**N5367 Evidence-Based Practice (Online)**

Spring 2015

**Instructor(s):** Deborah Behan, PhD, RN-BC

**Office Number:** Pickard Hall - 522

**Office Telephone Number:** (817) 272-4860 **Best way to contact me is by my cell phone given in class during orientation**

**Email Address:** [dbehan@uta.edu](mailto:dbehan@uta.edu)

**Faculty Profile:** https://www.uta.edu/mentis

**Office Hours:** Online in Blackboard; or by appointment.

**Section Information:** NURS 5367-001

**Time and Place of Class Meetings:** Blackboard can be accessed at http://elearn.uta.edu

There is one face-to-face meeting that occurs on campus. See the weekly schedule for the date, time, and location. The remainder of the course is online in Blackboard.

**Pre-Req: NURS 5327** Exploration of Science and Theories for Nursing and **NURS 5366** Principles of Research in Nursing

**Description of Course Content:** Preparation to lead evidence-based project, to interpret best evidence, to plan for change, to evaluate outcomes, and to disseminate the project.

**Student Learning Outcomes:**

1. Search for appropriate literature to answer a PICO question. (MSN Essentials IV-6; MPO2).

2. Perform rigorous critique of evidence for nursing practice. (MSN Essentials IV-6; IX-2; MPO2).

3. Synthesize the literature to answer the PICO question. (MSN Essentials IV-3; MPO2).

4. Plan for the change in practice using an EBP model with a team. (MSN Essentials IV-4; IX-11; MPO2).

5. Develop an evaluation plan for the change in practice. (MSN Essentials IV-1; MPO2).

6. Develop a plan to disseminate project results. (MSN Essentials IV-2; MPO2).

**Student Learning Program Outcomes:**

1. Translate and integrate scholarship into practice (Masters-Level Nursing Practice Essential IV).

2. Apply best evidence as the foundation for practice (Masters-Level Nursing Practice Essential IX).

**Requirements:** Graduate Standing

**Required Textbooks and other course materials:**

**Required:**

Brown, S. J., (2014). Evidence-Based Nursing: The research-practice connection (3rd ed.) Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-4496-9749-5

**Recommended:**

Pyrczak, F., (2013). Evaluating research in academic journals (5th ed.). Glendale, CA: Pyrczak Publishing. ISBN: 978-1-936523-02-3

American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: Author.

ISBN: 978-1-4338-0561-5

Research Textbook of Choice

**Descriptions of major assignments and examinations with due dates:**

1. **Multiple-choice exams: Taken online in Blackboard**

There are three (3) exams that cover the content of the reading assignments and lectures for those weeks. The purpose of the exam is to test your knowledge of the content, or see where you need to learn more.

Exams are open all day, beginning at 12 a.m. until 23:55 p.m., on the scheduled date (see weekly schedule below). They are timed exams, meaning that once you begin you will only have a certain number of minutes to take them. You must complete the exam by 23:55 p.m. More instructions are included in Blackboard.

During the exam, you may have the course textbook and notes next to you at your computer. You may refer to it during the exam. You may NOT confer with other students or any other individual during the exam. It should be your work alone.

1. **Four Short Papers: Submitted online in Blackboard**

The final outcome of this course is development of an EBP project with dissemination of the knowledge. This portion of the course includes writing four short papers that focus on the process of the Evidence-Based Practice Project (EBP). The focus of each paper contributes to the development of the final EBP project. Students will write a short paper on:

1. The PICOTS question

2. The Pinch Table of synthesized literature found on the topic

3. Team plan to make the change

4. Evaluation and roll-out of the EBP project.

**Short Papers are due by 23:55 p.m. on the due date (see weekly schedule below).**

1. **EBP Poster: Submitted online in Blackboard.**

The final outcome of this course is that students will create a poster of the PICOT, synthesis of literature, team change project, and the evaluation of the project. The focus of all course assignments will contribute to the development of that poster. Students will select a clinical problem, and the analysis and synthesis of existing research evidence about the change in practice will be used as the team decides how to use the best evidence for the change project.

