my capstone project at my clinical site prior to capstone seminar?

No. A student will develop, finalize, and submit a the capstone project on an evidenced based topic that is of interest to them and related to their area of anticipated or existing clinical practice and approved by faculty in NURS 604: Research and Evidence-Based Nursing for Advanced Nursing Practice.

For students who chose Option 1 (implementation), after completion of the course, the proposal will be presented by the course faculty to the MSN Curriculum Committee during a formal meeting. This committee will have the authority to grant final approval for implementation of the project to take place during the spring NURS 694: Capstone Seminar. Students will receive notification of approval or areas that require revision in the form of email from the Committee at through their TCNJ email address as this is the official communication system at the college. The approval letter attached to the email communication needs to be printed off and included in the appendix section of the final capstone project manuscript.

6. What is the appropriate time frame in implementing the actual capstone project?

A proposal of the capstone project is started and completed in NURS 604 where students will also develop a tentative timeline for implementation in consultation with course faculty. It is strongly advised that students have input from the parties within the setting in which their respective capstone will be carried out. This timeline may be modified slightly in NURS 694 but should conclude by the end of the spring semester. A final draft of the capstone project and poster presentation which will include analysis of the project will be required the last night of class in NURS 694.

7. What is the appropriate time frame in measuring project outcomes for the capstone project?

Measurement of project outcomes occurs during NURS 694.

8. Can you list some examples of past capstone projects.

Examples of capstone projects completed by MSN and post-masters students include but are not limited to:

a. Efficacious Antimicrobial Administration in the Emergency Department: A Staff Teaching Project.
b. Decreasing Pediatric Fever Emergency Room Visits: Development and Integration of a Primary Care Parental Education Pamphlet.

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c. Tobacco Screening and Education Program Development at a University Student Health Center.

Samples of Capstone Project manuscripts can be reviewed in NURS 604 and NURS 694 are available within the Department of Nursing Office upon request for review but cannot leave the office under any circumstance.

9. What is the process that occurs in capstone seminar?

Every candidate for a graduate degree must complete a capstone project that provides the candidate with the opportunity to demonstrate the ability to synthesize theoretical knowledge, critique and analyze research findings, and utilize scientific evidence as a basis for advanced nursing practice. The student will work closely with a faculty mentor/reader who will review drafts and suggest revisions until the project meets the criteria for approval. This course may be taken up to 2 times by students who need additional time to complete the capstone.

10. Do I need to get IRB approval at my clinical site in order to get approval for my capstone project?

The capstone project is an evidenced-based project that should be designed to not have to seek IRB approval. The project should focus on quality improvement, a teaching plan or the development of a new policy and/or procedure within the clinical setting. As such, students will be required to consult with both the TCNJ capstone course faculty and a key representative within the intended primary care setting for implementation and to ensure their project proposal is not considered human subjects research nor require IRB approval.

11. What is the grade I need to pass capstone seminar and my capstone project?

Students must achieve a grade of B or better (≥83%) during NURS 694 Capstone Seminar and NURS 705 Capstone Project to earn a Pass (P) grade for this course. A number/letter grade is assigned to all work assignments in NURS 604 as noted in that course syllabus.

12. What happens if I do not have enough data to complete my capstone project, will I still be able to graduate on time?

All requirements related to the capstone must be met to officially graduate from the MSN program. Both capstone seminar and capstone project may be repeated once in order to successfully complete the program. Repeat of either of these courses needs to be coordinated with the MSN Coordinator/Track Leader in conjunction with course faculty as it would result in a revision of the commencement date of the student.

13. How early should I choose an evidence-based model to guide me in developing and implementing my capstone project?

The evidence-based model is chosen and approved within NURS 604.

14. How can I get permission to use the evidence-based model and should this be included in my capstone proposal?

Approval by the author/s of the evidence-based model is needed for a its use and a copy of it to appear in the capstone proposal. This is a project requirement and can be obtained by contacting the appropriate party as listed within the literature related to the model. Guidance on evidence-based models is given within NURS 604.

15. Where should I disseminate my capstone project results?

Mandatory dissemination of results occurs foremost within TCNJ's Department of Nursing during the summer in which a student is enrolled in NURS 705. Students are highly encouraged to share the dissemination of results with the setting in which they implemented their respective project as a poster and move to present regionally or nationally by submission of a poster or podium abstract.

