

SUL ROSS STATE UNIVERSITY  
RN TO BSN  
NURS 3307-ROLE OF EVIDENCE BASED PROFESSIONAL NURSING PRACTICE  
FALL 2024

**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:**

**Office Hours:**

**Phone Number:**

**University E-mail:**

**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. We will be using an Open Education Resource (OER) textbook. Each chapter is embedded in the corresponding weeks learning module. and embeded below. It is the The Art and Science of Evidence-Based Practice in Nursing 2.0 By Dr. Nancyruth Leibold

## **COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:**

### **LEARNING ACTIVITIES:**

Learning activities for this course are divided into 17 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.

#### **Quizzes:**

Students will complete a quiz for each module assigned. 3 attempts will be allowed.

#### **Midterm Project:**

Students will complete a midterm project that aims to develop your ability to create well-structured research questions using the PICOT format and to understand its application in evidence-based practice.

#### **Final Project:**

Students will complete an Evidence-based Practice Proposal.

### **COURSE EXPECTATIONS:**

#### **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**

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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.
- 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.

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**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;
    - 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.

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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	15%
2. Quizzes	20%
3. Midterm	25 %
4. <u>Final Project</u>	<u>40%</u>
<b>Total</b>	<b>100</b>

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. This course is a **PASS/FAIL**

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 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

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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-	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Evidence-Based Practice (EBP)</li> <li>• Adding your photo/Avatar to your BB profile</li> </ul>	Ch. 1 in OER textbook. <a href="https://www.softchalk.com/lesson/serve/Au0xZt1zQdV67O/html">https://www.softchalk.com/lesson/serve/Au0xZt1zQdV67O/html</a>	<ul style="list-style-type: none"> <li>🗨 Introduce Yourself Discussion Board Post</li> <li>📎 Proof of adding your photo/avatar to your Bb profile</li> <li>🔑 Chapter 1 Reading Quiz (you get 3 attempts MAX in the course but unlimited in the OER textbook)</li> </ul>
Week 2-	<ul style="list-style-type: none"> <li>• Components of a PICOT Question</li> <li>• Measures and Concepts</li> <li>• Writing a Literature Review</li> </ul>	Ch. 2, 3, & 4 in OER textbook.	<ul style="list-style-type: none"> <li>🗨 Discussion Board Post</li> <li>🔑 Chapter 2, 3, and 4 Reading Quiz (you get 3 attempts MAX the course but unlimited in the OER textbook)</li> </ul>
Week 3-	<ul style="list-style-type: none"> <li>• Research Ethics</li> <li>• The Quantitative Method and Designs in Nursing Research</li> <li>• The Qualitative Method in Nursing Research</li> </ul>	Ch. 5, 6, & 7 in OER textbook.	<ul style="list-style-type: none"> <li>🗨 Discussion Board Post</li> <li>🔑 Chapter 5, 6, and 7 Reading Quiz (you get 3 attempts MAX in the course but unlimited in the OER textbook)</li> </ul>
Week 4-	<ul style="list-style-type: none"> <li>• Data Collection, sampling, evidence</li> <li>• Midterm Project</li> </ul>	Ch. 8 in OER textbook.	<ul style="list-style-type: none"> <li>🔑 Chapter 8 Reading Quiz (you get 3 attempts MAX in the course but unlimited in the OER textbook)</li> <li>📎 Midterm Project</li> </ul>
Week 5-	<ul style="list-style-type: none"> <li>• Research Appraisal</li> <li>• Recommendations for EBP</li> <li>• Dissemination of EBP</li> </ul>	Ch. 9, 10, & 11 in OER textbook	<ul style="list-style-type: none"> <li>🗨 Discussion Board Post</li> <li>🔑 Chapter 9, 10, and 11 Reading Quiz (you get 3 attempts MAX in the course but unlimited in the OER textbook)</li> </ul>
Week 6-	<ul style="list-style-type: none"> <li>• Evidence to Practice and Change Theory</li> <li>• Holistic approaches to dissemination</li> <li>• Outcomes</li> </ul>	Ch. 12, 13, & 14 in OER Textbook	<ul style="list-style-type: none"> <li>🗨 Discussion Board Post</li> <li>🔑 Chapter 12, 13, and 14 Reading Quiz (you get 3 attempts MAX in the course but unlimited in the OER textbook)</li> </ul>
Week 7-	<ul style="list-style-type: none"> <li>• Evidence-Based Quality and Safety Improvement in Nursing</li> <li>• Reflections and EBP</li> <li>• Summary</li> </ul>	Ch. 15, 16, & 17	<ul style="list-style-type: none"> <li>🗨 Discussion Board Post</li> <li>🔑 Chapter 15, 16, and 17 Reading Quiz (you get 3 attempts MAX in the course but unlimited in the OER textbook)</li> </ul>
Week - 8	<ul style="list-style-type: none"> <li>• Final Project</li> </ul>	Review all previous chapters.	<ul style="list-style-type: none"> <li>📎 FINAL Project</li> <li>📎 Proof of taking the practice exam in the OER textbook</li> </ul>

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**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:**

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](mailto:kbiddick@sulross.edu)



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**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:**

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:**

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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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