



N5367-001, 002, 010, & 011 Evidence-Based Practice Spring 2018

Instructor

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Clinical Professor

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Email: jdbaker@uta.edu *UTA Email availability:* I generally respond to email at least once in a 24-hour period Monday-Friday. While I may respond more frequently, please do not view anything other than this timeframe as the expectation.

Faculty profile: <https://www.uta.edu/profiles/joy-baker>

Office Hours: Please contact Dr. Baker via email to set up an appointment for either a *Virtual* or *Face-to-Face* meetings.

Time & Place of Class Meetings

Online (asynchronous) via *Blackboard (Bb)* there are no face to face class room sessions.

Course Description

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 clinical question.
2. Perform rigorous critique of evidence for nursing practice
3. Synthesize the literature to answer the clinical question.
4. Plan for the change in practice using an EBP model with a team.
5. Develop an evaluation plan for the change in practice.
6. Develop a plan to disseminate project results.

Student Learning Program Outcomes

1. Translate and integrate scholarship into practice.
2. Apply best evidence as the foundation for practice.

Textbooks, Reading Materials, and Resources

- Brown, S. J. (2018). *Evidence-based nursing: The research-practice connection* (4th ed.) Burlington, MA: Jones & Bartlett Learning. **ISBN: 9781284099430**
- American Psychological Association. (2010) *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615.
- See also the required **UTA-CONHI title page** under Resources section of Bb.

Other Required Course Equipment and Materials

1. Webcam is used with *Respondus* for testing purposes.

Descriptions of Major Assignments: (See *Blackboard* for detailed information. All Assignments are due by 23:59 on the identified due date unless specified differently in the syllabus schedule or in *Blackboard*). 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. Joy Don Baker

Graded Course Components	Percentage of Final Grade
PARTICIPATION: Discussions (9%), Quizzes & Short Assignments (1%)	10%
PAPER 1	20%
TEST 1	20%
TEST 2	10%
PAPER 2	20%
EBP POSTER PRESENTATION	20%
TOTAL	100%

Attendance and Participation Policy:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance for each live session conducted per the schedule. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via *Blackboard*. This date is reported to the Department of Education for federal financial aid recipients.

- **Participation** is expected of all students whether the class is held in an online asynchronous or virtual environment via a synchronous (real-time) method.
- **Students are responsible for all missed course information.**
- **No makeup opportunity for missed class sessions is provided.**

Course Prerequisites & Requirements

The student must:

- Complete the N5327 Exploration of Science and Theories for Nursing and N5366 Principles of Research in Nursing.
- Have basic *Microsoft Office* software skills such as *Word*, *Excel*, and *PowerPoint*, video recording for posting to *YouTube* as well as computer, email, and Internet skills.
- *Mozilla Firefox* is the browser recommended for use with *Blackboard (Bb)* however, others may work such as *Google Chrome*. *Internet Explorer* has been known to be less consistent and therefore, may wish to avoid the use of it. If a problem arises, try switching browser systems to test the issue before contacting the helpdesk or faculty.
- As this course is offered in an online format, **each student must have a computer with a high-speed Internet connection**. The computer should meet UTA's hardware recommendations: <http://www.uta.edu/oit/cs/hardware/student-laptop-recommend.php> and Blackboard's browser requirements: <http://www.uta.edu/blackboard/browsertest/browsertest.php>

This course requires the use of word processing and presentation software that is compatible with Microsoft Office formats. Students may purchase this software (in person or by mail) at a significant discount from the UTA bookstore <http://www.uta.edu/bookstore> (scroll to the bottom of the webpage). Students are **required to have a webcam** to test online. A headset is needed only to participate in web

conferences such as in *Blackboard Collaborate* real time interaction in the course. Testing will be done online using *Respondus* browser and monitor (which students must download from a link within *Blackboard* and install on their computer). The instructor will determine what option is offered to students who are unsuccessful in completing a test online. Students may be required to complete an alternate version of the test using ProctorU for which students must pay a fee.

