**THE UNIVERSITY OF TEXAS**

**AT ARLINGTON**

**COLLEGE OF NURSING & HEALTH INNOVATION**

**NURS 5367-002**

**Evidence-based Practice**

**SYLLABUS**

**Spring 2015**

The University of Texas at Arlington

College of Nursing & Health Innovation

**MSN Programs in Nursing**

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

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| **INSTRUCTOR:** | Donelle M. Barnes PhD, RN, CNE  Office 521– Pickard Hall  Office Hours: Fridays 12 to 2 p.m. or by appointment  Office Phone: 817-272-0108  Office Fax: 817-272-2950  Campus Mailbox: 19407  Email:donelle@uta.edu |
| **COURSE WEB SITE OR WORLD WIDE WEB SITE:** | http://elearn.uta.edu | |

**Section Information:** NURS 5367-002

**Requirements:** Graduate Standing

**Pre-Requisite: NURS 5327** Exploration of Science and Theories for Nursing and

**NURS 5366** Principles of Research in Nursing

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

There are two face-to-face meetings that occur on campus. See the weekly schedule for the dates, time, and location. The remainder of the course is online in Blackboard.

**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).

**Required Textbooks and other course materials:**

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

American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

**Descriptions of major assignments and examinations:**

1. **Exams: Taken/submitted online in Blackboard**

There are three (3) exams that cover the content of the reading assignments and lectures for those weeks. The purpose of each exam is to test your knowledge of the content, or see where you need to learn more. Each exam is worth 10% of your final course grade.

The first two exams are multiple choice exams in Blackboard. Exams are open one day, all day, beginning at 12 a.m. until 11:55 p.m. (see weekly schedule). They are timed exams, meaning that once you begin you will only have a certain number of minutes to take them. You can only take the exam one time. You must complete the exam by 11:55 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 them during the exam. You may NOT confer with other students or any other individual during the exam. It should be your work alone.

The third “exam” will consist of a written appraisal of an EBP guideline. You can begin writing this appraisal any time you wish, but the final document is due by 11:55 p.m. on the due date (see weekly schedule). You will upload that into the Blackboard dropbox for this assignment.

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

This portion of the course includes four short papers that focus on the process of Evidence-Based Practice (EBP). The focus of each paper contributes to the development of the final EBP project. **Students will work in pairs to accomplish this.** Both students will upload the same paper in Blackboard, and will receive the same assignment grade. Each of the four papers is worth 10% of the final course grade. Short Papers are due by 11:55 p.m. on the due date (see weekly schedule).

The short papers include:

1. The PICOTS question

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

3. A team plan to make the change in practice

4. Roll-out and evaluation of the EBP project.

1. **EBP Power point presentation: Submitted online in Blackboard.**

The final outcome of this course is a power point presentation of the EBP Project: PICOT, synthesis of literature, team development, and roll-out and evaluation of the project. The content of all four short papers will be the content of the presentation. The due date is in the weekly schedule. Students can choose to continue working as a team of two, or you can individually create a presentation. The decision is yours.

**Assignment Grading:**

EBP Exams/Appraisal (3 X 10% each) 30 %

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

Presentation 30 %

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TOTAL 100 %

**Attendance Policy:** Regular class attendance and participation is recommended for 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.

**LATE WORK:** The instructor will impose penalties for late work. **Five (5) percent** for each day the work is late **will be deducted** from the final grade of the assignment. 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.

**Grades in Blackboard:** 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.

**FINAL Course Grade:**

A = 92 to 100%

B = 83 to 91.99%

C = 74 to 82.99%

D = 65 to 73.99%

F = below 65%

**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 9 to 12 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, and so forth.

**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> ); (2) obtain faculty signature and current course grade; and (3) submit the form to Graduate Nursing office.
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; (2) obtaining faculty signature for each course enrolled and current course grade; (3) Submitting the resignation form in the College of Nursing office; 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>

**Census date: February 4, 2015**

**Last Drop/Withdraw date: April 3, 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>.

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

**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.

**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>.

**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.

**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)*

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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.

