



## **Evidence –Based Practice, Nurs 5367**

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

### **Student Learning Outcomes:**

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

### **Student Learning Program Outcomes:**

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

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

### **Instructor(s):**

Judy LeFlore PhD, RN, NNP-BC, CPNP-PC&AC, ANEF, FAAN  
Associate Dean and Chair for Graduate Nursing  
Associate Dean for Simulation and Technology  
Samuel T. Hughes Professor of Nursing  
Director of Pediatric, Acute Care Pediatric & Neonatal Nurse Practitioner Program

### **Email:**

[jlflore@uta.edu](mailto:jlflore@uta.edu)

### **Student Email:**

Students enrolled in UTA's online courses are expected to check their UTA email daily. Students waiting for their next course to start are expected to check their UTA email a minimum of twice weekly.

**Faculty and Students – Email:**

For reasons of web security, faculty, staff, and students must use their **official** UT Arlington e-mail address for all university-related business. As a security measure, and in order to protect student privacy, only emails received through the UTA email system will receive a response. Emails received from any student's personal email address will be deleted without a response.

**Instructor Office or Department Location:** Pickard Hall, office 518

**Instructor Office or Department Telephone Number:** 817-\*272-2776

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Coordinator – Nursing Administration and Online Education Programs

**Emergency Phone Number for Reaching Faculty:** 817-272-2776

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Coordinator – Nursing Administration and Online Education Programs

**Faculty Profile:**

<https://mentis.uta.edu/public/#profile/profile/edit/id/399/category/1>

**Preferred Methods for Reaching Instructor:** email jleflore@uta.edu

**Maximum Timeframe for Responding to Student Communication:**

Response to student emails can generally be expected within 24 hours with a 48 hour maximum time frame.

Response to student assignments may be expected within 72 hours.

**Virtual Office Hours:**

Please email the professor to schedule an individual or small group, virtual work session during office hours or at a separate time if necessary. Include the purpose of the meeting, what you hope to learn as a result of this meeting and who will be participating in your email.

The purpose of virtual office hours is to address those unique instructional challenges or questions that require a response that cannot be answered via email, an announcement, or the question and answer forum provided within the course.

**Zoom:**

Zoom is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Zoom conference, students simply need to:

- Use a computer with video and audio features
- Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
- Check their video and audio features via the cues provided in Zoom

The Zoom link can also be downloaded to your smart phone. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.

Students do not need a Zoom account to join Zoom meetings hosted by a faculty member. Zoom tutorials can be found at the following link:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

**Credit Hours:**

3 credit hours

**Clinical Hours:** Clinical hours are not required until the last three courses of the program, **however preparation for clinical coursework begins early in the degree program.**

Check your Pathway to Graduation for detailed instructions regarding what you must do concurrently with each academic course to ensure you are ready for your clinical experience!

If you are in the MSN-FNP degree program and do not have access to your online Pathway to Graduation please notify your advisor. You will need to check and use your Pathway to Graduation concurrently with every course throughout the MSN-FNP degree program.

**Textbooks (Including Titles, Authors, Edition and Publisher) or Equipment - 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

Evidence-based practice: An implementation guide for health care organizations. Houser, J., & Oman, K. S. (2011). Sudbury, MA: Jones & Bartlett Learning. *This item can be found in Resources on the navigation menu on the left.*

**Textbooks or Equipment: SUPPLEMENTAL (Not Required):**

**Attendance Policy:**

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines.

**Course Expectations:**

The amount of time required by students to study and complete assignments in this course will vary according to students' previous professional experiences, prior learning, and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to

“unlearn” practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently to quickly increase their overall knowledge base – knowledge that their classmates may have developed over multiple years of working in healthcare settings.

It is recommended that students schedule a minimum of 15 hours per week to study and complete their online content in this didactic (non-clinical) course, however, some weeks may require fewer hours and other weeks may require more hours.

### **MSN Program Expectations:**

1. GPA of 3.0: Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:
  - your course professor
  - UTA Student Success Coordinators
  - Your advisor
  - Your retention specialist
2. Let’s Get Clinical: Successful completion of the required 760 clinical hours during your last three courses is completely dependent upon successful completion of the “Let’s Get Clinical” portion of your Pathway to Graduation. Successful graduation requires both completion of your courses and timely completion of all of the requirements in “Let’s Get Clinical.”
3. Preceptors and Clinical Sites: Students are responsible for arranging their own preceptors and clinical sites according to guidelines provided. This process begins very early in the overall program to ensure readiness when the clinical courses begin.