Note: *Papers are graded using the Track Changes and Comments features in Microsoft Word or the same type of features within the Blackboard assignment area.*

Course Topics

- A. Welcome and Getting Started
- B. Introduction to Evidence Based Practice (EBP)
- C. EBP Clinical Practice Guidelines
- D. Developing Clinical Questions
- E. Gathering Research Evidence
- F. Appraising Research Studies
- G. Appraising Clinical Guidelines and Systematic Reviews
- H. EBP Process
- I. Participation in EBP
- J. Research Informed Practice
- K. Outcomes and Evaluation Methods
- L. Implementation Plan
- M. Poster Development and Dissemination

Grading and Evaluation

Students are expected to keep track of their performance throughout the course and seek guidance from available sources (including the coach and/or instructor) if performance drops below satisfactory levels.

A = 90-100	B = 80-89	C = 70-79
D=60-69 (<i>cannot progress</i>)	F=<60 (<i>cannot progress</i>)	

Grades are extended to two decimals without rounding for the final grade. For example, a final course score of 89.99 is a B in the course.

Graduate students must maintain a GPA of 3.0. Academic resources include the course faculty, UTA student success coordinators, and graduate advisors.

- Discussions, Assignments, and Projects are the major part of the course work and should receive appropriate attention. All material submitted for grading must meet the standards of graduate level work (content and format). All assignments are to be submitted electronically via *Blackboard* unless otherwise specified by the faculty.
- **UTACONHI Title page** for each assignment is required unless otherwise specified. (See *Blackboard* for template under Student Resources).
- There are no options for extra credit in this course.
- Work may not be re-submitted for re-grading. However, for any reason course work requiring resubmission it will be dropped up to one letter grade at the discretion of the clinical faculty and only a maximum of a B or 89% percent can be achieved on any work resubmitted.
- Acceptance of a late assignment is at the discretion of the instructor. Work is considered late if it is received after the scheduled due date and time. Points will be deducted for work that is submitted late. Graded late work is not guaranteed to be returned at the same time on-time assignments are returned.
- Turn in only one copy of your work; all assignments are the property of the University. Students should make a copy of their work prior to submission. Assignments and Activities detail are located in *Blackboard*.
- Grades of incomplete are NOT automatically given when there are missing assignments at the end of the course. A student must discuss, with the faculty of record for the course, the reasons that an incomplete grade is being requested. This discussion must occur as soon as the student recognizes

that a problem exists. Faculty members are not obligated to grant the use of an incomplete grade. With no prior discussion of the need for an incomplete, students not completing the required activities will receive the grade for the course based on the percentage of the required material submitted.

In this course, you will submit papers as Microsoft Word-compatible documents to a drop box in *Blackboard* where the submission will be screened for plagiarism using SafeAssign software. **The document you upload to the drop box is the one that will be graded, so be certain it is the correct paper.**

Time Management and Late Assignments/Assessments

Time management in this course is critical. There is an **11-point deduction** for assignments turned in after the due date/time **up to 5-hours late**. **If an assignment is late, 5-hours or more, a grade of zero (0)** will be given for that activity. Late assignments after the 5-hour window will not be accepted for a grade or reviewed for feedback (regardless of the reason) and will be assigned a zero. Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz submitted after the 5-hour window will not be accepted.

Extensions of time are granted at the discretion of the instructor and must be negotiated in **advance** of the due date/time. For any reason, course work requiring resubmission will be dropped a minimum of 11-points at the discretion of the faculty and may only earn a maximum of a B or 89% percent on any work resubmitted.

MSN Program Expectations:

GPA of 3.0: Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:

- Your course professor
- UTA Student Success Coordinators
- Your advisor
- Your retention specialist

Course Expectations

The amount of time required by students to study and complete assignments in this course will vary according to students' previous professional experiences, prior learning, and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to "unlearn" practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently to quickly increase their overall knowledge base, knowledge that their classmates may have developed over multiple years of working in healthcare settings.

It is recommended that students schedule a minimum of 9-12 hours per week on their own time in course related activities to study and complete their content in this didactic (non-clinical) course, however, some weeks may require fewer hours and other weeks may require more hours.