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**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 will have points deducted.

Students in MSN programs are expected to purchase and use the most recent Publication Manual of the American Psychological Association (APA, 2010; 6th Ed.). The Manual 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 dropbox in Blackboard. Before uploading any assignment, please save the file using your last name and brief assignment name as the file name (Ex: Barnes 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. 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 entire paper. 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 two spaces 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, or placed in Appendices. Remember that appendices go after the reference list.

**Running Headers**: Not required.

**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 quotation marks, or if more than 40 words then displayed as an indented block, and the original author and page number must be cited (Author, year, p. x). 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 idea in a paragraph that is not your own original idea must have a citation to a source, even in the introduction to the paper. Any idea 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. Sources must be cited during or at the end of each idea, 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 within the text (including for first and subsequent citations) as well as for personal communications. See the APA Manual for further guidelines.

**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.

Evidence-based Practice for XXX

[Both teammates names here]

College of Nursing & Health Innovation

The University of Texas at Arlington

In partial fulfillment of the requirements of

N5367 Evidence-Based Practice

Donelle M Barnes PhD, RN, CNE Instructor

[Date]

**Description of Four Short EBP Papers**

**Team Member:** You will work with a classmate on this EBP 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. Once you make this decision, you CANNOT change your mind at a later date. You must finish all four short papers together (all previous content is individual, only the EBP project will be done with a classmate). Email the instructor with the name of your team member (classmate) by the second week in the semester. The same assignments for the EBP project 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, the instructor will determine the outcome of the grade on a case-by-case basis. The team member that did not contribute fully to the assignment may receive a zero for one of the papers.

**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. A focused clinical question is created by using the PICOTS format.

The PICOTS needs to be significant to nursing because of its magnitude and impact on patients, families, nurses, and/or society. The PICOTS may relate to your 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. You must choose a topic for which nurses have some decisional control, and is within the scope of nursing practice.

Approximate length: Two pages maximum.

1. Identify the clinical topic that you believe could be changed, improved, or replaced in practice. Describe the clinical topic and why it is a clinical problem. In other words, be sure to describe the significance of this problem in health care. Include at least one citation to literature that gives data to support the clinical problem (one paragraph).

2. Describe the patient population (P) that needs this change in practice (1-2 sentences).

3. Describe the issue or intervention (I) that you are interested in changing (1-2 sentences).

4. Describe the comparison (C) intervention, if there is one. If there is none, say so (1-2 sentences).

5. Describe the outcome (O) that is desired (1-2 sentences).

6. Describe the point in time (T) that this care should take place, and/or the duration of care (1-2 sentences).

7. Describe the setting (S) of care (1-2 sentences).

**Grading Criteria for PICOTS**

|  |  |  |
| --- | --- | --- |
|  | **Possible points** | **Your score** |
| Clinical topic | **20** |  |
| Patient population | **10** |  |
| Intervention | **10** |  |
| Comparison | **10** |  |
| Outcome | **10** |  |
| Timing | **10** |  |
| Setting | **10** |  |
| Writing style, citations, references (APA) | **20** |  |
| TOTAL | **100** |  |

Your score/100 X 10% = Paper #1 grade

**Short Paper #2: Pinch Table**

After writing the PICOTS question, the evidence or published literature is gathered using a search strategy involving the key terms in the question. Once the literature is found, each article is evaluated for the level of evidence, and the strength and fit of the evidence, to answer the question. After the literature is evaluated, the Pinch Table is created, providing an organization of the literature and the synthesis of the answer to the PICOTS question. The synthesis will either support current practice, or present the need for minor or major changes to current practice.

1. Review the PICOTS you wrote, and search databases for related research articles. Review Chapter 12 for search skills. The literature can be from nursing, medicine, or some other related discipline. There should be at least six (6) quantitative intervention (clinical trial) research articles, at least one systematic review, meta-analysis, or literature review, and one EBP Guideline. Qualitative articles may also be incorporated, but are not required. In total, a minimum of eight (8) sources are required.

