**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**N5367-008 Evidence-Based Practice**

**Fall 2015**

**Instructor(s):** Cheryl Anderson RN, PhD, CNS

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

**Office Hours:** 10:30-12:30 Thursdays and by appointment.

**Section Information:** NURS 5367-008

**Time and Place of Class Meetings:**  Every Thursday 1-3:50 pm in room 223

**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.

**Other Requirements:** Graduate standing. **Pre-Req: NURS 5327** Exploration of Science and Theories for Nursing and **NURS 5366** Principles of Research in Nursing.

**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:**

**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:**

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

Hacker, D., & Sommers, N. (2011). A writer’s reference (7th ed.). Boston: Bedford/St. Martin’s. ISBN-10:0-312-60143-3

Pyrczak, F., (2013). Evaluating research in academic journals (5th ed.).

Glendale, CA: Pyrczak Publishing. ISBN: 978-1-936523-02-3

Research Textbook of Choice

**Descriptions of major assignments and examinations (see class schedule for due dates):**

**EXAM AND RESEARCH CRITIQUES INDIVIDUAL ASSIGNMENTS**

1. **Multiple-choice exam:**

There is ONE exam that covers the content of all reading assignments and lectures for the first part of the course. The purpose of the exam is to test your foundation of the content and process needed to prepare a research based EBP project.

**2. Research Critique**:

There will be two research critiques for this course; one will be graded and one will be ungraded and discussed in class. In the development of an Evidence-Based Practice (EBP) project a search for and appraisal of numerous articles is vital. We will begin with a search and appraisal of one single published research study and progress from there to increased recognition of the contribution of multiple research studies included within a meta-analysis and metasynthesis of research. Therefore, being able to critique a research article(s) is essential.

**ALL EXERCISES IN CLASS AND THE FOLLOWING ASSIGNMENTS ARE DONE IN GROUPS (OR YOUR “RESEARCH TEAM”) OF 3-4 PEOPLE**

**3. Four Short Papers:**

The final outcome of this course is development of an EBP project. These four short papers focus on the process of the EBP project and individually contribute to the development of the final EBP project. Students will write a short paper on:

1. The PICOTS question

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

3. Team plan to implement change into practice

4. Evaluation of the EBP project.

**YOUR TEAM EBP PROJECT MAY BE ONE CREATED FROM ONE OF THE GROUP’S RESEARCH PROPOSAL FOCUS (IN N-5366) OR A NEW PROJECT FOR ALL**

**4. EBP Poster:**

The final outcome of this course is that your “research team” will create a poster displaying the PICOTS, synthesis of literature, team plan to implement, and an evaluation of the project. The focus of all four short course assignments will contribute to the development of the poster. Students will select a clinical problem, and the analysis and synthesis of existing research evidence about the change in practice will be used to aid the team in deciding how to use the best evidence for the change project.

**Grading Percentages for this Course:**

EBP Quiz 15 %

Research Critique 20%

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

Poster Presentation 25 %

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TOTAL 100 %

**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 – cannot progress

F = below 68 – cannot progress

**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 University Catalog. <http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

**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.**

**Make-up Exams:** Please contact faculty for approval. Other than multiple choice questions may form a make-up exam.

**Test Reviews:** A brief review of your exam will be provided in class as time allows.

**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 **15 hours** per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.for optimum course outcome.

**Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required. Rather, 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, 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 missed course information.

**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 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=20146>

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:

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

**Census Day: September 14, 2015**

**Last day to drop or withdraw: November 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 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*](http://www.uta.edu/hr/eos/index.php). For information regarding Title IX, visit [*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 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/plagiarism/index.html>

**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).

**Student Success Program:** 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](mailto: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](mailto: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 an issue contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a 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.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit (northeast corner of building).When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Librarian to Contact:**

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| --- | --- | --- |
| **Peace Williamson**  Phone: (817) 272-6208  E-mail: [peace@uta.edu](mailto:peace@uta.edu) | Lydia Pyburn – 817-272-7593  [llpyburn@uta.edu](mailto:llpyburn@uta.edu) | Shawn Lee – 817-272-5352 |

Research Information on Nursing:

[**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing)

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

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

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

Database List <http://www.uta.edu/library/databases/index.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 <http://www.uta.edu/library/help/tutorials.php>

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

Ask A Librarian [http://ask.uta.edu](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>

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> .