Grading:

EBP Exams (3 X 10% each) 30 %

Four Short Papers (4X 10% each) 40 %

Poster Presentation 30 %

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TOTAL 100 %

**Attendance Policy:** Regular class attendance and participation is expected of all students, but attendance is not required. Students are responsible for all missed course information. The first face-to-face meeting will cover the syllabus, lecture material, and explanations of upcoming assignments. Attendance is strongly recommended if you wish to be successful in this course, but no points are deducted if you are not present.

Students are responsible for all course information even if they choose not to attend face-to-face meetings or choose not to read the Discussion Board in Blackboard. Ask another student to share notes and handouts with you if you miss a class session.

**Other Requirements: Please do NOT request altered exam dates or times; you are expected to adhere to the course schedule. An exception will be granted only for an emergency.**

**Any make-up examinations given may include questions that are other than multiple choice. Make-up examinations may be given at the convenience of the faculty and availability of staff proctors.**

**LATE WORK:** The instructor will impose penalties for late work. **Five (5) percent will be deducted** from the final grade of the assignment for each day the work is late. Work is considered “late” if it is received after the scheduled due date and time.

**LATE EXAMS:** In Blackboard, if you exceed the number of minutes allowed for the exam, the software notifies you that the time has expired. **If you remain in the exam beyond the expiration time, five (5) percent will be deducted from the exam** grade for each minute that you remain in the exam. Be sure to save and exit the exam when the time has expired.

**EXCEPTION:** If you become ill, have an accident or family **emergency** and do not believe you can complete an assignment on time, you should phone or email the instructor immediately – **BEFORE** - the due date and time. The instructor may postpone the deadline without penalty, depending on the circumstances. Once the due date is passed, points will be deducted for late work regardless of the excuse.

**Grading Policy:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale

A = 92 to 100

B = 83 to 91.99%

C = 74 to 82.99%

D = 68 to 73.99%

F = below 74 – cannot progress

**Expectations of Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional minimum of 12-20 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. <http://www.uta.edu/gradcatalog/2012/general/regulations/#grades>

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information. The last day to drop a course is listed in the Academic Calendar available at [http://www.uta.edu/uta/acadcal.](http://www.uta.edu/uta/acadcal)

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must: (1) complete a Course Drop Form (available online <http://www.uta.edu/nursing/MSN/drop_resign_request.pdf> or Graduate Nursing office rooms 512 or 606); (2) obtain faculty signature and current course grade; and (3) submit the form to Graduate Nursing office rooms 512 or 606.
3. A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes withdrawal (resignation) from the University. The student must indicate intention to withdraw and drop all courses by completing a resignation form in the Office of the Registrar or by: (1) Completing a resignation form (available online <http://www.uta.edu/nursing/MSN/drop_resign_request.pdf> or Graduate Nursing office rooms 512 or 606; (2) obtaining faculty signature for each course enrolled and current course grade; (3) Submitting the resignation form in the College of Nursing office room 512 or 606; and (4) The department office will send resignation form to the office of the Registrar.
4. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal. <http://www.grad.uta.edu/handbook>

**Last day to drop or withdraw, April 3, 2015**

**Census Day – February 4, 2015**

**Americans with Disabilities Act:**  The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:**  All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Librarian to Contact:**

Peace Williamson, Nursing Librarian

Phone:817-272-6208; Email: [peace@uta.edu](mailto:peach@uta.edu)

Research Information on Nursing **<http://libguides.uta.edu/nursing>**

Research Information on Nursing: <http://www.uta.edu/library/research/rt-nursing.html>

Library Home Page                          <http://www.uta.edu/library>

Subject Guides                                 <http://libguides.uta.edu>

Subject Librarians                            <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List                                    <http://www-test.uta.edu/library/databases/index.php>

Course Reserves                              <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Tutorials                               <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus    <http://libguides.uta.edu/offcampus>

Ask a Librarian                                 <http://ask.uta.edu>

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>.