*Note: a list of helpful websites and resources will be disseminated in NURS 604 to assist the student in formulating a PICO question, how to conduct a literature review, identify and engage stakeholders, provision of the RNAO toolkit, etc.

Appendix 2. Final Recommendation on Graduate Comprehensive Exams and Culminating Experiences.

TO: Steering

FROM: Barbara Strassman, Chair of CAP

DATE: April 23, 2014

Final Recommendation on a Policy Regarding Comprehensive Examination and Other Culminating Experiences

Every graduate degree program concludes with a mandatory culminating experience which requires candidates to synthesize and apply knowledge acquired throughout the program. Each program determines the type of culminating experience which may include, but is not limited to, a comprehensive exam, a thesis, or a capstone project. Students must meet department-specific eligibility requirements before registering for the culminating experience.

Each program will provide its students with a written description of its culminating experience, including eligibility, grading standards, procedures for evaluating the experience, and policies for students who are unsuccessful in their attempt to complete their culminating experience. These policies must be posted on the Department/Program website. Candidates who are unable to schedule and successfully complete their culminating experience during the 6-year limit to program completion (see the "Program Completion" policy statement in the Graduate Bulletin) must consult with their respective graduate program coordinator and petition for an extension from the dean of their academic school.

A student may repeat a comprehensive exam or culminating experience only once without permission of the program coordinator.

Students who are unsuccessful in completing their culminating experience may appeal the outcome as per the College's Student Complaint Appeal-Graduate Policy (http://policies.tcnj.edu/policies/digest.php?docId=8682). If the candidate is unsuccessful in the appeal process the candidate will be dismissed from the program.

Appendix 3. Sample Syllabus NURS 604: Research and Evidence-Based Nursing for Advanced Nursing Practice

The College of New Jersey Department of Nursing

Title: NURS 604: Research and Evidence-Based Nursing for Advanced Nursing Practice

Credits: 3 Credits

Pre or Corequisite: NURS 506

Faculty:

Time and Location:

Course Description:

This course will provide the graduate nursing student with the knowledge and skills necessary to engage in evidence-based practice in the healthcare environment. The course will focus on analysis of research and its application to practice. Students will learn to design intervention strategies based on current best evidence, and to measure patient outcomes related to the implementation of evidence-based practice.

Learning Goals:

Upon completion of the course, the student will be able to:

1. Identify, retrieve, and utilize information that is relevant to clinical practice. (SON #2, AACN 1.7, 9.2, NONPF.SFC 1, QC 1, PIC 3)
2. Utilize a systematic approach to appraise and critique clinical evidence. (SON #2, AACN 3.1, 3.3, 6.4, NONPF SFC 3, PIC 6)
3. Apply the principles of evidence-based practice to advanced clinical problem solving. (SON #1, AACN 4.1, 4.3, NONPF SFC 1, PIC 2)
4. Assess the reliability and validity of diagnostic and screening tests utilized in advanced nursing practice. (SON #2, AACN 9.6, NONPF IPC 3c)
5. Integrate current best evidence into advanced nursing practice to make clinical decisions regarding patient care that is systematic and based on patient preferences and values. (SON #2, AACN 2.3, 2.4, 2.6, 4.1, 4.3, 9.4, NONPF PIC 1, PIC 4)
6. Evaluate the changes that result from implementing research-based evidence into advanced nursing practice. (SON #3, AACN 4.1, 4.3, NONPF SFC 4, PIC 2)

Course objectives are aimed at meeting the TCNJ Graduate School of Nursing End of Program Objectives, (SON) the 2011 AACN Essentials of Master's Education in Nursing, (AACN), the American Nurses Association Code of Ethics, (Code of Ethics Provision) and the National

Organization of Nurse Practitioner Faculties Core Competencies for Nurse Practitioners (NONPF)

References:

AACN Master's Essentials: https://www.aacn.org/~/media/aacn-website/certification/advanced-practice/mastersessentials11.pdf?la=en

NONPF:
http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/competencies/2017_NPCoreComps_with_Curric.pdf

TCNJ End of Program Objectives: http://nursing.tcnj.edu/programs/msn-programs/msn-end-of-program-objectivesexpected-outcomes/

Teaching/Learning Methods:

Teaching/learning strategies include lecture, class discussion, assigned readings in print and on the internet, in-class exercises, literature searching/research, written assignments, peer review, and oral presentations.