2. Create a synthesis of the evidence using the headings in the Pinch Table below. For "Level of Evidence," use the grading schema from the textbook, Page 256, Box 10-3. After the table, include a reference list in APA format of all reviewed articles and documents.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Authors**  **Name(s)** | **Purpose** | **Sample & Demographics** | **Design &**  **Variables** | **Major**  **Findings** | **Level of Evidence** | **Weaknesses/ Strengths** | **Summary Statements for Practice** |

3. Add the pinch table that you create to the PICOTS assignment that you submitted earlier. Upload the new document into Bb.

4. Also upload all the articles and documents that you reviewed in the table. There is a separate dropbox for those. NOTE: Only one team member needs to upload all the articles. The other person only needs to upload the assignment.

**Grading Criteria for Pinch Table**

|  |  |  |
| --- | --- | --- |
|  | **Possible points** | **Your score** |
| References in APA format (8) | **10** |  |
| Clear purpose statements | **10** |  |
| Complete sample size & demographics | **10** |  |
| Clear design and variables | **10** |  |
| Major findings complete | **10** |  |
| Correct level of evidence | **10** |  |
| Weaknesses/strengths described | **10** |  |
| Implications for practice | **10** |  |
| Writing style, citations, references (APA) | **20** |  |
| TOTAL | **100** |  |

Your score/100 X 10% = Paper #2 grade

**Short Paper #3: Team Building**

This short paper is focused on team development for an EBP project within an agency. The team is responsible for the development, implementation, and evaluation of the EBP project. Each team member will be selected strategically according to the stakeholders involved. Once the team has been selected, it reviews the synthesis of the literature and makes decisions about the change in practice that needs to be made. The team also decides 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.

1. Describe each team member/stakeholder needed for this change in practice, and each member's specific role on the team.

2. Describe anticipated barriers to the change process in the institution. This will include the culture, organizational reactions to change, infrastructures for change, and leadership for change.

3. Describe the team's strengths as a change agent such as change champions, point-of-care, mentoring, opinion leader influences, and thought leader.

4. Describe your plan to overcome perceived or real barriers to the EBP change in practice such as tagging/flagging/nagging, or other conceptual ideas you will use.

When you have written this new content, you will add it to your previous short papers. Here is the order of the project: title page, PICOTS, literature review pinch table, team building, reference list, appendices (if any).

**Grading Criteria for Team Building**

|  |  |  |
| --- | --- | --- |
|  | **Possible points** | **Your score** |
| Description of each team member | **20** |  |
| Description of anticipated barriers | **20** |  |
| Description of strengths | **20** |  |
| Description of plan to overcome barriers | **20** |  |
| Writing style, citations, references (APA) | **20** |  |
| TOTAL | **100** |  |

Your score/100 X 10% = Paper #3 grade

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

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 of implementing the new change in practice. The evaluation includes data collection that will show outcomes, or the need to further modify the new change in practice.

1. Describe in detail how this will be rolled out in your institution. Describe approvals needed at the institution, how you will provide education to the health care providers, use of brochures or other information to patients/family, equipment, and costs associated with the change in practice. Describe the time frame for roll out.

2. Describe two measures that you will use to evaluate the outcome of the EBP change project. If available, use dashboard data. For example, one measure may be the rate of respiratory infection in intubated patients, and the other may be a nurses' satisfaction rating of the new care routine. Another example may be to measure the cost of care for each visit of a diabetic patient in primary care, and the patient's satisfaction with the care.

3. Name the measurement tool that will be used for each outcome. You can assume any physiologic measure will be done by the hospital's laboratory. If a measurement tool does not exist, for example to measure nurses' satisfaction with the new care, you need to create a survey instrument and attach it as an appendix.

4. Describe how often each outcome will be measured over time, and who will be applying the measures and/or collecting the data. For example, is the quality assurance officer going to collect this data, or the unit manager, or who? Who will summarize and report on the measures? Be realistic with the time frame.

When you have written this new content, you will add it to your previous short papers. Here is the order of the project: title page, PICOTS, literature review pinch table, team building, roll out plan, evaluation plan, reference list, appendices (if any).