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**UTA College of Nursing additional information:**

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify Dr. Mary Schira, Associate Dean, Department of Advanced Practice Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**Confidentiality Agreement:** You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. Please do not sign other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

**Graduate Student Handbook:** Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/nursing/handbook/toc.php>

**Student Code of Ethics:** The University of Texas at Arlington College of nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/nursing/handbook/toc.php>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: <http://www.uta.edu/nursing/scholarship_list.php> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Online Conduct:** The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.

***For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.***

**Writing Center.** **:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket@exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Departmental Office/Support Staff**

**Dr. Jennifer Gray,** *Associate Dean and Chair for Masters Programs*

**Felicia Chamberlain,** *Program Coordinator*

Office: 515 Pickard Hall; Phone: (817) 272-0659; Email: [chamberl@uta.edu](mailto:chamberl@uta.edu)

**Rebekah Black** *AP/Campus Programs, Academic Advisor (A-L)*

Office: Pickard Hall; Phone 817-272-; Email: [rjblack@uta.edu](mailto:rjblack@uta.edu)

**Caitlin Schwartz Wade**, *AP/Campus Programs, Academic Advisor (M-Z)*

Office: Pickard Hall; Phone: (817) 272-9397;Email: [cwade@uta.edu](mailto:cwade@uta.edu)

**Janette Rieta,** *AP/Campus Programs, Administrative Assistant I*

Office: Pickard Hall; Phone 817-272-1039; Email: [jrieta@uta.edu](mailto:jrieta@uta.edu)

**Danielle Van Knaap**, *AP/Campus Programs Admissions Assistant*

Office: Pickard Hall; Phone 817-272-9591; Email: [vdknaap@uta.edu](mailto:vdknaap@uta.edu)

**Mary Schira,** *Associate Dean and Chair: Graduate Advisor*

**Sheri Decker,** *Assistant Graduate Advisor*

Office: 606 Pickard Hall; 817-272-0829; Email: [sdecker@uta.edu](mailto:sdecker@uta.edu)

**Rose Oliver,** *Administrative Assistant I*

Office: 605 Pickard Hall; Phone 817-272-9517; Email: [Olivier@uta.edu](mailto:Olivier@uta.edu)

**Inclement Weather** (School Closing) Inquiries: Metro: (972) 601-2049

Fax Number UTA School of Nursing: (817) 272-5006

**UTA Police (Emergency Only**): In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

**General Guidelines for the N5367 Four Short EBP Papers**

Professional expression of ideas is expected in all work submitted for this class. Any paper that includes errors in grammar, punctuation, format, or expression of ideas that significantly obscure content of the paper will have points deducted.

Students in the MSN program are expected to purchase and use the most recent Publication Manual of the American Psychological Association (APA). The 6th Edition of the APA Publication Manual (2010) is to be used in conjunction with the guidelines in this syllabus and instructions given in class to demonstrate correct style and format in all papers (including grammar and punctuation, use of numbers and abbreviations, and citation of sources).

**Submitting assignments:** Upload all completed assignments to the appropriate area in Blackboard. Before uploading any assignment, save the file using your last name, first initial, and brief assignment name as the file name (Ex: Behan D PICOTS). Before uploading articles and benchmarks cited in the papers, save them using the last name of the first author (& additional authors as needed) and publication year (Ex: Headley et al 2004, or AHRQ 2005). Do not include any extra punctuation in file names uploaded to Blackboard. Be sure to upload all needed files before submitting the assignment. The paper you submit for grading is the paper that will be graded.

