

**The University of Texas at Arlington
College of Nursing and Health Innovation
Summer 2016**

Instructor(s): Maxine Adegbola, PhD, RN, CNE, ANEF

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Office Telephone Number: (817) 272-9373 [office] **Best way to contact me is by cell phone given during orientation and posted in announcements. To contact me via my cell phone, please text.** Additionally, I can be readily contacted via UTA email.

Email Address: adegbola@uta.edu

Faculty Profile: <https://www.uta.edu/profiles/maxine-adegbola>

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

Section Information: NURS 5367-001

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

All classes including orientation are online in Bb. See the weekly schedule for important dates. I will also periodically offer synchronous teleconferences.

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. We will not use Respondus for this course.

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 Textbooks:

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

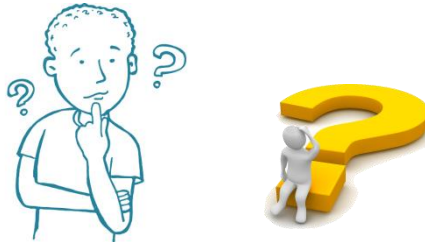
Recommended Textbooks:

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 (8th 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



Questions you may have:

I. What is Evidence-based Practice versus Research?

EBP is very different from Research, the lectures and text book will help you to sort out the differences as you move along in the course.

The focus for this course will be on any topic you choose along with patient satisfaction. Again, this will be very different from the focus in research because you will have a trigger that causes you to review your chosen topic as well as the trigger for patient satisfaction. Therefore, you may choose any topic you are passionate about, and then add patient satisfaction to the project. Don't start your search by looking up patient satisfaction, start your search by looking up the literature on your topic of interest. Below are a few references that can help you to start thinking.... Also, there are additional references in the Blackboard [Bb] overview.

- ✓ Read [Miller, Hayes and Carey \(2015\) Evidence -based Practice or Sacred Cow](#)



Evidence Based
Practice Miller 2015 a

- ✓ Read Hanaran et al [2015] Sacred cow gone to pasture. [EBP articles and Reading list/HanrahanSacred cow.pdf](#)



Adobe Acrobat
PDFXML Document

- II. **When do I submit my written work?**- review in the syllabus
- III. **What are the assignments for this course?** – review the syllabus.
- IV. **Are the exams ‘Open Book’?** Yes, during the exams you can use your notes and text. However, the exam must be completed by you alone, and not in conjunction with any other person.

Descriptions of major assignments and examinations with due dates:

1. Multiple-choice exams: Taken online in Blackboard

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

Exams are open all day, beginning at **12:01 a.m. until 23:55 p.m.**, on the scheduled date (see weekly schedule below). They are timed exams, meaning that once you begin you will only have a certain number of minutes to take the exam. You must complete the exam by 23:55 p.m. More instructions are included in Blackboard.

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

2. Four Short Papers: Submitted online in Blackboard

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

- a) The Trigger and PICOTS question
- b) The Pinch Table of synthesized literature found on the topic
- c) Team plan to make the change
- d) Evaluation and roll-out of the EBP project.

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

3. EBP Poster: Submitted online in Blackboard.

The final outcome of this course is that students will create a poster of the Trigger and PICOT, synthesis of literature, team change project, and the evaluation of the project. The focus of all course assignments will contribute to the development of the poster. Students will use the best evidence with the help of a team for the change in practice.

Grading Percentages for this Course:

EBP Exams (3 X 10% each)	30 %
Four Short Papers (4X 10% each)	40 %
Poster Presentation	30 %
<hr/>	
TOTAL	100 %

How to calculate your grade:

You can calculate your grade by reviewing the weight of each assignment in the syllabus. Remember, the practice quiz is not included in the grade. You may see the total possible points and your total points in Bb; **disregard this as it is not the weighted grade**. Review the syllabus and you will see the weight for each assignment. Following is the way to calculate the grade.

Exam 1 X.1=

Exam 2 X.1=

Exam 3 X.1=

Short Paper #1: PICOTS X .1 =

Short Paper #2: Pinch Table X.1=

Short Paper #3: Team X .1=

Short Paper #4: Evaluation and Roll-out X .1=

Poster Presentation X .3=

Sum all of these and you will know your final grade.

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 = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69– cannot progress

F = below 59– 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>.