**Course Schedule.** Please see the class schedule at the back of the syllabus. It will provide you with information related to assignments for the current and coming weeks along with due dates and inside class activities. Please note 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.*

**POSTER**

A final outcome of this course is that students will develop a poster of their selected EBP project related to best nursing practice by addressing the PICOTS question related to nursing practice, education, or administration your team has chosen. The focus of all short course assignments will contribute to the development of a final poster. Students will write a PICOTS, search and synthesize the literature and benchmark/guidelines aimed to answer the clinical issue in question, appraise findings, and create a change in practice with roll-out (plan of implementation) and evaluation related to a specific population and setting of interest. The synthesis of existing research evidence and benchmark/guidelines to answer the PICOTS 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 PICOTS and begin development of the level of evidence to answer your question **VERY early** in the semester because a majority of course assignments depend on that. A team of 3-4 students will work together to develop the project (team members to be determined **by the 2nd week of class**).

**Team Member:** You will work with 2 or 3 additional classmates on this course project. You must decide by the second week of classes who your team members will be rather than working independently. Once you make this decision, you CANNOT change your mind at a later date. You must finish all project related course assignments together (all previous content is individual, only the project assignments are team efforts). Email or provide faculty with the names of your team members by the second Thursday in the course. The same assignments will be submitted by all 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 members 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.

Description and listing of assignments related to the EBP poster project

**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. (**What is PICOTS? See text p. 289**)

**Findings 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 findings 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 (implementation of change) 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 faculty feedback throughout the semester on individual assignments that build toward the final proposal. Students will also have the opportunity to receive classmate feedback to revise and refine the project towards the end of the semester.

**Grading Criteria for Poster\***

**Content**

1. Clearly display the PICOTS, Important Synthesis, Plan for Team Change, Evaluation, and Conclusions. Include acknowledgements. (A sum of all assignments) **50 Points Possible**

**Appearance**

1. Use appropriate colors and design (for easy visualization an understanding by readers) **5 Points Possible**

2. Appropriate organization of the content **5 Points Possible**

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

4. Creativity of poster e.g. handouts of information, summary for peers **10 Points Possible**

**Presentation to Peers**

1. Knowledgeable about project, can answer questions form peers **10 Points Possible**

2. Ease in sharing information, information sharing by all team members, **10 Points Possible**

professional delivery

**100 Points Total**

**\*Information on poster development on BB and see page 378 text**

**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).

**Assignments are due on the day requested per Class Schedule**

**Overview of APA requirements and rules**

**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. (See APA manual page 299-230).

**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. A use of other sources not indicated in the assignment can be placed under the title of Bibliography.

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

Cheryl Anderson RN, PhD, CNS

[Date]

**Specific grading criteria for all assignments project related**

**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. (See related information in your text)

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

Identify the topic that you have a question about. State the clinical problem and why perceived as a problem; identify the trigger source and how it was determined to be a trigger. Statistics and significance statements from research articles may help justify your teams’ thoughts and ideas. Provide references (per APA) as needed. (one paragraph) **40 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? 1**0 Points Possible**

4. O=Outcomes

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

5. T=Time

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

6. S=Setting

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

**100 Points Total**

**Short Paper #2: Findings (or 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 Findings Table. After writing the PICOTS question evidence is acquired using a search strategy involving the key terms in the question. Once the literature is obtained each article is appraised. 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 appraised the Findings Table is created. The Findings Table provides easy organization of the literature and the synthesis of the answer is to the PICOTS 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. (See example, text pages 220-222)