**Title page:** Each paper is to have a formal title page at the beginning of the paper. This page should include the following: Title of the paper, student’s name, name of the course, name of the instructor, and date of completion or submission, running head, page number and unique title. An example that can be copied and pasted is provided in the syllabus.

**Pagination:** Page numbering starts with the title page. Numbering continues through the reference list and any appendices. Arabic (1, 2 etc.) numbers are to be used. Insert page breaks after the title page, before the reference list, and before appendices.

**Margins:** Margins are to be 1 inch on all sides. Text should be left justified only. This means that the right margin may appear irregular. If a word is too long to be completed on one line, it should not be hyphenated.

**Type size and font:** Type should be 12 characters per inch. The font should be Times New Roman.

**Spacing:** Double spacing is to be used for the body of papers. Indent the first line of each paragraph ½ inch using the tab key (not manual spacing).

**Punctuation:** One space should follow each comma, colon, or semicolon. Insert one space after punctuation marks ending sentences. There are specific rules for when and when not to use each punctuation mark. Review the APA Manual for the specific rules (p. 87-96).

**Figures and tables:** Figures and tables should be inserted into the body of the paper as close as possible to where they are discussed in text (NOT at the end of the paper).

**Running Headers**: Running header is required on the title page.

**Headings:** Headings within the paper are essential. Grading criteria are helpful in determining appropriate headings for specific assignments. There are specific rules for placement and format of headings. See the APA Manual for further guidance (p. 62-63).

**Quotations:** It is expected that students will synthesize and paraphrase information obtained from the literature rather than relying on quotes. Quotations should be rare and limited to only that which is absolutely essential. Unwarranted use of quotations will result in deductions from the assignment grade. When more than 5 words in a row are directly taken from another source, it is considered a quotation and must be cited as such. In the rare instance when quoting is absolutely necessary, the words must be enclosed in quotes (or if more than 40 words, displayed as an indented block) and the original author or speaker and page number must be cited. See the APA Manual for how to properly cite quotations. Failure to correctly cite quotations is plagiarism, and this will be reported to the appropriate officials.

**Reference citations in text:** Every sentence that is not your own original idea must have a citation to a source, even in the introduction to the paper. Any sentence that is not clearly linked to a citation means that you are claiming that idea as your own original idea (if it is not your own idea, then it is plagiarism, and you will not receive credit for that portion of the paper). Sources must be cited during or at the end of each fact, not only at the beginning or end of the paragraph or be clearly linked to a citation in the previous sentence. There are specific guidelines for citing primary and secondary sources in text (including for first and subsequent citations) as well as for personal communications. See the APA Manual for further guidelines. Failure to correctly cite sources is plagiarism, and this will be reported to the appropriate officials.

**Reference list:** The reference list includes only the references cited within the paper. There are specific guidelines for citation of various types of sources. These guidelines include spacing, commas, periods, capitalization, italicization, and order of elements of the citation. Format your reference list using the hanging indent function in Microsoft Word (in paragraph formatting) rather than manual spacing. Use double spacing within and between references.

Unique 1

Running head: UNIQUE TITLE

Proposal Paper for XXX

[Your name here]

The University of Texas at Arlington College of Nursing

In partial fulfillment of the requirements of

N5367 Evidence-Based Practice

Deborah Behan PhD, RN-BC, Instructor

[Date]

**Short Paper #1: PICOTS**

A final outcome of this course is to develop an EBP project related to nursing practice, nursing education, or nursing administration. The first step in the project involves this short paper assignment, which is to write a PICOTS question. The PICOTS question will help to keep the project on target, and focused. A focused clinical question is created by using the PICOTS format.

