



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3307 – ROLE OF EVIDENCE BASED PROFESSIONAL NURSING PRACTICE
Fall 2021

SEMESTER HOURS: Three (3)

CONTACT HOURS:

CLINICAL HOURS: N/A

PREREQUISITES: Admission to the RN to BSN Completion Program

COURSE DESCRIPTION:

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: Angelica Martinez, MSN, APRN, FNP-C

Office Hours: 6:00- 7:00 PM, Monday & Wednesday

Phone Number: (830) 968-7894

University E-mail: Angelica.Martinez@sulross.edu

STUDENT LEARNING OUTCOMES:

Each student enrolled in the course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Disseminated Essential Competencies of Graduates from Texas Nursing programs (DEC's), the American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials), and the Quality and Safety Education for Nurses (QSEN) Knowledge, Skills and Attitudes (KSA's) in this course.

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. (DEC's I-B5e; II-A1a; II-A3a; II-A4; II-B8; IV-B2c) (BSN Essentials I-4; III-1) (QSEN EBP-1a)
2. Differentiate between quantitative and qualitative evidence that provides the basis for patient concerns, choices, and clinical judgment. (DEC's II-B1a; III-F2a; III-F6a; III-F1c) (BSN Essentials III-6)
3. Identify theories, models, and strategies for evidence-based practice. (DEC's I-B-1,1f; II-B1b; IIC3a) (BSN Essentials III-7)
4. Select an evidence-based theory to provide the basis for teaching evidence-based practice to nurses. (DEC's II-A2b; III-C1; IV-D1) (BSN Essentials III-9)
5. Utilize evidence-based evidence to guide best practice. (DEC's II-A3c; II-A1; II-B11; II-C3a; III-D5; IV-A3) (BSN Essentials III-1; III-2) (QSEN EBP-1, a, b, c; EBP-2)
6. Utilize evidence-based guidelines and tools for improving nursing practice across the life span. (DEC's II-B2; II-B3c; II-C2a; III-E2; III-E5b; IV-D4) (BSN Essentials III-8; III-9; IX-8) (EBP-1 a, b, c;)

REQUIRED TEXT:

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 TEXT:

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



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COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

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 secret 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.

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. 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.

Class, Discussion Board & Online Seminar Participation:

Students will participate in online collaborative activities that explore the role of evidence-based professional practice. Students are expected to participate in weekly discussion board providing at least two (2) substantial comments each week. Student responses to discussion questions and activities must be substantive, that is, thoughtful and analytical and be at least 150 words.

Theory Based Module Activities:

Students will be divided into groups to work together on an assigned model that helps to understand, organize, implement and utilize research evidence in the clinical setting.

Theory Based Teaching Plan for Evidence-based Practice:

Students will identify and describe a clinical practice problem then develop a teaching project that can be used in each student's population/practice area. A theoretical base for the proposed EBP teaching project will be provided along with the process for its implementation.

Case Studies Utilizing Evidence-Based Practice:

Students will work in groups to develop a case study for each of the following medical fields: Medical-Surgical; Pediatrics; and Obstetrics. They will have the opportunity to apply and integrate knowledge from EBP research analysis from various medical fields, pertaining to patient, family, medication, treatment, and/or a population clinical problem.

COURSE EXPECTATIONS:

Orientation to Course:

Onsite Saturday, **TBD**, Uvalde Campus

Onsite orientation provides students with instruction on how to manage on line learning and to address questions concerning the course and course requirements.



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Faculty and Student Picture and Biography:

Faculty will submit a picture and summary of their educational and professional experiences that prepared them to teach in respective courses to be posted online.

During the first week of class, each student must submit a snap-shot of picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN degree.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize their time, learning goals, work schedules and family arrangements to fully participate in the course and assignment activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course E-mail** – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not available, mobile phone or texting between the hours of 9 am and 6 pm if possible.
- **Assignments** – Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- **Writing and use of APA format** – All written assignments and discussion board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty.
<http://owl.english.purdue.edu/owl/resource/560/01>

USE OF TECHNOLOGY:

If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately.

- Contact the 24-7 Help Desk at: 1-888-837-2882.
- Uvalde OIT Department: 830-279-3045
- Eagle Pass OIT Department: 830-758-5010
- Del Rio OIT Department: 830-703-4818

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.