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

1. Review the PICOTS, search databases for appropriate research articles from three different disciplines. Your team should acquire at least 4 quantitative randomized controlled trial research articles, one systematic review (meta-analysis, metasynthesis, OR Integrated Research Review), and

one EBP Guideline. (Total 6 documents minimum)

1**5 Points Possible**

2. Write a significance statement reflecting an **integration** of all information acquired. **15 Points Possible**

3. State how your acquired benchmark/guideline can help to guide your change in practice. Provide full or partial guideline as Appendix A. **15 Points Possible**

4. Create a synthesis of the acquired evidence using the headings in the findings 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\*** |

**45 Points Possible**

5. \*State the appraisal guide used to appraise strengths, weaknesses, and overall quality of acquired documents supporting your project **5 Points Possible**

6. APA reference list of all articles and benchmarks/guidelines. Clarity of information.

**5 Points Possible**

**100 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. (See Powerpoints on EBP models). Be creative, perhaps select one team member’s real work environment as setting for change.

**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. **20 Points Possible**

2. Describe anticipated facilitators and 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. Determine the organizational change readiness. . **25 Points Possible**

3. 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. **25 Points Possible**

4. Describe your team’s strengths and weaknesses as change agents. **25 Points Possible**

5. APA format of references, correct grammar, spelling, punctuation, no plagiarism, paraphrasing, limited quotes, appropriate headings, clarity of information **5 Points Possible**

**100 Points Total**

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

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 (implementation) 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 described IN DETAIL. The evaluation includes data collection (hypothetical) that would show outcome improvements, OR the need to further modify the new change in practice.

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

1. Describe in detail how this project will be rolled out (implemented) in the work setting following the defined timeframe. Describe how you will get the attention of all the stakeholders for this important EBP change in practice. Provide information on education/training, team roles, and administrative approvals, use of brochures, equipment, and costs associated with the change in practice. **40 Points Possible**

2. Describe measures that you will use to evaluate the outcome of the EBP change project. Provide one to two measures used to evaluate. **30 Points Possible**

3. Describe how often the outcomes will be measured on an ongoing schedule. Lay out a realistic time frame. **25 Points Possible**

4 Correct grammar, spelling, punctuation, citations, APA format, no plagiarism, paraphrasing, limited quotes, appropriate headings, clarity **5 Points Possible**

**100 Points Total**

**UTA College of Nursing and 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](http://www.bon.state.tx.us)

**MSN Graduate Student Dress Code:** The University of Texas at Arlington College of Nursing and Health Innovation expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. **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.**

Please View the College of Nursing and Health Innovation Student Dress Code on the nursing website:  <http://www.uta.edu/nursing/msn/msn-students> .

**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/nursing/msn/msn-students>

**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/nursing/msn/msn-students>

**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: (FOR ONLINE COURSES ONLY)** 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 OUR course Blackboard communication tools and UTA MAV email will be used extensively and should be checked often.***

**The English Writing Center (411LIBR)**: [Optional.] Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In ***Quick Hits*** sessions during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.