**Short Paper #1: Grading Criteria for PICOTS**

Identify the topic that you have a question about. State the clinical problem, and how it was determined to be a clinical problem. (one paragraph) **10 Points Possible**

Write the PICOTS question:

1. P=Patient Population of interest

What populations are you interested in? **10 Points Possible**

2. I=Intervention/Issue

What intervention are you interested in? **10 Points Possible**

3. C=Comparison Intervention

What will the intervention be compared to? **10 Points Possible**

4. O=Outcomes

What outcome do you want to see? **10 Points Possible**

5. T=Time

What time frame for tx or duration? **10 Points Possible**

6. S=Setting

What is the setting of care? **10 Points Possible**

7. Grammar and style **20 Points Possible**

**90 Points Total**

**Short Paper #2: Pinch Table**

A final outcome of this course is to develop an EBP project related to nursing practice, nursing education, or nursing administration. This short paper involves creation of the Pinch Table. After writing the PICOTS question the evidence is gathered using a search strategy involving the key terms in the question. Once the literature is obtained each article is critiqued. The literature is critiqued for the level of evidence, and the strength and fit of the evidence to answer the question. After the literature is critiqued the Pinch Table is created. The Pinch Table provides easy organization of the literature and the synthesis of the answer is to the PICTOS question. The synthesis will either support current practice, or present the need for minor or major changes to current practice. It can also cause the need to develop a new change in practice altogether.

**Short Paper #2: Grading Criteria for Pinch Table**

1. Review the PICOTS, search databases for appropriate research articles from three different disciplines. There should be at least 6 quantitative randomized controlled trial research articles, at least one systematic review, or meta-analysis, and one EBP Guideline. Qualitative articles and a review of literature may also be incorporated. **10 Points Possible**

2. Find data to support the significance of the problem and write a significance statement. **10 Points Possible**

3. Find at least one appropriate benchmark/guideline that helps to guide the change in practice. Copy and paste it into the appendix. **10 Points Possible**

4. Create a synthesis of the evidence using the headings in the pinch table example below and write a paragraph of the synthesis findings:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Author** | **Purpose** | **Sample & Demographics** | **Design**  **IV/DV** | **Findings** | **Level of Evidence** | **Summary**  **General Weaknesses/General Strengths** | **Overall quality of study and Summary Statements for Practice** |

**30 Points Possible**

5. Full APA formatted reference list of all articles and benchmarks/guidelines. **10 Points Possible**

6. Correct grammar, spelling, punctuation, citations, APA format, no plagiarism, paraphrasing, limited quotes, appropriate headings, clarity **10 Points Possible**

**80 Points Total**

**Short Paper #3: Team**

A final outcome of this course is to develop an EBP project related to nursing practice, nursing education, or nursing administration. This short paper is focused on team development. The team is responsible for development and evaluation of the EBP change implementation. Each team member will be selected strategically according to the stakeholders involved. Once the team has been selected they review the synthesis of the literature and make decisions about the change in practice that needs to be made. The team decides the change that will occur as well as the implementation process of the change. This paper focuses on building the team, considering readiness in the work environment for a change, and selection of champions to help implement the change in practice.

**Short Paper #3: Grading Criteria for Team**

1. Describe the stakeholders for this change in practice. Describe the overall team that has come together to make the EBP change, and each members specific role on the team.

**10 Points Possible**

2. Describe anticipated barriers to the change process in your institution. This will include the culture, organizational reactions to change, infrastructures for change, and your leadership for change. Complete the organizational change readiness assessment. **10 Points Possible**

3. Describe your strengths as a change agent such as change champions, point-of-care, mentoring, opinion leader influences, and thought leader. **10 Points Possible**

4. Describe your plan to overcome perceived or real barriers to the EBP change in practice such as tagging, flagging, and nagging, or other conceptual frameworks you will use. **10 Points Possible**

5. Full APA formatted reference list of all articles and benchmarks/guidelines. **10 Points Possible**

6. Correct grammar, spelling, punctuation, citations, APA format, no plagiarism, paraphrasing, limited quotes, appropriate headings, clarity **10 Points Possible**

**60 Points Total**

**Short Paper #4: Evaluation and Roll-out**

A final outcome of this course is to develop an EBP project related to nursing practice, nursing education, or nursing administration. This paper focuses on the roll-out of the change that the team has decided upon as well as the evaluation of the change over time. The roll-out is the process, or implementation of the new change into practice. The evaluation includes data collection that will show outcome improvements, or the need to further modify the new change in practice.