Students with Disabilities:
Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course the first week of class. According to the Americans with Disabilities Act (ADA) any student that has a physical, psychological, or learning disability that requires special accommodation (i.e., additional time for exams, special seating, etc...) - needs to "self-identify" and be on record with the Office of Differing Abilities (609 771 2571). Information is also available online at: http://differingabilities.pages.tcnj.edu/

TEXTBOOKS:
Required Books and Other References:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington: D.C.: American Psychological Association. (ISBN 1-4338-0561-8)

Melnyk, B. & Fineout-Overholt, E. (2015). Evidence-based practice in nursing and healthcare. A guide to best practice (3rd ed). Philadelphia: Lippincott, Williams & Wilkins. ISBN-13: 978-1451190946

Bonnel, W., & Smith, K. (2014). Proposal writing for nursing capstones & clinical projects. New York: Springer Publishing Co. (ISBN 978-0-8261-2288-9).

Garrard, J. (2014). Health sciences literature review made easy: The matrix method. (4th ed.). Jones & Bartlett Learning. (ISBN 978—2840-2998-7).

Registered Nurse Association of Ontario. (2012). *Toolkit: Implementation of clinical*

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practice guidelines (2nd Ed.). Available at:
http://rnao.ca/sites/rnao-ca/files/RNAO_ToolKit_2012_rev4_FA.pdf

Rycroft-Malone, J., & Bucknall, T. (2010). *Models and frameworks for implementing evidence-based practice: Linking evidence to action.* United Kingdom: Wiley-Blackwell. (ISNB 978-1-4051-7594-4).

Suggested Books and Other References:

Note: Students are not required to purchase the following books or materials for this course. They are listed here as additional suggested references for those who wish to seek out additional information on topics covered in class. This list does not contain all relevant references. There are many other sources of information out there to help you understand the class material and prepare your assignments. (Books can be easily obtained via the internet should you wish to buy one or more. Check the TCNJ library as well.)

Dearholt, S. & Dang, D. (2012). Johns Hopkins nursing evidence based practice model and guidelines (2nd ed). Indianapolis: Sigma Theta Tau International. (ISBN 978-1935476764).

Greenhalgh, T. 2014. How to read a paper: The basics of evidence-based medicine. (5th ed.). Malden, Ma: Blackwell Publishing/BMJ Books. (ISBN 978-1-118-80113-0).

Titler, M., Kleiber, C., Steelman, V., Rakel, B., Budreau, G., Everett, L,. Buckwalter, K., Tripp-Reimer, T., Goode, C. (2001). The Iowa Model of Evidence-Based Practice to Promote Quality Care. Critical Care Clinics of North America, 13(4), 497-509.

Required Computer Capabilities and Abilities:

Resources may be accessed from TCNJ computer labs if you do not have a computer with internet access at home. Please ask for help early in the semester if you anticipate any difficulty with any of the following:
1. Internet access
2. Microsoft WORD and Microsoft POWERPOINT or the ability to reliably convert documents to these formats. Note: All papers are required to be submitted in Microsoft WORD, presentations and posters are submitted in Microsoft POWERPOINT
3. Adobe Acrobat Reader
4. Ability to use RefWorks
5. A TCNJ email account. Email is the official method of communication at TCNJ. Please check this account at least twice a week.
6. Ability to access the class CANVAS website using your TCNJ user name and password
7. Ability to download and print documents from CANVAS, including those that require an Adobe Acrobat Reader.
8. Ability to upload papers and assignments to the "Assignments" section of the CANVAS website.

*Note***:** You will be required to print some materials prior to class for use in class. These will be noted on the weekly assignment on the course weekly outline ("bring to class"). Printing of other

electronic material such as assignments and class outlines from CANVAS is optional. If you feel you do not need print copies you may download these items to a memory stick/flash drive or read them on your computer screen. If you choose to print out documents in a computer lab at TCNJ, remember that there is a maximum number of free pages of printing/student/semester after which there is a per page charge. For more information please read the information on the PrintSense page at http://www.tcnj.edu/~printing/

Procedure for course evaluation:

The course is evaluated in terms of the identified course objectives. At the end of the semester, students will be asked to evaluate the course and faculty using standardized college evaluation form.