**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.

**Inclement Weather** (School Closing) [www.uta.edu](http://www.uta.edu) for announcements.

**Department of Graduate Nursing**

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| |  |  | | --- | --- | | **CHANGED - Graduate Advisors:** | | | **Campus-based Programs:**  **NP Students with last Name A-L and Post MSN Certificate NP Program Students:**  Sheri Decker  Graduate Advisor III  Pickard Hall Office # 611  (817) 272-0829  Email: [s.decker@uta.edu](mailto:s.decker@uta.edu) | **Campus-based Programs:**  **NP Students with Last Name M-Z and ALL NNP Program Students:**  Luena Wilson  Graduate Advisor I  Pickard Hall Office # 613  (817) 272- 4798  Email: [lvwilson@uta.edu](mailto:lvwilson@uta.edu) | | **Off –campus (AP) ADM/EDU/FNP  Students with last name A-G**  Lisa Rose  Graduate Advisor II  Pickard Hall Office #628-B  817-272-9087  Email:  [lirose@uta.edu](mailto:lirose@uta.edu) | **Off –campus (AP) ADM/EDU/FNP   Students with last name H-O**  Rebekah Black  Graduate Advisor I  Pickard Hall Office #630  817-272-2291  Email:  [rjblack@uta.edu](mailto:rjblack@uta.edu) | | **Off –campus (AP) ADM/EDU/FNP Students  with last name P-Z**  Caitlin Wade  Graduate Advisor II  Pickard Hall Office #631  817-272-9397  Email:  [cwade@uta.edu](mailto:cwade@uta.edu) |  | | |
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| *CLASS SCHEDULE*  **(Provides current and coming week’s assignments plus**  **“ in class work” and assignments due)** | | |
| **WEEK OF**: | **Topics and Readings** | **Assignments DUE** |
| August 27  WEEK 1 | Introduction to Course  Syllabus & Schedule  Introduction to Evidence-Based Practice (EBP)  and CONNECTION TO RESEARCH  **(All Powerpoints under Course Content; Readings under Course Materials; also see Reference List)**  **Brown Text: Chapter 1 & 2; Readings** | **Pretest: Research Review**    **Next Week: See Table of Contents-Week 2 Readings (p.25 syllabus)** |
| September 3  WEEK 2 | OVERVIEW- Research Methods  1. Qualitative Research (pp. 37-64; 338; 415)  2. Quantitative Research  Designs- Descriptive and Beyond  Review of Statistical Conclusion Validity, Internal Validity, External Validity, Construct Validity; Rigor of designs: randomness, lacking of bias, power analysis, blinding, reliable/valid tools  **Brown Text: Chapters 3, 4, 5, 6; Readings** | **Guest: Dr. Carolyn Cagle**  **Readings: 1) Rigor of qualitative studies (Dixon-Woods) Appraisal (Williamson); 3) Example research study meta-synthesis (Fenech)**  **Select “research team” members (3-4 students) to function as review panel (for appraisals of studies, in class exercises) and working group for developing EBP project**  **For next week- See Table of Contents-Week 3 Readings**  **Critique #1 DUE (ungraded, in class work)** |
| September 10  WEEK 3 | DESIGNS: Experimental/quasi-experimental, randomized controlled trials (RCTs) Cohort/Case Control Studies, Intervention-Based Research designs.  POWEWRPOINTS ON BB  See posted materials on BB: CONSORT flowchart\*, Downs and Black article; Kraljevic article; Shaw et al. article ( for example RCT with use of CONSORT)  Research Critique: Review of ***single*** study (will review in class)  **Brown Text: Chapters 7, 8** | **IN CLASS-**  **Share research proposals with class (from N-5366) How is your topic significant to clinical practice?**  **Handouts- “It ain’t**  **necessarily so…”**  **Levels of evidence**  **Assignment # 1-Research critique # 1, posted on BB**  **“Correlates of fatigue in patients with heart failure”**  **For next week- See Table of Contents-Week 4 Readings; locate one systematic review to share (on your topic)**  Email URL for JBI check list to students |
| September 17  WEEK 4 | Systematic Review: Pulling together multiple studies on a topic via:   * Integrative Reviews * Meta-analysis * Metasynthesis   **Brown Text: Chapters 9, 10; Readings** | **Guest: Dr. Marilee Schmelzer (1:30-3:30)**  **A Systematic Review using JBI database: Application**  **Readings: 1) 5A Model: Ask, Acquire, Appraise, Apply, Assess --series of articles (5) on BB;**  **2) Example meta-analysis using JBI (Song); 3) See PRISMA Statement (materials) (BB)—**  **Share systematic review you located**  **For next week- See Table of Contents-Week 5 Readings** |