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- An online course requires participation in all areas for accurate evaluation of performance including responding the faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, e-mail, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

RULES OF NETIQUETTE:

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It will apply primarily to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
3. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
 - a. Use a meaningful title in the Subject line. For e-mail, include course number.
 - b. Use the person’s name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.
4. Do not post anything too personal as all students in the class and your instructor will see what you write and the University archives all course materials;
5. Be courteous and respectful to students and faculty in the course.
 - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view as it will be read by others;
 - b. Be careful with the tones of what you are communicating, sarcasm and subtle humor; one person’s joke may be another person’s insults;
 - c. Do not use all caps in the message box (it is considered shouting);
 - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
7. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
8. When posting a response, make sure you clarify the post to which you are responding.
9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
11. Try not to lurk, meaning you are just reading and not participating.
12. Quality of online communications/postings is important
 - a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author’s name, year, and the work from which the quotation is taken. If you paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
 - b. If the posting is going to be long, use paragraphs;
 - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;
 - d. Just as you would proofread a formal paper, before posting;



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- i. Read what you have written for content;
 - ii. Rethink what you have written for tone;
 - iii. Reread what you have written for organization and coherence; and
 - iv. Revise what you have written for grammar, punctuation and mechanics.
 - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
13. Don't send large files as someone in your class may have a relatively slow internet connection and be sure to check for viruses when sending files.
 14. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students of faculty by e-mail, phone, or text.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.
2. **Summary of Measures for Evaluations:**
 The course grade is based on Discussion Board participation, completion of module activities, a theory-based teaching plan, and case studies utilizing evidence-based practice.

<u>Course Requirements</u>	<u>Percentage</u>
1. Participation in Discussion Board	30%
2. Theory Based Module Activity	20%
3. Theory Based Teaching Plan for EBP	20 %
4. <u>Case Studies Utilizing EBP</u>	<u>30%</u>
Total points	100

3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale

A = 90 – 100
B = 80 – 89
C = 75 – 79
D = 70 – 74
F = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS:

Online testing/Assessments: When assigned, examinations will be given via the use of Proctor Free. Instructions will be provided at the time of the examination.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between the faculty and student. Should scheduling conflicts and/or family



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emergencies arise, students should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Late assignments, class participation grades, written documents or presentations will result in the student receiving a zero for the assignment. It is expected that the student will request assistance to understand whatever is unclear; thus, taking an important step in assuming responsibility for individual learning. Should scheduling conflicts and/or family emergencies arise, student should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up assignments can be arranged without penalty.



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COURSE SCHEDULE:(This schedule is subject to change by faculty.)

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Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 1-	Module 1. Why Evidence-Based Practice (EBP)? Module 2. Asking Compelling Clinical Questions 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. 5. Identify the background and foreground questions of EBP. 6. Identify and discuss PICO: Components	Melnyx, B., Fineout-Overholt, E. (2015). Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 1, 2). Goodshall, M. (2010). Fast Facts for Evidence-Based Practice. Springer Publishing Company. (Chapter 1, 2, 9).	Discussion Questions: 1. What is the rating system for the Hierarchy of Evidence? 2. How can one overcome barriers to EBP? 3. Elaborate on all the components under PICO method. 4. Explain the difference between a background question and a foreground question?
Week 2-	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.	Melnyx, B., Fineout-Overholt, E. (2015). Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 3,5,6). 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 produces 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 3-	Module 5 Integration of Patient Preferences and Values Module 6 Using Models and Strategies for EBP 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?	Melnyx, B., Fineout-Overholt, E. (2015). Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 7, 8, 9).	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



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	<p>3. Identify different models of evidence-EBP and research utilization.</p> <p>4. Identify the tools needed for improving EBP.</p>		<p>make more informed decisions?</p> <p>3. What is the difference between research utilization and EBP?</p> <p>4. What 3 questions must be considered on finding the right guideline?</p> <p>Discuss Paper #1: Select a theory of EBP that will guide a teaching project: due on week 4.</p>
Week 4-	<p>Module 7 – Teaching Evidence Based Practice Module 8 – Generating Evidence Through Research & Qualitative Research</p> <p>Objectives: Following activities in this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify different models for teaching EBP. 2. Identify the PARIHS Elements. 3. Identify the elements of a Clinical Study. 4. Identify the steps in designing a Quantitative Clinical Study. 5. Define Qualitative Research. 	<p>Melnyx, B., Fineout-Overholt, E. (2015). Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 13, 19, 20).</p>	<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are the eight models that were created to facilitate integration of EBP for change? 2. What are the principles of synthesis? 3. What are the major factors to consider when designing a Quantitative Study? 4. What are the Quantitative descriptive designs?
Week 5-	<p>Module 9 – Generating Evidence Through Outcome Management Module 10 – Writing a successful grant proposal to fund research and outcomes management projects/Disseminating Evidence.</p> <p>Objectives: Following activities in this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the different models of outcome management. 2. Identify the key components of effective outcomes management models. 3. Identify strategies for writing and funding a grant proposal. 4. Identify typical components of a grant application. 	<p>Melnyx, B., Fineout-Overholt, E. (2015). Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 10, 21).</p> <p>Goodshall, M. (2010). Fast Facts for Evidence-Based Practice. Springer Publishing Company. (Chapter 8).</p>	<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are the Sources of Internal Evidence? 2. What are the phases of the outcomes management model? 3. What are the five critical qualities that the writer must possess, when embarking on the road to writing a successful grant proposal? 4. What are the major pitfalls of grant proposals?
Week 6-	<p>Module 11– Teaching Evidence Based Practice in Academic Settings and in Clinical Settings</p>	<p>Melnyx, B., Fineout-Overholt, E. (2015). Evidence-Based</p>	<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are the qualities