Make-up Exams: Please refrain from requesting altered exam dates or times; you are expected to adhere to the course schedule. An exception will be granted only for an emergency and documentation is required.

If you become ill, have an accident or family **emergency** and do not believe you can complete an assignment on time, you should phone or email the instructor immediately – **BEFORE** - the due date and time. The instructor may postpone the deadline without penalty, depending on the circumstances. Once the due date is passed, a grade of zero will be assigned regardless of the excuse. *Additionally, do not wait until the last minute to do your assignments and exams. Be reminded that technical difficulties can/may occur.*

Any make-up examinations given may include questions that are other than multiple choice, and/or T/F. Additionally, make-up exams may be set so that the highest grade possible is a 70%. Make-up examinations may be given at the convenience of the faculty and availability of staff proctors.

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

Test Reviews: Contact faculty to request a review of your exam. The review may be done via phone, or email. There are no online test reviews in order to protect test questions. The review will be based on content areas and not necessarily specific questions.

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

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 12-20 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Attendance Policy: Regular class attendance (online) and participation is expected of all students. No points are given for online attendance; however, students are responsible for all online course content and information, including all announcements and discussion board posts.

CONHI - language

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

Census Day: June 23
Last day to drop or withdraw July 21 by 4:00 pm.

If you choose to drop the course, please be courteous and notify the professor, as well as your team member.

Disability 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)**. 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.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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 or by calling the Office for Students with Disabilities at (817) 272-3364. The student [you] is responsible for initiating the process with the Office for Students with Disabilities.

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. For information regarding Title IX, visit 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, or view the information at www.uta.edu/resources.

The English Writing Center (411LIBR): 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>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

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 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.

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	Kaeli Vandertulip 817-272-5352 Kaeli.vandertulip@uta.edu
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Contact all nursing librarians:
library-nursing@listserv.uta.edu

For this EBP course, it is imperative for you to seek direction from resident nursing librarians regarding search help for your PICOT question. I suggest that you start to make contact with the librarian by the first week of the course.

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
Chat with the Library	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	http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus	http://libguides.uta.edu/offcampus

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>.

In addition to providing the general library guide for nursing (<http://libguides.uta.edu/nursing>), we can put together course specific guides for your students. 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>.

References:

In general for this course general references should be no more than 5 years old and systematic reviews no more than 3-5 years old.

POSTER

A final outcome of this course is that students will develop a **Poster of the EBP project** related to best nursing practice found in the critiqued evidence.

- The PICOT question will be answered using the evidence related to nursing practice, education, or administration.
- The focus of all course assignments will contribute to the development of a final poster.
- Students will write a Trigger and PICOT, synthesize the literature and benchmark/guideline aimed to answer that clinical issue.
- Students will then use their team to create a change in practice with roll-out and evaluation related to a specific population and setting of interest.
- The synthesis of existing research evidence and benchmark/guideline will be used to answer the PICOT and create the EBP change project. This will all be included in a succinct presentation in the form of a poster presentation. It is essential that you select a clinical PICOT and begin development of the level of evidence to answer your question **VERY early** in the semester because the change in practice depends on the leveled evidence.

Team Member:

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

Mediation Services are provided to aid students in reconciling interpersonal disputes with other University of Texas at Arlington students. Please visit www.uta.edu/mediation for detailed information and/or contact Mediation Services via phone (817) 272-3108, email mediation@uta.edu or by visiting the office within the E.H. Hereford University Center on the Lower Level - Suite B170.



Summarily: The expectation of Team Members is that you work together on every portion of the EBP project. Brainstorm ideas and search strategies, edit each other's writing, and remember, however you divide up the work is up to you, but team members must work together and have mutual agreement because you will have the same grade. Not only should this be considered an adult activity, it is also considered a scholarly activity and is the expectation of graduate students. In the scholarly world, every project is better when two or more heads are critically thinking about it and providing input for a stellar product that will affect healthcare outcomes. As you graduate you will be expected to lead others in the same process; therefore, be a team player, be considerate and respectful, make sure your team member is in agreement with the timeline, the work, and the final product. You are making bonds with your team member that will carry over into the new world you will enter as you graduate. Make sure that bond is memorable in a good way, and not one that you regret. If team members are not able to work together they will be asked to participate in mediation. Additionally, see the syllabus regarding grading when team members cannot work amicably.