### **Course Topics / Lesson Titles:**

<b>Module</b>	<b>Module Topics / Titles</b>	<b>Lesson Topics / Lesson Titles</b>
<b>1</b>	<b>In the beginning</b>	<b>Overview Understanding EBP Guiding the implementation of EBP in an organization</b>
<b>2</b>	<b>How to develop a burning clinical question in PICO format</b>	<b>What is your burning question? Find and appraise the evidence</b>
<b>3</b>	<b>Is evidence the “be all end all”?</b>	<b>Is it all about the evidence?</b>
<b>4</b>	<b>All work and no plan makes for a disaster</b>	<b>It’s all about the plan!</b>
<b>5</b>	<b>Go tell it on the mountain!</b>	<b>Dissemination!</b>

**Course Outcomes and Performance Measurement:**

<b>Course Objective(s)</b>	<b>Module Number and Objective(s)</b>	<b>Assessment Item</b>
Participate in scholarly endeavors to advance nursing knowledge.	Module 1, Lesson 1: Students will establish a meaningful context for EBP in their practice	Practice Quiz Visit UTA's Library website
Participate in scholarly endeavors to advance nursing knowledge.	Module 1, Lesson 2: Differentiate Quality Improvement, Evidence-based Practice and Research.	Select one of the published research articles you have selected. Identify it as a quality improvement article, a research article, or EBP. Discuss why you believe it to be either a research article, EBP article or a quality improvement article. On Discussion post the title of article, authors, purpose, and type of study (QI, Research, or EBP).
		Differentiation paper
Demonstrate competence in an advanced nursing role.	Module 1, Lesson 3: Identify models for the implementation of EBP in an organization.	Cite specific examples of models and barriers you have encountered or potential barriers in your particular institution. How might you begin to overcome those barriers? List 4 ways. Identify a model you think might work in your institution. Why? After your post, you are expected to provide a meaningful response to at least two other students.
Provide leadership in professional nursing and interdisciplinary health care.	Identify barriers to implementation of EBP in an organization.	
Participate in scholarly endeavors to advance nursing knowledge.	Module 2, Lesson 1: Develop your PICO/PICOT question	Submit on discussion board at least 1 PICO or PICOT question for feedback.
		Respond to at least 2 PICO/PICOT questions posted by classmates.
Perform a critique of evidence for nursing practice.	Module 2, Lesson 2: Find & appraise the evidence appropriate to your PICO question.	1. Review literature for appropriate research articles associated with your question.
		2. Select a minimum of 3 articles that are appropriate research articles related to your question.
		3. Critique each of the articles using the guide in Appendix F (use provided Rubric).
		Discussion Board: Post the references to at least 3 relevant

Course Objective(s)	Module Number and Objective(s)	Assessment Item
		articles to support your PICO or PICOT question.
		Discussion Board: Identify the <b>level of evidence</b> according to "Evidence Pyramid".
Demonstrate competence in an advanced nursing role.	Module 3, Lesson 1: Integrate the best evidence with one's clinical expertise and patient preferences and values in making a practice decision or change.	<p>Discussion Board: Post the following:</p> <p>_____</p> <p>_____</p> <p>institution? What steps would you _____</p> <p>Post the following;</p> <ol style="list-style-type: none"> <li>1. How your population matches the populations in your research articles.</li> <li>2. The intervention you would implement</li> <li>3. Define baseline data collection sources (EMR, datasets, etc), method, and measures.</li> <li>4. Expected outcome (Include specific plan how you will measure/evaluate your change in practice: Specifically, Who, What, When, Where, and How).</li> </ol> <p>Rubric for Module 3 Discussion Questions(2) provided</p>
		Summarize the evidence from your research articles. Include populations, intervention used, outcomes, etc. Use the Model Research Article Table and Rubric provided.
Provide leadership in professional nursing and interdisciplinary health care.	Module 4, Lesson 1: Identify steps necessary for an implementation plan.	<p>Discussion Board: Post a brief statement of your proposed EB practice change. Include the following:</p> <p>Identify stakeholders</p> <p>Identify barriers to implementation</p> <p>Develop plan to overcome barriers</p> <p>Describe the anticipated barriers to the change process in your institution (or where the change will be implemented). Include organization's culture, its reaction to change, and your leadership role for change.</p>

Course Objective(s)	Module Number and Objective(s)	Assessment Item
Participate in scholarly endeavors to advance nursing knowledge.	Module Five, Lesson 1: Disseminate the outcomes of the EBP decision or change	Poster Presentation (see provided rubric)