**Short Paper #4: Grading Criteria for Evaluation and Roll-out**

1. Describe measures that you will use to evaluate the outcome of the EBP change project. Provide one, no more than two measures used to evaluate, and if available, use dashboard data.

**20 Points Possible**

2. Describe how often the outcomes will be measured on an ongoing schedule. Be realistic with time frame. **10 Points Possible**

3. Describe in detail how this will be rolled out in your institution. Be realistic with time frames, and how you will get the attention of all the stakeholders for this important EBP change in practice. Provide education, team roles, and approvals, use of brochures, equipment, and cost associated with the change in practice. **20 Points Possible**

4. Correct grammar, spelling, punctuation, citations, APA format, no plagiarism, paraphrasing, limited quotes, appropriate headings, clarity **10 Points Possible**

**60 Points Total**

**POSTER**

A final outcome of this course is that students will develop a Poster of the EBP project related to best nursing practice, and answering the PICOT question related to nursing practice, education, or administration. The focus of all course assignments will contribute to the development of a final poster. Students will write a PICOT, synthesize the literature and benchmark/guideline aimed to answer that clinical issue, create a change in practice with roll-out and evaluation related to a specific population and setting of interest. The synthesis of existing research evidence and benchmark/guideline to answer the PICOT will be used to create the EBP change project, which will form the basis of the poster presentation. It is essential that you select a clinical PICOT and begin development of the level of evidence to answer your question **VERY early** in the semester because all course assignments depend on that.

**Team Member:** You will work with a classmate on this course project. Only two students can work together as team members. You must decide by the second week of classes who your team member will be rather than working independently. Once you make this decision, you CANNOT change your mind at a later date. You must finish all proposal course assignments together (all previous content is individual, only the proposal can be done with a classmate). Email the faculty with the name of your team member (classmate) by the second Friday in the course. The same assignments for the proposal will be submitted by both members of the team, and you will receive the same grade for each assignment. You can divide up the work however you wish. If at any time one student chooses to let their team member do all the work on the assignment, faculty will determine the outcome of the grade on a case-by-case basis. It may be determined that the team member that has not contributed fully to the assignment will receive a zero for their portion(s) of the grade.

**Write a PICOTS** related to nursing practice, education, or administration. The PICOTS needs to be significant to nursing because of its magnitude and because of its impact on patients, families, nurses, and/or society. The PICOTS may relate to individual passion about a clinical dilemma in nursing practice, a clinical agency’s interest in the problem, nurse-sensitive quality indicators, or EBP priorities/agendas published by professional organizations.

**Pinch Table of Synthesis:** Search current research evidence and benchmarks/guidelines to find appropriate answers to your PICOTS. Review and critique the research literature, and level the evidence. Create a pinch table of your synthesis of the evidence to determine what change in practice is needed. The change in practice must be something done by registered nurses, nurse practitioners, educators, or nurse administrators and/or over which they have decisional control.

**Team:** Create the appropriate team with essential stakeholders, and knowledge of how to lead the team. The team works together to make the change in practice according to each member’s strengths and challenges. This change in practice must be something done by registered nurses, nurse practitioners, educators, or nurse administrators and/or over which they have decisional control.

**Evaluation and Roll-out:** There must be a plan for every change in practice. You will create a strategic plan of the roll-out with consideration of other facility priorities at the time of the change. No change in practice is complete without evaluation. There may be the need for consideration of minor updates to the change for the facility or population affected by the change that will arise from the evaluation. The roll-out and evaluation must be something done by registered nurses, nurse practitioners, educators, or nurse administrators and/or over which they have decisional control.