Following is an example of discussion the team members should have as well as rules that should be set:

1. What day/time should we have our individual portions to each other for discussion and editing each week?
2. What process should we use to discuss and edit our project each week? Where should we meet – in person, online, over the phone?
3. We are both required to submit our papers so there is no need to rely on one of us to submit our paper.
4. Even if one team member is out of town, for this project, how should we meet each week to complete the EBP project?
5. A penalty will be imposed or we could receive a grade of zero if we do not work on this together and submit our papers together. How will we plan to work on the assignment, how will we plan to edit each other's work, how will we plan to communicate as a team?



Identify a Trigger and Write a PICOTS related to nursing practice, education, or administration. **Please note, your area of concern must be nursing-related.** The researchers may be from another discipline but the suggestions need to be applicable to nursing.

- The Trigger is identified and then the PICOTS is written and needs to be significant to nursing 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, whatever the trigger source that identifies a need for a change in practice.

Pinch Table of Synthesis:

What is synthesis? Present the **best evidence** based on the pyramid [best evidence-apex of pyramid {eg. systematic review}, least evidence-base of pyramid {opinion of authorities, reports from experts}]. Synthesis is not summarization, but is a discussion of the look at the whole picture and appraisal of all the evidence. How the individual studies are related to the PICOT question.

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

Team:

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

Evaluation and Roll-out:

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

Each student will receive feedback throughout the semester on assignments that will culminate with the final poster presentation. The expectation is that students will reflect upon classmate and faculty feedback to revise and refine the content for the final poster presentation. .

Previously submitted assignments will not be re-graded. See specific rubric details for grading in Bb.

Grading Criteria for Poster

- | | |
|---|---------------------------|
| 1. Poster content | |
| a) Clearly State the Trigger and PICOTS as a question (5 pts.), | |
| b) Important Synthesis (5 pts.), | |
| c) Team Change (10 pts.), | |
| d) Evaluation (10 pts.), and | |
| e) Conclusions (5 pts.). | |
| f) Include acknowledgements (5 pts.). | 40 Points Possible |
| | |
| 2. Use appropriate colors and design | 10 Points Possible |
| | |
| 3. Appropriate Organization of the content | 10 Points Possible |
| | |
| 4. Correct grammar, spelling, succinct, and proper formatted font sizes, etc. | 10 Points Possible |
| 70 Points Total | |

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 current Edition of the APA Publication Manual is to be used in conjunction with the guidelines in this syllabus and instructions given in class to demonstrate correct style and format in all papers (including grammar and punctuation, use of numbers and abbreviations, tables, and citation of sources).
- In Blackboard under the Writing Papers- Help tab are other relevant information, including how to set your computer for APA 6th edition.
[Setting up the 6th Edition APA Paper Revised 0\(3\).pdf](#)

Submitting assignments:

- Upload all completed assignments to the appropriate area in Blackboard. Before uploading any assignment, **save the file using your last name, first initial, and brief assignment name as the file name (Ex: Adegbola M Smith K Trigger and PICOTS).** **Before uploading articles and benchmarks cited in the papers, save them using the last name of the first author (& additional authors as needed) and publication year (Ex: Headley et al 2004, or AHRO 2005).** Do not include any extra punctuation in file names uploaded to Blackboard. Be sure to upload all needed files before submitting the assignment.

- The paper you submit for grading is the paper that will be graded.

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

Pagination:

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

Margins:

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

Type size and font:

- Type should be 12 characters per inch. The font should be Times New Roman.

Spacing:

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

Punctuation:

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

Figures and tables:

- Figures and tables should be inserted into the body of the paper as close as possible to where they are discussed in text (NOT at the end of the paper). Review the APA Manual for specific rules (p. 128-150).

Running Headers:

- Running header is required on the title page. (See APA manual page 299-230).

Headings:

- Headings within the paper are essential. You must use at least level 1 heading. 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.

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

Maxine Adegbola PhD, RN, CNE, ANEF, Clinical Associate Professor

[Date]

Short Paper #1: Trigger and 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 identify a Trigger and write a PICOTS question. The PICOTS question will help to keep the project on target, and focused. A focused clinical question is created by using the PICOTS format.