Student Assessment:

Assignment % of Final Grade
1. Diagnostic Critique   5%
2. AGREE Instrument Analysis of Clinical Guideline   15%
3. EBN Paper Draft Part 1   15%
5. EBN Paper Draft Part 2   15%
6. In-Class Presentation EBN Project   10%
7. Final EBN project paper   40%

Grading:

A   95-100   C+ 78-79
A- 90-94   C 75-77
B+ 87-89   C- 72-74
B   83-86   F 71 and below
B- 80-82

Assistance with Writing and Editing Papers:

Students are referred to: TCNJ's Humanities and Social Sciences Tutoring Service for assistance. The tutoring service is located in Roscoe West Hall, Suite 101
1. Information can also be accessed by phone at 609 771 3325 or via the internet at http://www.tcnj.edu/%7Etutoring/humanities/index.html.
2. The TCNJ library. It is strongly suggested that you spend some time in the library exploring the resources there. Librarians are available to help you utilize the library's resources. The library website and electronic resources can be accessed from the TCNJ home page www.tcnj.edu

Course Policies:

All students are accountable for the information presented in this syllabus and are expected to abide by all course policies.
According to department policy, the use of cell phones, personal computers and other electronic devices is forbidden in the both classroom and during clinical practicums. In this class, medical

apps for phone or tablets and personal computers may be used occasionally for in-class assignments (with permission).

Reading and Writing Assignments:

Reading assignments are listed on the weekly outline. Students are expected to complete assigned readings prior to class and come to class prepared for discussion of their content and for other related exercises. Some readings, generally research articles presented for analysis, have written assignments connected directly to them. These assignments are due on the dates listed on the weekly outline. Other readings are assigned to assist you in understanding the EBN process and in completing your out-of-class assignments. Graduate students are expected to use these readings to support their individual learning experiences. Additional reading assignments may be suggested throughout the semester as new information becomes available.

Assignments:

Due dates for written assignments and presentations are indicated on the weekly outline. Students are expected to hand in papers (both paper copy and electronic copy) and other assignments before the end of class on the assignment due date. If either the electronic copy or the paper copy is submitted late, the paper is considered late and points will be deducted as follows:
  5 points - Assignment not submitted by date & time due but submitted < 24 hours late
10 points - Assignment 24 hours to days late
10 points + 5 additional points deducted per day - Assignment 4-7 days late
"0" grade given for assignment/paper -Assignments >7 days

Weekends and holidays are counted as days in calculating lateness.

Requests to reschedule assignments due to medical or other emergencies:

It is understood that students occasionally encounter urgent or emergent situations that make completion of assignments or attendance at class or examinations impossible. If a student feels that such a situation exists, he/she must notify the faculty as soon as possible. Students may be expected to provide documentation of the reason for rescheduling assignments or examinations in the form of a note from a healthcare or other relevant professional. The course faculty reserves the right to refuse any last-minute rescheduling requests, if sufficient evidence of an urgent or emergent situation is not presented. In such cases, points will be deducted according to the above printed schedule. Students must notify the faculty member in person or by talking to the faculty member on the phone. If the faculty member cannot be located by the student in a timely manner, the student should call 609 771 2592 and notify Department of Nursing Program Assistant, Barbara Urban of the emergency situation. Email communication and messages left on faculty member's phone are not considered adequate notice.

Questions regarding grades for assignments and papers should be raised within 7 working days after paper is returned to student. No grade changes will occur after the 7-day time frame.

Academic Honesty:

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All students are expected to adhere to standards of academic honesty in their study at the College. The College of New Jersey defines academic dishonesty as:

"Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his/her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral."

(TCNJ Academic Integrity Policy. Accessed 8/21/2011 at: http://www.tcnj.edu/~sa/judaff/academic.html)

All students are expected to read and abide by the TCNJ Academic Integrity Policy. Cheating and plagiarism are each grounds for academic jeopardy or dismissal. The complete policy may be found at the above URL. Penalties for academic dishonesty will be in keeping with the college policy and may include: assigning a lower grade for the work; assigning a failing grade for the work; giving a zero (no credit) for the work.
Student papers may be evaluated for academic honesty by either or both of the following means:
1. Electronic plagiarism checker
2. Faculty review. Faculty may request copies of any/all reference material to assist with this process

Attendance:

Students are expected to attend all classes and contribute to discussions and other activities. Though grades are not based directly on attendance, attendance in class supports achievement of course goals. When absences are unavoidable, students should notify the course instructor beforehand if possible. Absence from class does not release the student from didactic assignments. Vacations and attendance at professional conferences are generally not considered excusable absences. A note from a healthcare provider (or other appropriate professional) that documents the reason for class absence may be requested by the faculty member. Points may be deducted for excessive and unexcused absence. See the TCNJ Graduate Bulletin for additional policies regarding long absences.