Drop Policy:

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Academic 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 Office of Financial Aid and Scholarships at <http://www.uta.edu/fao/>. The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20176>

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 last day to drop may,

receive a grade of W. Students dropping a course must:

- (1) Contact your graduate advisor to obtain the drop form and further instructions before the last day to drop.

Census Day: January 16, 2018
Last Date to Drop or Withdraw: March 30, 2018 by 16:00
Last day of classes – May 4, 2018

Disabilities Accommodations:

UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity

All students enrolled all UT Arlington courses 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 the University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

"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/plagiarism/index.html>

Assignment and course grade penalties can occur with issues of plagiarism. **Plagiarism in this course is taken seriously. Any breach of plagiarism in course assignments will result in counseling with the student by the Faculty and possible reduction in the assignment and/or course grade to zero. This type of breach also may be reported to the UTA Office of Student Conduct by the faculty. This can affect a student's progression and enrollment at UTA.**

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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

English Writing Center (411 LIBR)

The Writing Center Offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Success Faculty

In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a

success faculty member.

The success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: donelle@uta.edu.

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance. Course content challenges may also be addressed, with referral to additional resources as indicated. Dr. Schira can be reached via email: schira@uta.edu.

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>.

If you are unable to resolve your issue contact the Helpdesk at helpdesk@uta.edu.

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week

For semester-long courses, 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 817-272-6208 peace@uta.edu	Lydia Pyburn 817-272-7593 lpyburn@uta.edu	Heather Scalf 817-272-7436 scalf@uta.edu
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Contact all nursing librarians:

library-nursing@listserv.uta.edu

Helpful Direct Links to the UTA Libraries’ Resources

Research Information on Nursing	http://libguides.uta.edu/nursing
Library Home Page	http://library.uta.edu/
Subject Guides	http://libguides.uta.edu
Ask us	http://ask.uta.edu
Database List	http://libguides.uta.edu/az.php

Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog	http://uta.summon.serialssolutions.com/#/
E-Journals	http://pulse.uta.edu/vwebv/searchSubject
Library Tutorials	library.uta.edu/how-to
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Academic Plaza Consultation Services	library.uta.edu/academic-plaza
Study Room Reservations	openroom.uta.edu/

For help with APA formatting, you can go to:

- 1) <http://libguides.uta.edu>
- 2) Scroll down and click on “Nursing”
- 3) Click on “APA Guide” for advice on various aspects of paper writing. This is a short-cut for the APA Manual. When in doubt, refer to the Manual.

College of Nursing & Health Innovation - 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 the Associate Dean, Department of Graduate Nursing. The complete policy about encumbered licenses is available online at: www.bon.state.tx.us

MSN Graduate Student Dress Code

The College of Nursing and Health Innovation expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. Students must adhere to the [Dress Code Policy. www.uta.edu/nursing/file_download/234/BSNDressCode.pdf](http://www.uta.edu/nursing/file_download/234/BSNDressCode.pdf) **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

UTA Student Identification

MSN Students MUST be clearly identified as UTA Graduate Students and wear a UTA College of Nursing and Health Innovation ID in the clinical environment.

Blood and Body Fluids Exposure

A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at: <http://www.cdc.gov/>

Ebola Exposure

Please inform your faculty if you have been in contact with anyone who has Ebola/have traveled to a country that has Ebola virus.

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/conhi/students/policy/index.php>

Student Code of Ethics

The University of Texas at Arlington College of Nursing and Health Innovation 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/conhi/students/msn-resources/index.php>

No Gift Policy

In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation Scholarship Funds, found at the following link: is <http://www.uta.edu/nursing/student-resources/scholarship> 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 UTA-CONHI 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.

Emergency Phone Numbers

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. For non-emergencies, call 817-272-3381.