Short Paper #1: Grading Criteria for Trigger and PICOTS

Identify the Trigger. State what the Trigger is, and how it was determined to be a trigger
(one paragraph) **10 Points Possible**

Create a PICOTS question to guide you to the answers needed to make a change in practice
Write the PICOTS question:

1. P=Patient Population of interest
What populations are you interested in? **10 Points Possible**

2. I=Intervention/Issue
What intervention are you interested in? **10 Points Possible**

3. C=Comparison Intervention
What will the intervention be compared to? **10 Points Possible**

4. O=Outcomes
What outcome do you want to see? **10 Points Possible**

5. T=Time
What time frame for tx or duration? **10 Points Possible**

6. S=Setting
What is the setting of care? **10 Points Possible**

7. APA Format - Grammar and style **10 Points Possible**

80 Points Total

Short Paper #2: Pinch Table

A final outcome of this course is to develop an EBP project related to nursing practice, nursing education, or nursing administration. This short paper involves creation of the Pinch Table. After writing the PICOTS question the evidence is gathered using a search strategy involving the key terms in the question.

- Once the literature is obtained each article is critiqued. The literature is critiqued for the level of evidence, and the strength and fit of the evidence to answer the question. After the literature is critiqued the Pinch Table is created.
- The Pinch Table provides easy organization of the literature and the **synthesis** of the answer is to the 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.
- If you have forgotten how to create an APA formatted pinch table for your articles please go to pages 128-150 in the APA manual.
- Also, if you do not understand how to write a **synthesis paragraph** this is an example for you to follow. Your synthesis should be one short succinct paragraph using all the literature that you put into your pinch table:

"Many studies have shown that nurse engagement is perceived as caring to adults with chronic pain (Author, Year; Author, Year, Author, Year). According to Author (Year) qualitative inquiry is preferred because individuals feel more care for when the nurse becomes involved in a therapeutic manner. Additionally, it has been reported that patients with chronic pain like they are allowed to be involved in their care (Author, Year), assist in treatment choice (Author, Year), and duration of intervention (Author, Year). Author (Year) suggest that chronic pain is a disease because it affects all domains of a person's life. The guideline we intend to use recommends __ therapeutic /compassionate caring adults with chronic pain the use of opiates (Guideline, Year)."

Short Paper #2: Grading Criteria for Pinch Table

1. Review the PICOTS, search databases for appropriate research articles from three different disciplines, and within the previous 5 years.

The discipline is identified by the title of the journal in the citation on the reference page. There should be **at least** 6 quantitative randomized controlled trial research articles, at least one systematic review, or meta-analysis, and one EBP Guideline.

Qualitative articles and a review of literature may also be incorporated.

10 Points Possible

2. Find data to support the significance of the problem and write a significance statement.

10 Points Possible

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

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

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

30 Points Possible

4. Full APA formatted table (the table above is not in APA format) and reference list of all articles and benchmarks/guidelines. **10 Points Possible**

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

80 Points Total

Short Paper #3: Team

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

Short Paper #3: Grading Criteria for Team

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

10 Points Possible

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

10 Points Possible

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

10 Points Possible

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

5. Full APA formatted title page, reference list of all articles and benchmarks/guidelines. Correct grammar, spelling, punctuation, citations, APA format, no plagiarism, paraphrasing, limited quotes, appropriate headings, clarity **10 Points Possible**

50 Points Total

Short Paper #4: Evaluation and Roll-out

A final outcome of this course is to develop an EBP project related to nursing practice, nursing education, or nursing administration. This paper focuses on the roll-out of the change that the team has decided upon as well as the evaluation of the change over time.

- The roll-out is the process, or implementation of the new change into practice.
- The evaluation includes data collection that will show outcome improvements, or the need to further modify the new change in practice.

