

SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
Uvalde, TX
RN To BSN Program

COURSE TITLE: NURS 3307 ROLE OF EVIDENCE-BASED PROFESSIONAL NURSING PRACTICE

COURSE NUMBER: NURS 3307

CREDIT HOURS: 3 Semester Credit Hours

Concepts of evidence-based nursing practice are applied to selected clinical situations. Care of aging patients and patient safety issues are included. Meeting individual patient needs with evidence-based methods in multidisciplinary situations is the focus.

This course introduces theories of evidence-based practice in the development of nursing knowledge and practice. Emphasis is on the critical appraisal of published research and translating findings to clinical practice. Assistance is provided regarding the process that is utilized to apply evidence-based practice to individual patient care. Evidence-based practice guides the planning and implementation component of the nursing process following a comprehensive patient assessment.

FACULTY INFORMATION:

NAME: Rosa I. Perez, MSN, APRN, FNP-BC

CONTACT INFORMATION:

OFFICE HOURS: 6:00- 7:00 PM, Monday & Wednesday

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OBJECTIVES: Each student enrolled in this course will be expected to meet course objectives that are presented within the framework of Disseminated Essentials Competencies of graduates from Texas Nursing Programs and the BSN Essentials.

At the end of the course, the student will be able to:

1. Explain the significance of nursing research and evidence-based practice to nursing practice.
2. Differentiate between quantitative and qualitative evidence that provides the basis for patient concerns, choices, and clinical judgment.
3. Identify theories, models, and strategies for evidence-based practice.
4. Select an evidence-based theory to provide the basis for teaching evidence-based practice to nurses.
5. Utilize evidence-based evidence to guide best practice.
6. Utilize evidence-based guidelines and tools for improving nursing practice across the life span.

REQUIRED RESOURCES:

1. Melnyx, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health.
2. Goodshall, M. (2010). *Fast Facts for Evidence- Based Practice*. Springer Publishing Company.

RECOMMENDED RESOURCES:

1. Sidani, S. & Braden, C.J (1999, January). Evaluating Nursing Interventions. A Theory-driven Approach. *Journal of Advanced Nursing*, 29 (1), 267.

FACULTY BIOGRAPHY: Rosa I. Perez, MSN, APRN, FNP- BC. I earned my BSN degree in 2004 from Texas A&M International University, worked at Fort Duncan Regional Medical Center in the Operating Room. Worked all areas of the OR: Pre-op, PACU, Circulator Nurse, and ultimately became the OR Director. In 2012 earned my MSN degree from Texas A&M International University and became a Family Nurse Practitioner. Practiced Primary Care at United Medical Center until May 2014, when I opened the doors of my private practice to my community. I am currently practicing Primary Care as an independent provider. I have been helping the ADN program at Southwest Texas Junior College since 2013 with Skills/ Health Assessment.

COURSE EXPECTATIONS:

Learning activities for this course are divided into 16 modules which contain objectives and directions that will lead to understanding the role that evidence-based practice plays in the development of the art of nursing. Since this is an on-line, hybrid course, assignments included in each module will be synchronous and/or asynchronous, conducted and completed within a seven day period. Each student is required to plan required time to read, research, write out specific learning activities, and prepare assignments designated in each module. A synchronous, scheduled time will be designated by students and faculty to discuss questions and issues related to module assignments. The secreted to success in this course is to come to discussion groups, synchronous or asynchronous, prepared to debate and critique topics delineated in each module. Faculty will serve as the moderator or assign a student to lead the discussion group. Relevant power points will be placed in folders in Blackboard.

During the first week of class, each student must submit a snap-shot, picture of themselves with a brief personal and professional biography. This information will include highlights from each student that have led to the direction being taken to obtain their education.

COURSE EVALUATION:

Beginning the third week of the semester, a discussion board format will be designed to replace the traditional classroom. Blackboard 9 will be utilized to communicate all on-line activities including e-mails. Either “blue-jeans” or Bb Collaboration will be utilized for synchronous meetings. A rubric is attached that will be implemented to evaluate contributions and participation in discussion board postings, either on-line or synchronous. Learning on an on-line course requires enhanced initiative on the part of the student to read, research, question, debate, and subsequently learn valuable professional information. Missed course work, class participation grades, written documents or presentations will result in the student receiving a zero for the assignment. It is expected that students will request assistance to understand whatever is unclear; thus, taking an important step in assuming responsibility for individual learning.