**Grading Criteria for Evaluation and Roll-out**

|  |  |  |
| --- | --- | --- |
|  | **Possible points** | **Your score** |
| Description of approvals  Education of the health care providers  Brochures/information  Equipment needed  Costs  Time frame for roll out | **50** |  |
| Described two outcome measures | **10** |  |
| Measurement tools named & provided | **10** |  |
| Who/when/how will data be collected | **10** |  |
| Writing style, citations, references (APA) | **20** |  |
| TOTAL | **100** |  |

Your score/100 X 10% = Paper #4 grade

**PRESENTATION**

The final outcome of this course is a power point presentation of the EBP project related to best nursing practice, and answering the PICOT question related to nursing practice, education, or administration. All course assignments will contribute the content of the presentation. Students can choose to continue working as a team of two, or you can individually create your presentation. The decision is yours.

**Grading Criteria for Presentation**

|  |  |  |
| --- | --- | --- |
|  | **Possible points** | **Your score** |
| Includes the PICO, Synthesis of literature, Team members, Roll out, and Evaluation | **40** |  |
| Uses appropriate colors and design | **20** |  |
| Clear organization of the content following class guidelines | **20** |  |
| Correct spelling, succinct, and properly formatted font sizes | **20** |  |
| TOTAL | **100** |  |

Your score/100 X 30% = Presentation grade

**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. Donelle Barnes”***

|  |  |  |
| --- | --- | --- |
| **WEEK OF:** | **Topics and Readings** | **Assignments DUE** |
| **Module 1**  **January 20-30** | **Introduction to Course**  **Review of Syllabus & Schedule**  **Introduction to Evidence-Based Practice (EBP)**  Read: Brown Text: Chapters 17 & 11 (Pages 279-292)  Review 2 EBP Guidelines provided in Bb | **Meet at UTA,**  **Saturday, January 24;**  **9 to 11:50 a.m.**  **Pickard Hall 205.**  **Exam 1:**  **Friday, January 30** |
| **Module 2**  **February 2-13** | **Searching databases**  **Systematic Reviews**  **EBP Guidelines**  Read:  Brown Text: Chapters 12, 9, and 10 | **Exam 2:**  **Friday, February 13** |
| **Module 3**  **February 16-27** | **Appraising the evidence**  **EbCPGs**  **IRRs**  Read:  Brown Text: Chapters 13, 14, & 15 | **Using Appendix A from the Brown textbook, evaluate the Madsen et al. (2005) EBP Guideline. [Appendix A and the guideline are in digital form in Bb.]**  **Appraisal DUE:**  **Friday, February 27** |
| **Module 4**  **March 2-6** | **PICOTS**  Review:  Brown Text: Ch. 11 and p. 361 | **Short Paper #1: PICOTS**  **DUE: March 6** |
| **March 9-13** | Spring Break | **Enjoy!** |
| **Module 5**  **March 16-27** | **Literature search and Pinch Table**  Brown Text: Review Ch. 12 & Appendix H (pp. 429-432).  Read articles: Evans (2003) and Harris et al. (2001).  Listen to lecture by Dr. Behan  See Bb course content for other suggestions. | **Meet at UTA (Optional)**  **Saturday, March 21**  **9 – 11:50 a.m.**  **PKH 205**  **Short Paper #2: Pinch Table of Literature**  **Due: Friday March, 27** |
| **Module 6**  **March 30-April 10** | **Team Building: Planning for Change**  Review Brown Text: pp. 361-362  Read articles: Cullen & Adams (2012) and Weber & Joshi (2000).  Listen to lecture by Dr. Behan  See Bb course content for other suggestions. | **Short Paper #3: Team**  **Due: Friday April, 10** |
| **Module 7**  **April 13-May 1** | **Change Process and Roll-Out**  Brown Text: Review Chapter 17 | **Short Paper #4: Roll-out and Evaluation**  **Due: Friday May 1** |
| **Module 8**  **May 4-8** | **Power point presentation**  See Bb course content for suggestions. | **Final ppt DUE:**  **Friday, May 8** |