Promptness:

Students are expected to be present and ready to participate in class at the scheduled start time. Students who arrive late to class distract their peers and negatively affect their own educational experience and that of their peers.

Guidelines for Papers:

See "Assignments" within course

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Appendix 4. Sample Syllabus NURS 694: Capstone Seminar

The College of New Jersey Department of Nursing

Title: NURS 694: Capstone Seminar

Credits: 1 Credit

Prerequisite: NURS 604 and completion of 15 graduate credits

Faculty:

Mentor/Readers:

Course Description:

Every candidate for a graduate degree must complete a capstone project that provides the candidate with the opportunity to demonstrate the ability to synthesize theoretical knowledge, critique and analyze research findings, and utilize scientific evidence as a basis for advanced nursing practice. The student will work closely with a faculty mentor who will review drafts and suggest revisions until project meets criteria for approval. This course may be taken up to 2 times by students who need additional time to complete the capstone.

Learning Goals: Students will:

1. Conduct and/or refine a broad literature search on a topic of clinical interest
(SON 4, Professional Practice 13. Master's Essentials I)
2. Analyze and summarize current scientific evidence to facilitate best practice (SON 4, Professional Practice 13 & 16. Master's Essentials I & IV)
3. Develop a final proposal for a capstone project on a topic relevant to advanced nursing Practice (SON 4, Professional Practice 13. Master's Essentials VII)
4. Implement their capstone project in the form of an evidence-based nursing project
(SON 4, Professional Practice 10 & 13. Master's Essentials V & VI)
5. Collect, analyze, and interpret outcomes data as relevant to the project
(SON 4, Professional Practice 13, 15 & 16. Master's Essentials I)
6. Develop a professional level written project report and presentation
(SON 7 & 9, Professional Practice 9, 10 & 14. Master's Essentials I)

Teaching/Learning Methods: A variety of teaching/learning methods are employed including but not limited to independent study, discussion, peer review group-work, literature searching/research and synthesis, and professional poster presentation/writing assignments.

Procedure for course evaluation:

The course is evaluated in terms of the identified course objectives. At the end of the semester students evaluate the course and faculty using the TCNJ standardized teacher/course evaluation form.

Grading:

The grade for this course is P/U (Pass/Unsatisfactory). THERE ARE NO INCOMPLETES GIVEN FOR CAPSTONE SEMINAR. Students who do not achieve a "P" for this course may repeat it one time **in the following academic year** when it is offered. Students may graduate once a "P" has been achieved on this course and subsequently on NURS705. A student who does not achieve a "P" grade on this course by the end of their second enrollment is not eligible for graduation.

Student Assessments:

Capstone Project	% of Final Grade
	100%

Grading:	A	95-100	C+	78-79
	A-	90-94	C	75-77
	B+	87-89	C-	72-74
	B	83-86	F	71 and below
	B-	80-82		

Students must achieve a grade of B or better (≥83%) on their Capstone Project to earn a Pass (P) grade for this course. Once a "P" grade is achieved the students is eligible to submit their project for a grade in NURS705. Submission for NURS705 includes a final copy of the project and a professional level poster presentation, to be scheduled in July of summer session, representing the project.

Recommended Reference Books: The following are suggested books to provide project guidance and support. If you have an earlier version of any of these books you may use that version. Note: ISBN numbers are provided for your convenience.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN -1-4338-0561-8

Melnyk, B. & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing and healthcare. A guide to best practice* (3rd ed). Philadelphia: Lippincott, Williams & Wilkins. ISBN-13: 978-1451190946

Students are ***strongly encouraged*** to use RefWorks reference management software throughout the development of their proposal and writing of their final project. RefWorks is available free through the TCNJ library site. There is a tutorial on the library site as well. This software will facilitate your use of APA and other referencing styles and will allow you to easily modify your references from one style to another (e.g., from APA to American Medical Association [AMA]).