| September 24  WEEK 5 | Review systematic review on text messaging (BB) note PICO question  Integrated Research Review  EBP Clinical Practice Guidelines: (often summary of conclusions of the recommendations from a systematic review)  EBP Guidelines--Powepoint  EBP guidelines for NEC (on BB)  **Brown Text: Chapters 9, 10, 14; Readings; Appendix A, Appraisal Guide for Clinical Practice Guidelines** | **IN CLASS- Readings: 1) Text messaging (Militello);**  **See Appendix B for appraisal of clinical practice guideline**  **For next week- Complete online assignment on BB For class of week 7---QUIZ 1** |
| October 1  WEEK 6 | **ONLINE EXERCISE** | **Posted on BB under Course Content** |
| October 8  WEEK 7 | ASK: What is your question? PICOTS  **Brown Text: Chapter 11** | **QUIZ 1**  **IN CLASS – Review online assignment;**  **Develop PICOTS from your past research proposal (for practice);**  **Share PICOTS ideas with class for current project this semester**  **For next week- See Table of Contents-Week 8** |
| October 15  WEEK 8 | ACQUIRE information: Searching the Literature  Review systematic review article example on genomics for search strategies (Kaufman)  (BB)  **How will you acquire information on your topic?**  **Brown Text: Chapter 12; Readings** | **Guest: Peace Williamson Role of the Librarian: Searching Databases**  **1:30-3pm**  **DUE-**  **Assignment # 2- PICOTS**  **For next week- See Table of Contents-Week 9** |
| October 22  WEEK 9 | APPRAISAL of evidence, clinical recommendations and integrative research reviews (IRR)  Review Downs & Black and Warnock articles of appraisal guides (on BB)  CASP----www.casp-uk.net/#!checklists/cb36  (listing of appraisal checklists for all types of designs and more: RCT’s systematic reviews, cohort studies…)  **Brown Text: Chapter 13, 14, 15, 16; Readings**  **See Appendices A, C, E, F for Appraisal Guides** | **IN CLASS**  **Use appraisal guide, p.419 in text for in class review of article provided on pages 262**  **Readings BB: Review of Downs & Black and Warnock articles Compare with author’s appraisal**  **Bring one of your acquired articles and in your “review (appraisal) group” select a check list to use and conduct appraisal---share with peers and why selected appraisal guide you used**  **For next week- See Table of Contents-Week 10 Readings and EXERCISE:**  **Bring three single studies (RCTs) on your topic for class next week and** draft **a findings table per your teams’ choice of appraisal check lists** |
| October 29  WEEK 10 | APPRAISAL of evidence, recommendations, conclusions from systematic reviews and original (single) studies  *Across-study analysis*--analyses of several single studies together, laid out in a findings table, see p.343-46--to do assignment #4 -- (See Format- Completed Findings Table, Appendix H, pg. 429)  Look back at findings tables on previous articles we’ve discussed (e.g. Fenech).  **Brown Text: Chapter 13, 14, 15, 16** | **DUE-**  **Assignment # 3- Research article critique-# 2 posted on BB (TO BE TURNED IN-graded assignment)**  **Share three single studies discuss how information integrated (or “appraised as a body”) and displayed in a findings table**  **For next week- See Table of Contents-Week 11 Readings and draft project implementation plan and evaluation tool for your project** |
| November 5  WEEK 11 | APPLY to practice  Putting Research Into Practice Plan for Change  Review EBP project paper on BB: “Evidence based practice to improve late preterm outcomes” (Baker)    ASSESS Evaluation of implementation  **Brown Text: Chapter 17** | **Assignment # 4- Findings Table**  **IN CLASS- Share with peers plans of how plan to implement your change in practice and how/when evaluate (Who, what, how is evaluated?)**  **For next week- See Table of Contents-Week 12 See Poster (ideas) on BB** |
| November 12  WEEK 12 | Evidence Based Practice Models  (Powerpoints on BB) Using Research to inform EBP | **Assignment # 5- Team**  **Assignment # 6- Roll Out and Evaluation**  **Begin creating poster- See BB for examples of poster formats and Brown text: Chapter 18, 376-380**  **For next week- See Table of Contents-Week 13 Readings; prepare 2 questions for peers to address in aiding in your refinements to your team EBP project poster** |
| November 19  WEEK 13 | Final Change Process, Roll-out, and Evaluation  Discuss article describing EBP project on BB:Parker  **Readings** | **IN CLASS- Share “draft version” of EBP project with peers for review and questions.**  **For peer evaluation (Peers (other project teams) to serve as outside stakeholders, members of the community and society)**  **Holiday next week!** |
| November 26  WEEK 14 | **THANKSGIVING HOLIDAY** |  |
| December 3  WEEK 15 | Final Poster Presentations | **Poster Presentation Day** |
| December 5-11  WEEK 16 | Course Evaluation (Online)—no class |  |