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	<p>Module 12 – Ethical Considerations for Evidence Implementation and Evidence Generation</p> <p>Objectives: Following activities in this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the hierarchy of teaching and learning activities. 2. Identify an outline for an EBP Program. 3. Identify two ethical exemplars. 4. Identify the ethical principles as applied to research, and EBP. 	<p>Practice in Nursing & Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 15, 16, 22).</p>	<p>for EBP teachers and learners?</p> <ol style="list-style-type: none"> 2. What are the barriers for teaching/enhancing EBP in academic settings? 3. What are the essential resources for teaching evidence based practice? 4. Is informed consent necessary? 5. What are the ethical principles of the Universal Declaration on Bioethics and Human Rights? <p>Discuss/explain the group case studies and form groups</p> <p>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.</p>
<p>Week 7-</p>	<p>Module 13 & Module 14 – Presenting Evidence Based Practice Articles</p> <p>Objectives: Following activities in this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to present an EBP document. 	<p>None</p>	<p>Discussion Questions: None</p> <p>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.</p> <p>Assignment: Group Case Study: Present an Evidence Based Practice article in the Pediatric field. Articles can focus on medications, bedside procedures, etc.</p>



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			Discuss and explain Paper #2, Develop a teaching project that can be used in each student's population/practice.
Week - 8	<p>Module 15 – Presenting Evidence Based Practice Articles Module 16 - Final</p> <p>Objectives: Following activities in this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to present an EBP document. 2. Compile all the data and formulate an individualized teaching plan to meet each student's patient population. 	None	<p>Discussion Questions: None</p> <p>Assignment: Group Case Study: Present an Evidence Based Practice article in the OB field. Articles can focus on medications, treatments, bedside procedures, etc.</p> <p>Assignment: Teaching Project Due Develop a teaching project that can be used in each student's population/practice.</p>

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.



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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:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu

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 hour 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.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

GENERAL CAMPUS REGULATIONS AND CONDUCT:



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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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DISCUSSION BOARD RUBRIC

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<u>Content</u> Relevance of information in the posting to the assigned questions and demonstrates student learning.	Responds to discussion questions with a clear understanding of the focus of study in the module. Posting & responses meet all the requirements of the discussion instruction 25 Points	Responds to discussion questions but with minor confusion about the focus of study in the module. Posting & responses meet most of the requirements of the discussion instructions 20 Points	Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Or Provides some answers but fails to respond to discussion questions as directed in the Forum. Posting & responses meet some of the requirements of the discussion instructions 10 Points	The discussion questions are not answered Or Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions. 0 Points
<u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP. 15 Points	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG 10 Points	Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas. 5 Points	Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP. 0 Points
<u>Engagement</u> Engages in discussion through use of thoughtful replies to the postings of other students.	Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner. 20 Points	Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner. 10 Points	Gives a limited reply to peers in a respectful manner. 5 Points	No replies to any postings. &/ Or Replies are clearly disrespectful. 0 Points
<u>Citations/APA</u> Ideas are supported by proper citation and use of references following APA format.	Postings incorporate citations and references following APA format with only 1 error. 20 Points	Postings incorporate citations and references following APA format with no more than 2 errors. 15 Points	Postings incorporate citations and references following APA format with no more than 3 errors. 10 Points	Postings include three or more errors in APA format. 5 Points
<u>Literature/Evidence</u> Ideas are supported by student conducted research – outside the required course material.	Postings and replies are supported by more than <u>two</u> outside references in addition to required readings. 20 Points	Postings and replies are supported by <u>one</u> outside reference in addition to required readings. 10 Points	Postings and/or replies are <u>only</u> supported by required readings. 5 Points	Postings and replies are not supported by any evidence. 0 Points



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Evidence Based Practice Teaching Plan Grading Criteria:

Purpose: The purpose of this project is to provide the students with the opportunity to apply and integrate knowledge from previous coursework in the development and implementation of an evidence-based practice protocol (guidelines) in the student's clinical specialty area.