Required Computer Capabilities and Abilities: (Resources may be accessed from TCNJ computer labs if you do not have a computer and internet access at home). Please ask for help early in the semester if you anticipate difficulty with any of the following tasks.

1. Internet access
2. Adobe Acrobat Reader
3. A TCNJ email account. Please check it at least twice a week. Faculty will contact students through this email address.
4. Ability to access the class SOCS website using their TCNJ user name and password.
5. Ability to download and print documents from SOCS, including those that require an Adobe Acrobat Reader.
6. Ability to upload papers and assignments onto SOCS.

Course Policies*:*

Students are responsible for adhering to all course, school, and college policies. Failure to adhere to policies may result in a grade decrease or in a course failure at the discretion of the course faculty.

Policies Regarding Examinations and Assignments:

It is expected that students seeking graduate degrees are able to manage their various academic and personal workloads. Students who are having difficulty integrating their academic work and their personal life are urged to withdraw from the course and/or the program and return when they are better able to focus on their academic work. Late submission of assignments is discouraged and points are deducted as follows:

Assignments:

Due dates for assignments are indicated on the course outline. Students are expected to act in a professional manner and hand in papers and other assignments by the due date. **Points will be automatically deducted for lateness for the final paper submission as follows this includes requests for extensions of 1 week.** Weekends and holidays are counted as days in calculating lateness:

- Assignment 1-3 days late – 10 points deducted.
- Assignment 4-7 days late – 10 points deducted + 5 additional points deducted per day
- Assignments > 7 days – "0" grade given for assignment/paper

Exams: There are no examinations in this course.

Questions regarding grades for assignments must be raised within 7 working days after paper is returned to student or the student forfeits the right to question the grade.

Requests to reschedule assignments due to medical or other emergencies:

It is understood that students occasionally encounter urgent or emergent situations that make completion of assignments or attendance at class impossible. If a student feels that such a situation exists, they must notify the course faculty and/or the faculty mentor as soon as

possible. Students may be expected to provide documentation of the reason for rescheduling assignments in the form of a note from a healthcare or other relevant professional. **The course faculty reserves the right to refuse any last-minute rescheduling requests, if sufficient evidence of an urgent or emergent situation is not presented.** Students must notify the faculty mentor in person or by talking to the faculty mentor on the phone. If the faculty mentor cannot be located in a timely manner, the student should call 609 771 2592 and notify School of Nursing office personnel of the emergency situation. Email communication and messages left on a faculty mentor's phone are not considered adequate notice.

Requests to reschedule final paper submission assignments due to medical or other life altering emergencies:

The only exceptions are documented illnesses or emergencies and must be made in writing and submitted to the MSN Curriculum Committee and Course Faculty for consideration.

Electronic Devices*:*

Students are asked to turn off and put away all electronic devices upon entering class. Electronic devices (e.g. cell phones, tape recorders, pagers, electronic tablets, and computers) may not be used for any purpose in this class unless the faculty authorizes their use as part of a specific assignment. Students who are using any electronic device in the classroom for unauthorized use will be asked to leave their device with the faculty member until the end of the class period.

Attendance:

Students are expected to attend all four on-campus classes and contribute to discussions and other activities as noted on the course outline. Though grades are not based directly on attendance, they are based in part on course and classroom participation. When absences are unavoidable, please notify the course faculty and/or faculty mentor beforehand. For long absences (more than two consecutive classes), students must also consult the MSN Curriculum Committee Coordinator and Dean of their academic school. Absence from class does not release the student from didactic or practical assignments. Vacations and attendance at professional meetings and conferences are not excusable absences. A note from a healthcare provider (or other appropriate professional) that documents the reason for class absence may be requested by the faculty mentor or course faculty.

Promptness and Courtesy:

Students are expected to be present and ready to participate in class at the scheduled start time. Students who arrive late to class distract their peers and jeopardize their own educational experience and that of their peers. Points may be taken off the class participation grade for arriving later or for leaving and entering while class is in session.

Preparation for and participation in class discussions and activities:

This course relies heavily on student participation in the form of participation in seminar discussions and peer review activities. Students are expected to attend seminars as scheduled

and to be prepared to discuss/present their work as requested. Peer reviews are an integral part of this course. Students are expected to review work of peers and provide substantive constructive feedback. Students are expected to maintain a strict time schedule regarding preparation of proposals, drafts, and final products.