**Table of Contents for Blackboard Postings**

Under Course Content (Includes Powerpoints)

|  |  |  |
| --- | --- | --- |
| Week to Review | Lecture Title | Comments |
| 2 | Designs: Descriptive and Beyond |  |
| 3 | Designs: Intervention Based Research, Cohort, Case Control |  |
| 5 | EBP Clinical Care Guidelines | Guidelines and Protocols |
| 6 | Online exercise | The goal of this three hour exercise is to gain familiarity with systematic reviews, searching and other related information we will be discussing. The article to address is also posted blow the instructions for this exercise. We will discuss information you gathered (as per stated requests) in our next class. |
| 12 | EBP Models |  |

Under Course Materials

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| Week to Review | Topic | (Abrev) Title of BB Posting | Author (1st only) | Comments |
| 2 | Qualitative Research Approach  Guest Lecturer  Designs: Overview | Qualitative Research- Rigor  Appraisal of qualitative works  Metasynthesis (example) | Dixon-Woods; Williamson;  Fenech | Three separate articles and see powerpoint listing above for week 2 |
| 3 | Designs (continued)  Research Critique #1 | Randomized Clinical Trials (RCTs), Cohort studies; CONSORT flow diagrams | Downs & Black; Kraljevic; Shaw; CONSORT | Three separate articles and see powerpoint listing above for week 3 |
| 4 | Systematic Reviews  Guest Lecturer | EBP: 5A’s Model  Meta-analysis (example)  PRISMA Statement (and other posted PRISMA materials) | 5A’s;  Song;  PRISMA | 5A’s- 5 short articles); meta-analysis with JBI appraisal check;  **For PRISMA may need to go to PRISMA.htm if link not hot** |
| 5 | Systematic Review and Clinical Guidelines | Systematic Review on text messaging; Integrated Research Reviews;  Clinical Practice Guidelines; Quality of Evidence | Militello;  NEC Clinical Guidelines;  Feuerstein | Note PICO;  Note Levels of Evidence (Table) in guidelines; Exemplar, p.262;  Powerpoints |
| 6 | Online exercise posted on BB ---see above information, under Course Content | | | |
| 7 | PICOTS  **A**sk Question | What is the question?  QUIZ | (Text) | Bring N5366 proposal develop PICOTS question |
| 8 | Searching databases  Guest Lecturer  **A**cquire information | Search strategies |  | Note search strategies in article |
| 9 | **A**ppraisal of evidence | In class reviews  Team appraisal of one of your acquired article sfor review | Review two appraisal guides by Downs and Black and Warnock | Apply check lists (also see Appendices in book)  Peruse the CASP website |
| 10 | **A**ppraisal of evidence  (continued) | In class reviews | Review appraisal guides by Downs and Black and Warnock | Review of draft findings tables |
| 11 | **A**pply to practice and **A**ssess implementation of plan (evaluate) | In class sharing of draft ideas | Baker | EBP project |
| 12 | EBP Models |  |  | See Powerpoint listing above |
| 13 | EBP projects | Peers serving as outside stakeholders, members of the community and society | Parker | “dress rehearsal” for input to project from peers |
| 14 | HOLIDAY |  |  |  |
| 15 | POSTER PRESENTATIONS |  |  |  |