Graduate Nursing Support Staff

John Gonzalez, DNP, RN, ACNP-BC, ANP-C Chair, Graduate Nursing Programs Assistant Professor, Clinical Pickard Hall Office #512 Email address: johngonz@uta.edu	
E. Monee’ Carter-Griffin, DNP, RN, ACNP-BC Associate Chair for Advanced Practice Nursing Assistant Professor, Clinical Pickard Hall Office #510 Email address: monee@uta.edu	Margarita Trevino, PhD, RN, CHN Associate Chair, DNP, PhD, Graduate Educator and Administration Programs Pickard Hall Office #512A 817-272-6347 Email address: trevinom@uta.edu
Rose Olivier Administrative Assistant II Graduate Nursing Programs Pickard Hall Office #513 817-272-9517 Email address: olivier@uta.edu	Tabitha Giddings, Administrative Assistant NEDU and DNP Programs 817-272-9440 Tabitha.giddings@uta.edu
Tameshia Morgan, Clinical Coordinator Letter set – A-G Pickard Hall Office #518 817-272-1039 Email address: tameshia.morgan@uta.edu	Angel Trevino-Korenek, Clinical Coordinator Letter set – K-Q Email address: angel.korenek@uta.edu
Janette Rieta, Clinical Coordinator Letter set – R-Z Email address: jrieta@uta.edu	Brittany Garza, Clinical Coordinator Letter set – H-J, NEDU, DNP Brittany.garza@uta.edu

Graduate Advisors – See the link below

<http://www.uta.edu/conhi/students/advising/nursing-grad.php>

Additional Information

Assignments and Assessments

Discussions, Assignments, Papers and Tests are the major part of the course work and should receive appropriate attention. All material submitted for grading must meet the standards of graduate level work (content and format). All assignments are to be submitted electronically via *Blackboard* unless otherwise specified by the instructor. **UTA-CONHI Title page** is required for each paper submitted see Student Resources in *Blackboard*.

Turn in only one copy of your work; all assignments are the property of the University. Students should make a copy of their work prior to submission. Assignments and Activities detail are located in *Blackboard*.

Blackboard Requirement

Only assignments submitted through *Blackboard* will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback or graded; they will be assigned a grade of zero. No exceptions will be made.

Technical Problems

Because technology is vulnerable to experiencing difficulties, you should not wait until the last minute to submit an assignment, complete a quiz, or test. If you experience technical difficulties, contact *Blackboard Support* to help resolve the issue. They are open 24 hours a day.

APA 6th Edition:

Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:

APA tutorial link:

- <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- <http://library.uta.edu/sites/default/files/apa2014.pdf>
- <http://libguides.uta.edu/apa>
- <http://library.uta.edu/how-to/paper-formatting-apa-st>

Safe Assign

In this course, you will submit papers as Microsoft Word-compatible documents to a **SafeAssign drop box** in *Blackboard*. Review the student resources section on *Blackboard* for more information about the tool. You are encouraged to use the DRAFT function within *SafeAssign* prior to submitting your FINAL draft. See details below:

1. **DRAFT:** The DRAFT *SafeAssign* feature allows you to check your paper for potential areas of plagiarism so that you may edit it prior to turning in your final submission. The *SafeAssign* DRAFT is not reviewed by your instructor. When you upload, please check the “submit as draft” option. The DRAFT box becomes available 72 hours prior to the final submission due date/ time and remains open until the date and time that the paper is due. At busy times, it may take up to 72 hours to receive a report.
2. **FINAL:** This *Safe Assign* location is separate and is the only one that will be graded. Only one document can be uploaded per *SafeAssign*. **The document you upload to the FINAL drop box is the one that will be graded, so be certain it is the correct paper.**

Writing Guidelines

The *APA Publication Manual* is the guide used in the College of Nursing Health Innovation. It is expected that all writing will be completed using the style and format described in the *APA Publication Manual*.

- **The Basics of APA Style** at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- **Harvard Graduate School of Education** at <http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html>
- **The Ohio State University:** <https://library.osu.edu/find/resources/citation-examples/apa/apa-style-guide-electronic-resources/>
- **Purdue Online Writing Lab** at <http://owl.english.purdue.edu/owl/resource/560/01/>
- See also the required **UTACON Nursing title page** in the folder labeled *Student Resources/APA 6th*.

Students in the MSN program are expected to purchase a copy of the most recent Publication Manual of the American Psychological Association. APA style manual will be used by the UTA-CONHI with some specific requirements for graduate courses. Please use the title page template for all papers in this course. A *Microsoft Word* version of this template is also located in *Blackboard* for your convenience.