Independent Research, Writing and other Project Activities:

This course consists of scheduled faculty mentor/reader-student meetings, 4 on-campus class meetings and independent work. Meetings will be scheduled for "checking in" on student progress and for peer review activities. **All students are expected to attend all scheduled class and/or mentor/reader meetings**. Independent work is an integral part of this course. Students are expected to progress on their own to complete their project activities including final data collection and analysis, and preparation of required project drafts and the final project paper.

Course Faculty and Faculty Reader/Mentor-Student Meetings/Conferences:

Course Faculty is happy to meet with students to discuss ideas, concerns or questions about the course material or individual progress in the course. Students are welcome to stop by during office hours or make an appointment.

Students are highly encouraged to keep their assigned Faculty Mentors abreast of progress related to project implementation and writing of the final report. Students should schedule individual appointments with Faculty Mentors/Readers <u>outside of scheduled class time</u> as noted on the course outline in advance via email to ensure availability.

Writing Standards:

<u>Students are expected to write in a manner that is scholarly and consistently demonstrates a graduate level of ability in writing.</u> Writing must be clear, understandable, and free from grammatical and structural errors. The Publication Manual of the American Psychological Association (6th ed.) should be consulted for standards. Other texts on writing standards and styles are suggested in the recommended reading list. Students may also be referred to seek consultation with the writing center at TCNJ.

Academic Honesty:

All students are expected to adhere to standards of academic honesty in their study at the College. The College of New Jersey defines academic dishonesty and provides examples of violations on the college website at http://www.tcnj.edu/~academic/policy/integrity.html (Accessed 1/5/2013). The following is an excerpt from TCNJ's Academic Integrity Policy. Please see the above website for further information and the full Academic Integrity Policy.

The College of New Jersey is a community of scholars and learners who respect and believe in academic integrity. This integrity is violated when someone engages in any of the dishonest behavior described below.

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his/her own, work which has not been done by him/her or to

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give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

NOTE: The Capstone Project demonstrates the students' ability to synthesize and apply knowledge learned throughout their academic program and to show their ability to present work in a scholarly manner. Plagiarism in the Capstone Paper/Project will not be tolerated under any circumstances. Student papers will be evaluated for academic honesty by at least one of the following means:

1. Electronic plagiarism checker (via CANVAS)
2. Faculty review. Faculty may request copies of any/all reference material to assist with this process

Students are advised to pre-screen their papers using the electronic plagiarism checker. Pre-screening your papers and then rewriting any questionable areas is a good way to help you learn to avoid inadvertent/unintentional plagiarism.

Guidelines for Papers:

- APA Style Requirements for Papers: APA Style format is required for all papers unless the student is writing an article for publication and the journal requires a different format. The student is responsible for informing the faculty mentor of the journal and its style.
  - Note: Additional information can be found on the following American Psychological Association web pages:
    - http://www.apastyle.org/
    - Electronic Media Spelling Guide: http://apastyle.apa.org/spelling.html
- All writing must reflect graduate level work. Correct grammar, sentence structure and spelling are essential. Logical and coherent development of your thoughts and arguments is expected.
- Drafts may be printed on both the front and back of the pages. Final submissions must be printed on one side of paper only. See the Capstone Project Guidelines which will be distributed and reviewed in class for submission requirements.
- **All parts of all drafts and papers, including tables, forms, letters, permissions documents, illustrations and appendices, must be submitted in a single file.** Use a scanner if you need to import documents from other sources!
- **All papers and reports must be submitted in both electronic and paper forms by midnight on the date they are due.** Proposals should be stapled in the upper left hand corner or a binder clip may be used. If a binder clip is used, the paper should be submitted in a manila envelope. *No plastic report covers should be used. A Capstone Project submitted without appropriate fastener will be awarded an F grade.*
- Use of primary and tertiary sources is expected. In general, secondary sources SHOULD NOT be used. There may be occasional exceptions. If you feel you must include material found in a secondary source, discuss this with the course faculty prior to submitting the draft or paper. Students will be expected to provide adequate justification for using secondary sources.

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- References should focus on recent (within the last five years) _scholarly_ publications. Use of reference materials older than 5 years may be allowed where relevant but use must be justified in the paper. If you feel you must use material older than 5 years, discuss this with the faculty mentor prior to submitting the draft or paper. Students will be expected to provide adequate justification for using older references.