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

1. Describe measures that you will use to evaluate the outcome of the EBP change project. Provide one, no more than two measures used to evaluate, and if available, use dashboard data. **20 Points Possible**

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

3. Describe in detail how this will be rolled out in your institution.

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

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

60 Points Total

WEEKLY SCHEDULE

- In an online course, you can pretty much proceed at your own pace. There are a few exceptions, such as **DUE DATES!**
- Assignments are due on specific dates, by 2355 PM. Therefore, the dates for study are approximate so you know how fast you should be progressing. *“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Dr. Maxine Adegbola”*

Date	Plan	Comments	Due Assignments
June 6, 2016	First class/Orientation /overview/post profile & picture to Bb/start to network for team partner/Reply to my post and meet at least 2 people/Practice quiz on syllabus or other information/ schedule time with Librarian**	Practice Quiz on syllabus Read cap 1, 11, 17, articles <u>Post</u> Introduction and <u>find team member</u> to work with on the EBP project. <u>Send an email</u> to faculty; include your team member that you intend to work with on the EBP project	Complete Practice Exam/quiz
	MODELS; ** Introduction to Evidence-Based Practice (EBP) and IOWA model Brown Text: Chapter 1 & Articles	Chap 1, lecture, articles	
June 13	PICOTS & TRIGGER ** Chapters 1, 11, & 17, lectures and articles, (including lectures on PICOTS). Brown Text: Chapter , 1,11, 17 & Articles	Chap 1, 11, 17, lecture, Picots & Trigger, and articles. <u>Exam 1.</u> <u>Create PICOTs for EBP project 1 DUE</u>	- <u>Exam 1</u> -on Friday 6/17 - <u>Project 1</u> Paper due- Create PICOTs
June 20	Lit. SEARCH Brown Text: Chapter 12	Chap 12, lecture. Gather literature & meet with the librarian as needed.	
June 27	GUIDELINE/BENCHMARK/SYSTEMATIC REVIEW Brown Text: Chapter 10 & 12	Chap 10, 12, lecture/meet librarian PRN	
July 4th	CRITIQUE LITERATURE Refresher on Critique of the Literature Brown Text: Chapters 9, 13, 14, 15, & 16 and Appendix A, B, C, E and F	Chap 9,13,14,15,16, Appendix A,B,C,E & F/lecture <u>begin critiquing the literature</u>	
	LEVELS of EVIDENCE Brown Text: Page 274, and Article	Read page 274/article/lecture Level all evidence	

Date	Plan	Comments	Due Assignments
July 11	Synthesis LITERATURE** Brown Text: Appendix H	<u>Exam 2</u> on chaps. 9,10,12,13,14,15,16 &17/lecture/articles PINCH table due 2	<u>Short Paper #2:</u> APA Pinch Table of Synthesis with articles and Benchmark/ Guideline <u>Exam 2 DUE</u> on Friday, 7/15 over Chapters 9, 10, 12, 13, 14, 15, 16, & 17 (including lectures, articles, and Assignments).
July 18	TEAM-Planning , work-out, change Brown Text: Review pages 375-376, chap 17 Article: Cullen & Adams (2012) Brown Text: Chapter 17 Article: Weber and Joshi (2000)	Chap 17, pages 375-376/ articles Select team members Present Synthesis to team strategize how to best use each team member look at need for more literature with team	
July 25	EVALUATION Brown Text: Review pages 366-367	Find or create a tool to use for evaluation.	Team Development - Paper 3 due 7/29
August 1	CHANGE PROCESS & ROLL OUT Brown Text: Review Chapter 17 Team Final Change Process, Roll-out, and Evaluation	<u>Exam 3</u> Chap.17/lecture/ articles /assignments <u>Paper 4 due</u>	<u>Exam 3 DUE</u> on Friday, August 5th over Chapter 17 (including lectures, articles, and assignments). <u>Short Paper #4 on</u> <u>Evaluation &</u> <u>Roll-out due on</u> August 5
August 8	Poster Creation Brown Text: 376-380	Begin creating the poster	
	Course Evaluation (Online) Final student Poster Presentation due Friday 8/12	<u>Poster presentation due</u> <u>Evaluation [on line]</u>	Final Poster DUE: Friday, August 12

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

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

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/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: 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 Graduate 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.

<p>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.</p>

Department of Graduate Nursing

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Graduate Advisors:

<u>Campus-based Programs:</u> <u>NP Students with last Name A-L and Post MSN Certificate NP Program Students:</u> Lisa Rose Graduate Advisor II Pickard Hall Office # 119 (817) 272-9087 Email: lrose@uta.edu	<u>Campus-based Programs:</u> <u>NP Students with Last Name M-Z and ALL NNP Program Students:</u> Luena Wilson, Graduate Advisor I Pickard Hall Office # 119 (817) 272- 4798 Email: lvwilson@uta.edu
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