Each student will receive feedback throughout the semester on assignments that build toward the final proposal. The expectation is that students will reflect upon classmate and faculty feedback to revise and refine the proposal as the semester progresses.

**Grading Criteria for Poster**

1. Clearly State the PICO, Important Synthesis, Team Change, Evaluation, and Conclusions. Include acknowledgements.

**40 Points Possible**

2. Use appropriate colors and design **10 Points Possible**

3. Appropriate Organization of the content **10 Points Possible**

4. Correct grammar, spelling, succinct, and proper formatted font sizes, etc. **10 Points Possible**

**70 Points Total**

**Weekly** **SCHEDULE**

In an online course, you can pretty much proceed at your own pace. There are a few exceptions, such as **DUE DATES**! Assignments are due on specific dates, by midnight. Therefore, the dates for study are approximate so you know how fast you should be progressing. **“*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Dr. Deborah Behan”***

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| --- | --- | --- |
| **WEEK OF:** | **Topics and Readings** | **Assignments DUE** |
| **January 20-24** | Introduction to Course  Review of Syllabus & Schedule  Introduction to Evidence-Based Practice (EBP) and IOWA model  **Brown Text: Chapter 1 & Articles** | **Meeting at UTA, Saturday, January 24**  **(2 p.m. to 5:00 p.m.) section 001**  **Pickard Hall 227.** |
| **January 25-30** | PICOTS  **Brown Text: Chapters 11** | **Short Paper #1: PICOTS**  **Exam 1 on Friday, January 30 over Chapters 1, 11, & and articles (including lectures and PICOTS).** |
| **January 31-February6** | Search for Literature  **Brown Text: Chapter 12** | **Gather literature & meet with the librarian as needed.** |
| **February 7-13** | Search for Benchmark/Guideline, and Significance  **Brown Text: Chapter 12** | **Gather literature & meet with the librarian as needed.** |
| **February 14-20** | Refresher on Critique of the Literature  **Brown Text: Chapters 9, 13, 14, & 16 and Appendix A, B, C, E and F** | **Begin critiquing the evidence** |
| **February 21-27** | Leveling the Evidence  **Brown Text: Page 274, and Article** | **Level all evidence** |
| **February 28-March 6** | Synthesis of the Literature  **Brown Text: 360-362 and Appendix H** | **Short Paper #2: Pinch Table of Synthesis with articles and Benchmark/Guideline**  **Exam 2 DUE on Friday, February 27 over Chapters 9, 12, 13, 14, 16, & 17 (including lectures, articles, and Assignments).** |
| **March 9-14** | Spring Break |  |
| **March 15-20** | Team: Planning for the Team  **Brown Text: Review pages 375-376**  **Article: Cullen & Adams (2012)** | **Select team members** |
| **March 21-27** | Team: Work-out  **Brown Text: Review chapter 17** | **Present Synthesis to team strategize how to best use each team member look at need for more literature with team** |
| **March 28-April 3** | Team: Plan for Change  **Brown Text: Chapter 17**  **Article: Weber and Joshi (2000)** | **Short Paper #3: Team**  **Due: Friday April, 3** |
| **April 4-10** | Evaluation  **Brown Text: Review pages 366-367** | **Find or create a tool to use for evaluation.** |
| **April 11-17** | Change Process and Roll-Out  **Brown Text: Review Chapter 17** | **Exam 3 DUE on Friday, April 10 over Chapter 17 (including lectures, articles, and assignments).** |
| **April 18-24** | Team Final Change Process, Roll-out, and Evaluation | **Short Paper #4: Evaluation and Roll-out**  **Due: Friday April, 17** |
| **April 25-May 1** | Poster Creation  **Brown Text: 376-380** | **Begin creating the poster** |
| **May 2-8** | **Course Evaluation (Online)**  **Final student Poster Presentation** | **Final Poster DUE: Friday, May 8** |