Save copies of all of your work! Create a folder on your computer that is specifically for this course. As you create a new document for each assignment, save it in your course folder with your last name first in the file name and then submit it by the due date and time.

General Guidelines for All Written Work

These guidelines have been developed to help students know the mechanics of writing a paper. The *APA Publication Manual* is to be used in conjunction with the guidelines to demonstrate referencing style, levels of headings, and proper ways of including direct quotations in the paper. The *APA Publication Manual* also gives additional information about grammar and punctuation, use of numbers and abbreviations, and development of tables or figures, which should be helpful in developing any paper.

1. Each paper should have a formal title page (see Nursing Template in *Blackboard* Course under Student Resources). It is recommended that the template within this course be downloaded and saved then used as the bases for writing the papers.
2. Pagination: Page numbering starts with the title page and continues through to the reference list and appendices. Arabic (1, 2 etc.) numbers are used.
3. 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. Headers begin at 0.5 inch from the top allowing the Running head: ALL CAPS to be placed on the first line of the Title page. See the template for more details.
4. Type size and font: Type should be Times New Roman font and 12 characters per inch (12 point).
5. Spacing: Double spacing is used for the body of the paper. Single spacing may be used in tables and figures only. **DO NOT** leave any blank lines between paragraphs or sections. No triple spacing. **DO NOT** single space in between references on the Reference page. **DO** double-space the entire list of references.
6. Headers: Running headers are expected in APA 6th Ed.
7. Headings within the paper are essential. First, develop an outline of your paper and count the number of levels you plan to incorporate. The title of the paper is not a heading so it is not considered in the number of levels required. Grading Criteria Sheets are helpful in determining appropriate headings for specific assignments. See the *APA Publication Manual* for further guidance.
8. Please remember the title of the paper should also appear on the first page of the text and should be the same as that on the title page. The title is not a heading and **is not counted** in the levels of headings.
9. An introduction without heading (simply start the introduction under the title of the first page of the text) and conclusion/summary with heading is expected for all papers in this course. There should not be a heading over the introduction however, there should be one used for the Conclusion section of the paper.
10. Quotations: In general, avoid the use of direct quotes. Re-state the point in your own words and include the appropriate citation. For ways to properly cite quotations of greater than 40 words, see the *APA Publications Manual*. However, keep in mind lengthy quotes are not what these papers are about, it should be your voice and opinions that are well supported by the literature that you have sought out and properly cited.
11. Reference list: See the *APA Publications Manual*. The reference list includes only the references cited within the text of the paper. Double space the references do not use single spacing. Do not add additional line spacing between references.
12. When uploading any file to the assignment drop box the format for the file name is always the same.

Last Name first_Assignment short title_Date. Example: *Baker_Paper 1_Jan 01 2018*

A 5-point deduction after scoring the paper will be applied if the uploaded document file name is missing the student's last name first.

Note: Be sure the paper you submit for grading is complete, since that is the paper that will be graded.