Participation and Discussion Board:

- Student responses to discussion questions and activities must be substantive, that is, thoughtful and analytical.
- Student will post your responses in the DQ threads. Responses to each question should be at least 150-200 words.
- Students are required to respond to all discussion questions. Students need to respond to at least two posting for each chapter’s discussion question.
- An unsatisfactory assignment is one that does not exhibit analysis of the issue, does not answer the question completely, or shows sparse evidence of introspection or application.
- Participation in assigned online discussions of course content is expected as topics are introduced and as applied to assigned readings.
- Each discussion question posted will be assigned a date by which the student must respond. If a student is unable to fulfill this requirement for any reason, he/she should notify the instructor prior to the class and make alternative arrangements.
- The aim is to encourage interaction among students and faculty, not simply to present information.
- The student will not be expected to strictly follow APA guidelines for online submissions. However, the student is held to academic standards of writing style and the use of proper grammar, punctuation and spelling.
- The discussion board will be evaluated each week. The final grade for class participation will be dependent on the level at which the student generally participates throughout the semester.

LEARNING MODULES:

Week 1-August 24-29, 2015

Module 1-Why Evidence-Based Practice (EBP)?

Objectives: Following activities in this module, students will be able to:

1. Define EBP.
2. Identify the components of EBP.
3. Follow the five steps of EPB.
4. Discuss the obstacles and barriers to EBP.

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nurisng & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 1).

Goodshall, M. (2010). *Fast Facts for Evidence- Based Practice*. Springer Publishing Company. (Chapter1).

Discussion Questions:

1. What is the rating system for the Hierarchy of Evidence?
2. How can one overcome barriers to EBP?

Week 2 – August 31 – September 4, 2015

Module 2 – Asking Compelling Clinical Questions

Objectives: Following activities in this module, students will be able to:

1. Identify the background and foreground questions of EBP.
2. Identify and discuss PICO: Components

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nurisng & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 2).

Goodshall, M. (2010). *Fast Facts for Evidence- Based Practice*. Springer Publishing Company. (Chapter 2, Chapter 9).

Discussion Questions:

1. Elaborate on all the components under PICO method.
2. Explain the difference between a background question and a foreground question?

Week 3 – September 7 – September 12, 2015

OFF- Holiday

Week 4 – September 14 – September 19, 2015

Module 3- Finding Relevant Evidence

Module 4 – Critically Appraising Quantitative and Qualitative Evidence

Objectives: Following activities in this module, students will be able to:

1. Identify sources of evidence.
2. Identify the right databases/ resources to use for EBP
3. Identify validity, reliability, and applicability in studies related to EBP.

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nurisng & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 3, Chapters 5-6).

Goodshall, M. (2010). *Fast Facts for Evidence- Based Practice*. Springer Publishing Company. (Chapter 4-6).

Discussion Questions:

1. Name two searchable databases and give descriptions of each.
2. How do you critically appraise the strength of evidence produced through qualitative research?
3. What are some of the issues surrounding the use of evaluations criteria that, if not understood, could lead to their misuse in the appraisal of studies?

Week 5 – September 21 – September 26, 2015

Module 5 – Integration of Patient Preferences and Values

Objectives: Following activities in this module, students will be able to:

1. Define the framework evidentialism
2. What are the major differences between the central themes of evidentialism and the assumptions in evidentialism?

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nurisng & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 7).

Discussion Questions:

1. Why is it important the engaging of patients and families in the decision- making process?
2. How does the PCORI conducts research to provide information about the best available evidence to help patients and their healthcare providers make more informed decisions?

Week 6 – September 28 – October 3, 2015

Module 6 – Using Models and Strategies for EBP

Objectives: Following activities in this module, students will be able to:

1. Identify different models of evidence-EBP and research utilization.
2. Identify the tools needed for improving EBP.

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nurisng & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 8-9).

Discussion Questions:

1. What is the difference between research utilization and EBP?
2. What 3 questions must be considered on finding the right guideline?

Discuss Paper #1: Select a theory of EBP that will guide a teaching project: to be due on week 7.

Week 7 – October 5 – October 10, 2015

Module 7 – Teaching Evidence- Based Practice

Objectives: Following activities in this module, students will be able to:

1. Identify different models for teaching EBP.
2. Identify the PARIHS Elements

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nurisng & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 13).

Assignment: Theory Paper Due – Select a theory of EBP that will guide a teaching project.

Discussion Questions:

1. What are the eight models that were created to facilitate integration of EBP for change improvement?
2. What are the principles of synthesis?

Week 8 – October 12 – October 17, 2015

Module 8 – Generating Evidence Through Quantitative Research & Qualitative Research

Objectives: Following activities in this module, students will be able to:

1. Identify the elements of a Clinical Study.
2. Identify the steps in designing a Quantitative Clinical Study.
3. Define Qualitative Research.

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 19-20).

Discussion Questions:

1. What are the major factors to consider when designing a Quantitative Study?
2. What are the Quantitative descriptive designs?

Week 9 – October 19 – October 24, 2015

Module 9 – Generating Evidence Through Outcomes Management

Objectives: Following activities in this module, students will be able to:

1. Identify the different models of outcome management.
2. Identify the key components of effective outcomes management models.