Examples of scholarly publications include:

- Peer-reviewed reports of original research
- Evidence-based practice protocols/guidelines developed by authoritative sources
- Reference materials found on the Internet may be used, but must be from non-commercial, authoritative and verifiable sources.
- Textbooks may _NOT_ be used!

Manuals are not acceptable as references, nor are published "pocket guides," "practice manuals" or compilations of practice guidelines marketed for profit. If you have questions about the appropriateness of a reference, check with the faculty prior to using that reference.

- Standard medical abbreviations may be used, where applicable, in papers. However, be sure to define your abbreviations the first time you use them in a paper. Acceptable medical abbreviations are found in the appendix of any _Taber's Medical Dictionary_. You should use a citation and reference for any medical abbreviation you use.
- _Independent work is expected of each student._

Reviewed and revised skb 1/2018

Appendix 5. Sample Syllabus NURS 705

The College of New Jersey Department of Nursing:

NURS 705 Capstone Project **0 credits**

Prerequisite: Completion of NURS 694

Once the candidate has successfully passed the Capstone Seminar they will register for the Capstone Project and receive a PASS for the grade. This indicator is registered for in the last session. This is an indicator that the capstone project has successfully been accomplished.

Semester: Summer

Faculty:

For students completing/graduating in Summer (year)date: **Date to hand in final manuscript of Capstone Project is the third Tuesday in July.** Please see the materials handed out in NURS 694 for format.

In addition to handing in your final written and bound report, all students must create a professional poster describing their capstone work and present that poster at the Capstone Poster Presentation Session. The **Capstone Poster Presentation is the third Tuesday in July, 5-7 pm (please arrive to set up at 4:45 pm) Participation is mandatory.** The poster will include final outcomes, discussion and implications for advanced EBP. Posters should include text and images as needed to convey the concepts and key points of project. Students with August or December graduation date must present at this session.

Tips for designing your poster:
- Your poster should be 3 feet X 5 feet in size (in Landscape format).
- Be created using PowerPoint software, printed as a single document (one large sheet). Laminate it if you wish. If you don't laminate be sure you have something to cover it if it is raining on a day you present it. (Posters ruined by a summer rainstorm will not be given a passing grade. And yes, this has happened in the past!)
- *No "cut and paste" posters on poster board or trifold boards will be accepted.*
- The poster should be readable from about 6 feet away.
- Use larger fonts for the title and your name than for the rest of the poster.
- Do not try to cram too much on the poster. Remember you are just summarizing your project here.
- Print in colors that are attractive and that make it easy for the reader to view the content of the poster.
- Include tables, graphs, pictures and/or diagrams as appropriate
- Present information in a logical flow from left to right and top to bottom.
- Include information pertinent to all aspects of your Capstone Project including:
1. Title of poster/project
2. Author name and credentials
3. Background (i.e. problem, effect on population, effect on practice)

4. Scientific literature supporting your project. (Brief synopsis of the evidence supporting your project; brief description of the clinical guideline, etc.)
5. Brief description of EBN intervention
6. Outcomes of intervention

Printing your Poster:
You may print (and laminate) your poster anywhere you want, however the TCNJ Instructional Technology Center provides this service relatively inexpensively. Check their website for summer hours, costs, etc. http://its.pages.tcnj.edu/ Make sure you plan ahead so you have ample time to get the poster ready!

Presentation Day:
Submit your finalized ppt version of poster, reference list and abstract electronically to CANVAS the day prior to the poster presentation by 5:00 pm.

Grading: The poster presentation grade is Pass/Fail. The poster and your poster presentation will be evaluated according to the following criteria as either **Satisfactory** or **Unsatisfactory.** Failure to meet any of the criteria is grounds for receiving a failing grade on the poster/poster presentation and failure in this course.

Criteria

a. Accuracy and Relevance of Content

b. Poster Style (Overall attractiveness-colors, balance, illustrations)
c. Layout (Clarity, readability, position and spacing of content)
d. Organization of content (i.e. does the poster convey all the important and necessary information about your project?)
e. Knowledge of topic is evident and is presented clearly.
f. Presenter is dressed/looks professional and presents in a professional manner.
g. Reference list, abstract, other handouts (as required at the presentation) are uploaded to CANVAS on time
h. Format (spelling, grammar, etc.)