COURSE OUTCOMES and PERFORMANCE MEASURES

Course Outcomes [AACN Essentials in Master's Education (ME) & Master's Program Outcome (MPO)]	Module & Objectives	Assessment Item(s) See expanded details for Assignments, Tests, & Discussions in Blackboard
	A. Welcome and Getting Started: Students will confirm course expectations. <ul style="list-style-type: none"> ○ "Café Hauz" Introduce yourself. ○ Professor Forum (Q&A Discussion Board) 	<ul style="list-style-type: none"> • Student information Form • Syllabus Quiz • APA Quiz • Plagiarism Attestation
	B. Introduction to EBP:	<ul style="list-style-type: none"> • Quiz: EBP Competency Self-Evaluation Pre-Test.
1. Search for appropriate literature to answer a clinical question. (ME IV-6; MPO2)	C. EBP Clinical Practice Guidelines: Differentiate Quality Improvement, Evidence-based Practice and Research.	<ul style="list-style-type: none"> • Group Discussion (<i>review the grading rubric in Bb for all discussions, reply with scholarly comments on minimum of 2-peers. See detailed instructions for all discussions in Bb</i>): Identify a clinical practice guideline that has the potential to improve a patient outcome in the unit where you are a nurse
1. Search for appropriate literature to answer a clinical question. (ME IV-6; MPO2)	D. Developing Clinical Questions: using PICO/PICOT format	<ul style="list-style-type: none"> • Group Discussion: Post the trigger for your question, the clinical question in narrative format, and a reference for a systematic review that supports the proposed intervention.
2. Perform rigorous critique of evidence for nursing practice. (ME IV-6; IX-2; MPO2)	E. Gathering Research Evidence	<ul style="list-style-type: none"> • Group Discussion: For this discussion, post your revised question with the parts of the PICOTS identified in parentheses (examples in text p 290-292). Include a systematic review that supports the single intervention you propose. • Paper #1: <i>See detailed rubric and instructions in Bb</i>
2. Perform rigorous critique of evidence for nursing practice. (ME IV-6; IX-2; MPO2)	F. Appraising Research Studies: Find and appraise the evidence appropriate to your PICOT question.	Group Discussion: Select an original quantitative research study that supports the intervention that you proposed in your clinical question. Appraise the article using the Appendix F.
2. Perform rigorous critique of evidence for nursing practice. (ME IV-6; IX-2; MPO2)	G. Appraising Clinical Guidelines and Systematic Reviews	Quiz: Systematic Reviews Class Discussion: Optional Test Review TEST 1: Covers Modules B-G: Clinical Significance, Credibility, EbCPG, IRR conclusion, clinical question, and scope SR.
4. Plan for the change in practice using an EBP model with a team. (ME IV-4; IX-11; MPO2)	H. EBP Process	Readings

4. Plan for the change in practice using an EBP model with a team. (ME IV-4; IX-11; MPO2)	I. Participation in EBP	Group Discussion: Now that you have gathered the evidence you need to support your EBP project, you need to begin to plan for implementation. In Ch. 17, Brown discusses <i>facilitation strategies</i> . For this discussion, post your preliminary facilitation strategies to implement your EBP project (one paragraph typed into the text box). When responding to two peers, offer suggestions or seek clarification, also make sure all students have at least two responses to their initial post. Always, Always, Always support opinions with the literature.
3. Synthesize the literature to answer the clinical question. (ME IV-3; MPO2)	J. Research Informed Practice	Group Discussion: Identify two potential barriers to the successful implementation of your EBP project in your unit. Barriers may be cultural or organizational. Provide a strategy to overcome each barrier. For your peer responses, offer an additional strategy to overcome one of the barriers identified by two of your classmates. TEST 2: Covers Modules H-J PAPER 2 Discuss the evidence that has been gathered to support the EBP project
5. Develop an evaluation plan for the change in practice. (ME IV-1; MPO2)	K. Outcomes and Evaluation Methods	Group Discussion: Post your plan to measure the outcome of the change in practice proposed in your EBP project (both short and long-term). When replying to two peers offer suggestions to improve their evaluation plan.
4. Plan for the change in practice using an EBP model with a team. (ME IV-4; IX-11; MPO2)	L. Implementation Plan	Group Discussion: Post the essential elements of your implementation plan for your EBP project (see EBP poster rubric for topics to be included). Respond to two peers with suggestions to improve their implementation plan. Ensure all peers have had at least two reviews by peers. QUIZ EBP Competencies Post-Test (Self-Evaluation)
6. Develop a plan to disseminate project results. (ME IV-2; MPO2)	M. EBP Poster Presentation & Dissemination CLASS DISCUSSION: Share poster with peers. (Not graded)	EBP POSTER: Single slide PowerPoint to present EBP project. Sections of the poster will reflect the Rubric in Blackboard.

Course Schedule and Due Days/Time (Central Time)

*Make **initial discussion** post by **Tuesday** and **respond frequently** to peers with **thoughtful, substantive, and scholarly** responses **well supported with the literature** throughout each week.*

See *Blackboard* for additional readings, lecture videos, resources weekly details and instructions.
Textbook chapter readings are included as (Ch #) following the Module title for each week.