**Course Schedule and Due Dates (Central Time):**

Course or Module Activity	Due Date
<b>Pathway to Graduation – Orientation (Course One)</b>	
Personal Graduation Plan	Must be submitted by the end of a student’s first course in the program.
<b>Pathway to Graduation – Let’s Get Clinical (Courses Two through Fourteen)</b>	
Items as Indicated Within “Let’s Get Clinical.”	Week Five, Saturday, 23:59
<b>Module One (All Courses)</b>	
Attestation Statement	Wednesday 23:59
Discussions	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignments / Quizzes	Saturday 23:59
Exam	Friday 08:00 – Sunday 23:59
<b>Module Two</b>	
Discussions	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignments / Quizzes	Saturday 23:59
Exam	Friday 08:00 – Sunday 23:59
<b>Module Three</b>	
Discussions	Wednesday 23:50 – post discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignments / Quizzes	Saturday 23:59
Exam	Friday 08:00 – Sunday 23:59
<b>Module Four</b>	
Discussions	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignments / Quizzes	Saturday 23:59
Exam	Friday 08:00 – Sunday 23:59
<b>Module Five</b>	
Discussions	Wednesday 23:59 – post discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignments / Quizzes	Saturday 23:59
Exam	Friday 08:00 – Sunday 23:59

## **Assignments and Assessments:**

### **Blackboard Required:**

Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback nor graded. They will be assigned a grade of zero. No exceptions will be made.

### **Technical Problems:**

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

### **Late Assignments / Assessments:**

Late assignments will not be accepted for a grade or reviewed for feedback (regardless of the reason) and will be assigned a zero. Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted. Make-up exams are not provided given the extended period for which exams are open

### **Plagiarism:**

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently the use of quoted sentences will result in a point deduction up to and including a zero.

### **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 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 Board of Nursing (BON) using rule §215.8 as a guide.**

**APA 6<sup>th</sup> Edition:**

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

- <http://library.uta.edu/sites/default/files/apa2014.pdf>
- <http://libguides.uta.edu/apa>
- <http://library.uta.edu/how-to/paper-formatting-apa-st>

**Grading and Evaluation:**

A = 90-100

B = 80-89.99

C = 70-79.99

Students are required to maintain a GPA of 3.0.

Final grades are not rounded up.

Required Components for Course Credit	Weight / Percentage Value Within the Course
<b>Module One, Lesson 2:</b> Differentiation Paper	15%
<b>Module One, Lesson 3:</b> Cite specific examples of models and barriers you have encountered or potential barriers in your particular institution. How might you begin to overcome those barriers? List 4 ways. Identify a model you think might work in your institution. Why?	15%
<b>Module Two, Lesson 1:</b> Post PICO questions based on guidelines provided.	10%
<b>Module Two, Lesson 2:</b> Identify and critique 3 articles	10%
<b>Module Three, Lesson 1:</b> Summarize the evidence from your research articles.	10%

Required Components for Course Credit	Weight / Percentage Value Within the Course
Include populations, intervention used, outcomes, etc.	
<b>Module Four, Lesson 1:</b> Discussion Board: Post a brief statement of your proposed EB practice change. Include the following: Identify stakeholders Identify barriers to implementation Develop plan to overcome barriers Describe the anticipated barriers to the change process in your institution (or where the change will be implemented). Include organization's culture, its reaction to change, and your leadership role for change.	10%
<b>Module Five, Lesson 1:</b> Poster Presentation of EBP	20%
Discussion Board Participation	10%

### University Library Resources for Online Students:

**Peace Williamson**, *Nursing Librarian* Phone: (817) 272-7433 E-mail: [peace@uta.edu](mailto:peace@uta.edu)

### Research Information on Nursing:

<http://libguides.uta.edu/nursing>

Library Home Page	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List	<a href="http://libguides.uta.edu/az.php">http://libguides.uta.edu/az.php</a>
Course Reserves	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Catalog	<a href="http://discover.uta.edu/">http://discover.uta.edu/</a>
E-Journals	<a href="http://ns6rl9th2k.search.serialssolutions.com/">http://ns6rl9th2k.search.serialssolutions.com/</a>
Library Tutorials	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off-Campus	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

Resources often used by online students: <http://library.uta.edu/distance-disability-services>

### 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: **SACS requirement**

**The Office for Students with Disabilities, (OSD):**

[www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS):**

[www.uta.edu/caps/](http://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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Student Evaluation of Course:**

Students are asked to please complete the anonymous course evaluation upon completion of this course. We use information gathered from student feedback to guide our overall continual improvement process. Thank you!

**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://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).*

**Schedule Adjustments:**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Judy LeFlore*