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 10).

Discussion Questions:

1. What are the Sources of Internal Evidence?
2. What are the phases of the outcomes management model?

Week 10 – October 26 – October 31, 2015

Module 10 – Writing a successful grant proposal to fund research and outcomes management projects/ Disseminating Evidence.

Objectives: Following activities in this module, students will be able to:

1. Identify strategies for writing and funding grant proposals.
2. Identify typical components of a grant application.

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 21).

Goodshall, M. (2010). *Fast Facts for Evidence- Based Practice*. Springer Publishing Company. (Chapter 8).

Discussion Questions:

1. What are the five critical qualities that the writer must possess, when embarking on the road to writing a successful grant proposal?
2. What are the major pitfalls of grant proposals?

Week 11 – November 2 – November 7, 2015

Module 11 – Teaching Evidence- Based Practice in Academic Settings and in Clinical Settings

Objectives: Following activities in this module, students will be able to:

1. Identify the hierarchy of teaching and learning activities.
2. Identify an outline for an EBP program.

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 15-16).

Discussion Questions:

1. What are the qualities for EBP teachers and learners?
2. What are the barriers for teaching/ enhancing EBP in academic settings?
3. What are the essential resources for teaching evidence- based practice.

Week 12 – November 9 – November 14, 2015

Module 12 – Ethical Considerations for Evidence Implementation and Evidence Generation

Objectives: Following activities in this module, students will be able to:

1. Identify two ethical exemplars.
2. Identify the ethical principles as applied to research, and EBP

Required Readings:

Melnix, B., Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice*. Wolters Kluwer Health. (Chapter 22).

Discussion Questions:

1. Is informed consent necessary?
2. What are the ethical principles of the Universal Declaration on Bioethics and Human Rights?

Discuss/ explain the group case studies and form the groups

For learning activities in the following weeks, please form groups of 3 to work together to establish plans for the case studies that reflect EBP

Week 13 – November 16 – November 21, 2015

Module 13 – Presenting Evidence Based Practice Articles

Objectives: Following activities in this module, students will be able to:

1. Demonstrate the ability to present an EBP document.

Required Readings: None

Assignment: Group Case Study Due: Present an Evidence Based Practice article in the Medical- Surgical field. Articles can focus on medications, treatments, bedside procedures, etc.

Discussion Questions: None

Week 14 – November 23 – November 28, 2015

Module 14 – Presenting Evidence Based Practice Articles

Objectives: Following activities in this module, students will be able to

1. Demonstrate the ability to present an EBP document.

Required Readings: None

Assignment: Group Case Study: Present an Evidence Based Practice article in the Pediatric field. Articles can focus on medications, treatments, bedside procedures, etc.

Discuss and explain Paper # 2, Develop a teaching project that can be used in each student's population/ practice.

Discussion Questions: None

Week 15 – November 30 – December 5, 2015

Module 15 – Presenting Evidence Based Practice Articles

Objectives: Following activities in this module, students will be able to

1. Demonstrate the ability to present an EBP document.

Required Readings: None

Assignment: Group Case Study: Present an Evidence Based Practice article in the OB field. Articles can focus on medications, treatments, bedside procedures, etc.

Discussion Questions: None

Week 16 – December 7 – December 11, 2015

Module 16 – Final

Objectives: Following activities in this module, students will be able to

1. Compile all the data and formulate an individualized teaching plan to meet each student's patient population.

Required Readings: None

Assignment: Teaching Project Due – Develop a teaching project that can be used in each student's population/practice area.

Discussion Questions: None

EXPLANATION OF FINAL GRADE:

The final grade for this course will follow the University grading scale:

A=90-100

B=80-99

C=75-79

D=69-74

F=69 or Below

The above percentages will be calculated from points that are achieved from rubrics related to the following learning activities:

Participation in Discussion Board	30%	
Completion of Module Activities	20%	
Theory Based Teaching Plan for Evidence-based Practice		20%
Case Studies Utilizing Evidence-based Practice	<u>30%</u>	
Total	100%	

ACADEMIC HONESTY POLICY:

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.

3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT:

Any student with a documented disability needing academic adjustments is requested to speak directly to the Counseling Department as early in the semester (preferably within the first week) as possible. All discussions will remain confidential.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays, but computers are available at the Southwest Texas Junior College and Sul Ross State University Rio Grande College libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

COURSE CONTENT LINKAGE WITH STATE AND NATIONAL GUIDELINES:

1. Applicable Differentiated Essential Competencies (DEC's) in this course
 2. Applicable Baccalaureate Essentials in this course.
 3. Applicable QSEN Knowledge, Skills and Attitudes (KSA's) in this course.
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