Course or Module Activity	Due Date/Time
Week 1: Jan 16- Jan 21 Module A: Welcome & Getting Started	
CLASS Discussions: <ul style="list-style-type: none"> Post introduction message to the Café Hauz Discussion Board (DB) 	23:59 Saturday
Quizzes & Short Assignments <ul style="list-style-type: none"> Student Information Form APA Quiz Syllabus Quiz Plagiarism Attestation 	23:59 Saturday
Week 2: Jan 22 - Jan 28 Module B: Introduction to EBP (Ch 1-2)	
Quizzes & Short Assignments: EBP Competencies Pre-Test (Self-evaluation)	23:59 Saturday
Week 3: Jan 29 – Feb 4 Module C: EBP Clinical Practice Guidelines (Ch 10)	
GROUP Discussions: EbCPG (See the detailed grading rubric for discussions in Bb. This series of due dates and times is the same for all graded discussions unless specifically noted in the schedule). 23:59 Tuesday Initial posting: 23:59 Wednesday Post replies to minimum of 2-colleagues 23:59 Thursday Respond to any questions posed by peers 23:59 Friday Last day to receive credit for any post.	23:59 Friday Last day to receive credit for any post.
Week 4: Feb 5 – Feb 11 Module D: Developing Clinical Questions (Ch 11)	
GROUP Discussions: Developing a Clinical Question	23:59 Friday Last day to receive credit for any post.
Week 5: Feb 12 – Feb 18 Module E: Gathering Research Evidence (Ch 12)	
GROUP Discussions: PICOTS & supporting Systematic Review	23:59 Friday Last day to receive credit for any post.
DRAFT Safe Assignment: Paper 1 Assignments: PAPER 1	23:59 Friday 23:59 Saturday
Week 6: Feb 19 – Feb 25 Module F: Appraising Research Studies (Ch 13, 16, & Appendix F)	
GROUP Discussions: Critique Research Studies Appraisals	23:59 Friday Last day to receive credit for any post.

Course or Module Activity	Due Date/Time
Week 7: Feb 26 – Mar 5	
Module G: Appraising Clinical Guidelines & Systematic Reviews <i>Ch 10, 14, Appendix A&B; & 9, 15, & Appendix C&D</i>	
Quizzes & Short Assignments: Module G: Systematic Review Quiz	23:59 Friday
Week 8: Mar 5 – Mar 11	
Module H: EBP Process (Ch 17)	
CLASS Discussions: Optional Test Review	23:59 Thursday Last day to post
Test 1: Covers Module B-G content	08:00 Friday – 23:59 Sunday
Week 9: Mar 12 – Mar 18	
Spring Break	
Week 10: Mar 19 – Mar 25	
Module I: Participation in EBP (Ch 18)	
GROUP Discussions: EBP Process	23:59 Friday Last day to receive credit for any post.
Week 11: Mar 26 – Apr 1	
Module J: Research informed Practice (Ch 19)	
GROUP Discussions: Barriers	23:59 Friday Last day to receive credit for any post.
Week 12: Apr 2 – Apr 8	
Tests 2: Covers Module H-J	08:00 Friday – 23:59 Sunday
Week 13: Apr 9 – Apr 15	
Module K: Outcomes & Evaluation Methods	
GROUP Discussions: Evaluation	23:59 Friday Last day to receive credit for any post.
DRAFT Safe Assignment: Paper 2	23:59 Friday
Assignments: PAPER 2	23:59 Saturday
Week 14: Apr 16 – Apr 22	
Library Week	
Use the week to develop your culminating poster of your project for this course.	
Week 15: Apr 23 – Apr 29	
<i>(last day of classes May 4)</i>	
Module L: Implementation Plan	
GROUP Discussions: Implementation Plan	23:59 Friday Last day to receive credit for any post.
Quizzes & Short Assignments: EBP Competency Post Test (Self-evaluation)	23:59 Saturday
Assignments: POSTER Presentation	23:59 Saturday

Schedule Adjustments

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. Joy Don Baker