<u>Grading Criteria</u>	<u>Points Possible</u>	<u>Points Earned</u>
1. Identify and describe a clinical practice problem.	5	
2. Review and analyze a current research and clinical literature pertaining to the key issues of the clinical practice problem, including any published standards. Integration of this content should also be evident throughout the paper.	15	
3. Identify the need for development of an Evidence Based Practice Protocol/teaching project or implementation of an existing EBPP to address the clinical practice problem identified in your setting.	5	
4. Provide a theoretical base for the proposed EBP teaching project: physiological/ psychological/ pathophysiological, behavioral, developmental theories, etc.	5	
5. Describe/ Develop the EBP teaching project, and describe the process for its implementation in your practice setting.	30	
6. Identify ways in which the effectiveness of the EBP teaching plan will be evaluated and documented; identify outcomes.	10	
7. Describe the cost implications of the new EBP teaching project if any, and how will the implementation of this EBP teaching project be financed?	5	
8. Summarize the significance of this teaching project to the RN role, e.g., identify relevant specialty competencies.	10	
9. Use proper grammar, current APA format, correct spelling, logic progression of ideas.	10	
10. Provide 4 bibliographic references (not textbook or internet references).	5	
TOTAL POINTS	100	

COMMENTS:



Evidence Based Practice Case Study Grading Criteria:

Purpose: The purpose of this project is to provide the student with the opportunity to apply and integrate knowledge from EBP research analysis from various medical fields, pertaining to patient/ family/ medication/ treatment/ and/ or population clinical problem.

<u>Grading Criteria</u>	<u>Points Possible</u>	<u>Points Earned</u>
1. Provide an introduction to the case, members of the group, why it has been selected and key issues that the case will address.	5	
2. Present the case comprehensively, including: physical, psychological, social, developmental, family, and or community information, treatment, intervention, normal/ abnormal findings and values.	15	
3. Address the treatment/ intervention goals and identify outcomes and how they are measured (e.g. length of stay, cost, and specific clinical indicators.	10	
4. Review and analyze the research and clinical literature pertinent to the key issues of the case.	15	
5. Present the comprehensive treatment/ intervention plan with rationale and patient/ population responses.	10	
6. Provide a theoretical base for the proposed treatment/ intervention plan: (physiological/ psychological/ pathophysiology, behavioral, developmental theories, etc.	5	
7. Describe cost implications of treatment/ intervention plans. How was care/ program financed?	5	
8. Evaluate the treatment/ intervention plan in terms of effectiveness.	10	
9. Summarize the significance of this case to the RN role.	10	
10. Use proper grammar, current APA format, submission of minimum of 6 bibliographic references.	10	
11. Equal participation from all group members.	5	
TOTAL POINTS	100	

COMMENTS:



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Theory Based Module Activity Guidelines

Students will be divided into groups to work together on an assigned model that helps to understand, organize, implement and utilize research evidence in the clinical setting (The STAR Model, The Iowa model, The Sackett Model, the Stetler Model, ARCC, and Rosswurm&Larrabee Model). If you choose to develop a power point presentation, you can, but I will be happy with a written document that follows the grading guidelines that can be shared with the entire class via Blackboard.

The following criteria must be followed for the assignment after the theorist has been assigned by the faculty:

1. Prepare 3 learning objectives
2. Provide 6 bibliographic references (textbook and internet references will **NOT** be accepted)
3. One-page content outline, should guide the power point presentation of the evidence-based practice model.
4. Define evidence-based practice based on the assigned model
5. Identify and describe the components of evidence-based practice based on the assigned model
6. Identify sources of knowledge & triggers to change practice in the clinical setting.
7. Discuss why there is a need for evidence-based practice in our current health-care delivery system
8. Identify barriers to implementing evidence-based practice.
9. Discuss why this model might be the most realistic model to use in the hospital setting.
10. Discuss potential facilitators for evidence-based practice in a clinical setting.

Scheduled Meeting with Faculty: Students will be working on various aspects of the Evidence Based Practice Assignment throughout the course. See schedule for specific item due dates.

Each group must be prepared to present a synopsis in class if called upon by the faculty of record.



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RUBRIC FOR THEORY BASED MODULE ACTIVITY

Student Names _____

Model _____ Due Date _____

Criteria	Points	Points Earned
3 learning objectives		
6 bibliographic references (NOT textbook or internet references)	10	_____
Identify model		
Define & describe the evidence-based practice model	10	_____
What are the components of evidence-based practice based on the assigned model?	10	_____
Identify sources of knowledge & triggers to change practice	10	_____
Define the need for evidence-based practice in our current health-care delivery system	10	_____
Identify barriers to implementing evidence-based practice.	10	_____
Identify how realistic this model would be to utilize in the hospital setting.	10	_____
Identify potential facilitators for evidence-based practice in a clinical setting.	5	_____
Question & Answer session	5	_____
Assigned group	5	_____
*Working with faculty weekly progress (identify progress of project)	5	_____
Power Point Presentation (Each member must have contributed to the power point presentation)	10	_____
Total Points	100	_____