

University of Missouri Sinclair School of Nursing
N4930: Evidence-Based Nursing Practice Syllabus

Course Description: Concepts of evidence-based nursing practice are applied to clinical nursing questions, emphasizing use of research findings in practice settings to generate best practices and optimal patient care outcomes.

Credit Hours: 5.0 credit hours; Capstone, Writing Intensive

Prerequisites: N4950.

Offered: Spring Semester.

Grading Scale: A-F.

Expanded Description: This is a core course for the baccalaureate area of study designed for registered nurses who are completing the RN-BSN option, and meets the University criteria for the writing intensive and capstone experiences. This course provides an introduction to the application of research findings to answer clinical nursing practice questions, which are grounded in evidence-based practice models of clinical nursing care. Students develop their own clinical nursing question, use information literacy and research utilization skills to learn the evidence-based practice process, and propose a best practice solution for their identified clinical question.

Course Objectives: Upon completion of this course, you will be able to:

1. Describe components of evidence-based practice as applied to clinical nursing questions.
2. Apply information literacy skills to search and retrieve applicable research and practice-related information that supports evidence-based clinical practice.
3. Evaluate relevant nursing research applicable to selected clinical nursing issues.
4. Use research to propose best clinical practices related to selected nursing questions.
5. Assess implications for practice change using system-level implementation models of evidence-based practice concepts.

Required Textbooks:

- Dearholt, S.L. & Dang, D. (2012). *Johns Hopkins nursing evidence-based practice: model and guidelines*. (2nd ed.). Indianapolis, IN: Sigma Theta Tau International.

Additional Textbooks:

- Harris, M. & Kunka, J.L. (2011). *The writer's FAQ's*. (5th ed.) Boston, MA: Pearson.

- From your 4950 Research class: Cullum, N., Ciliska, D., Haynes, R.B., & Marks, S. (Eds.) (2008). *Evidence-based nursing: An introduction*. Oxford, UK: Blackwell Publishing.
- From your RN-BSN courses (several of them): American Psychological Society. (2010). *Publication manual of the American Psychological Society* (6th ed.). Washington, D.C.: Author, and, Harris, M. & Kunka, J.L. (2011). *The writer's FAQ's*. (5th ed.) Boston, MA: Pearson.

Textbooks are available through the MU Bookstore (<http://www.mubookstore.com>). Go to *Books*; Select *Textbooks*. Choose the *Term* (Spring 14), *Department* (Nursing), *Course number* (4930) and *Section* (1).

Access to Library Resources:

We use the MU Health Sciences Library databases for course readings and is your first source of quality research literature for your work in this class. Familiarize yourself with the library site <http://www.muhealth.org/~library/>. The electronic reserve website is located at <http://eres.missouri.edu/courseindex.asp> (password = *evidence*). Sign in to the proxy server, which is then followed by the ERES log in.

Faculty:

Louise Miller, PhD, RN, Teaching Professor
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 573-884-9542 (office phone); 573-884-4544 (fax)
 Available by email (LMiller@missouri.edu) and by appointment
 Elizabeth Richmiller, BSN, RN, DNP student
 Preferred contact: by email (etmzpd@mail.missouri.edu)
 By appointment, depending on work schedule: 309-235-0660

Jamie Parrott, BSN, RN, DNP student
 Available by email (jlpc42@mail.missouri.edu)
 Contact by email for an appointment, available by phone or Skype.

Methods of Instruction:

This course will be online, asynchronous with two required face-to-face on campus days. Your text is your primary reference for evidence-based practice concepts, however use your research text and other articles to supplement the text. Each student will complete a semester-long evidence-based practice project, demonstrating understanding of evidence-based practice concepts as assessed through assigned papers and the multimedia project. Students will provide peer review within their assigned groups to provide constructive feedback on the work of other students. Nursing Research provides the foundation and basic skills for this course.

Modes of Evaluation:

Your work in the class will be distributed according to the following point totals:

80 points	Completion of pre and post writing assignments .
230 points	Completion of project work: papers, evidence table, video production.
40 points	Completion of peer review assignments.
350 points	Total course points.

This is your Writing Intensive course for your baccalaureate degree. We will evaluate your assignment using the 6+1 Trait Writing Model (Education Northwest). The Continuum assesses the following attributes of writing:

- **Content** (including quality and clarity of ideas and meaning): Content describes how effectively the writing establishes and maintains a focus, selects and integrates ideas related to content (i.e., information, events, emotions, opinions, and perspectives) and includes evidence, details, reasons, examples, descriptions, and characteristics to support, develop, and/or illustrate ideas;
- **Structure**: Structure describes how effectively the writing establishes logical arrangement, coherence, and unity within the elements of the work and throughout the work as a whole;
- **Stance**: Stance describes how effectively the writing communicates a perspective through an appropriate level of formality, elements of style, and tone appropriate for the audience and purpose;
- **Sentence Fluency**: Sentence fluency describes how effectively the sentences are crafted to serve the intent of the writing, in terms of purpose, rhythm, and flow;
- **Diction (Language)**: Diction describes the precision and appropriateness of the words and expressions for the writing task and how effectively they create imagery, provide mental pictures, or convey feelings and ideas;
- **Conventions**: Conventions describes how effectively the writing demonstrates appropriate control of usage, punctuation, spelling, capitalization, paragraphing, and APA 6th edition style.
- **Presentation**: Presentation describes formatting, selection of presentation style, finished appearance, adherence to the School of Nursing's requirements.

Refer to the *Rubric for Evaluating Assignments* in *Resources* tab for application of the 6 + 1 Writing Model and point totals for each assignment.

Grading Scale:

Final grades will be assigned according to the following scale.

97-100%	=	A+		83-86%	=	B		70-72%	=	C-
93-96%	=	A		80-82%	=	B-		67-69%	=	D+

90-92%	=	A-	77-79%	=	C+	63-66%	=	D
87-89%	=	B+	73-76%	=	C	Below 60%	=	F

Course Content:

Asking Clinical Nursing Questions and Finding Evidence to Answer These Questions

- Components of evidence-based clinical practice
- Components of a clinical nursing question
- Determining outcome measures
- Use of databases to find evidence for clinical questions
- Assessing credibility of sources

Selecting Study Designs to Answer Clinical Questions

- Review of study designs
- Hierarchy of evidence

Evaluating Research and Evidence for Clinical Practice

- Critical appraisal of research/evidence
- Issues related to application of research findings into clinical practice
- Cost considerations
- Prudent application of evidence to answer clinical questions

Implementing Evidence-based Concepts into Practice

- Models of system-level implementation of evidence-based practice concepts
- Issues related to implementing a practice change in the clinical setting
- Considerations in creating an evidence-based practice culture for clinical practice

Course Requirements and Assignments:

Points	Assignment
40 each	Complete pre and post writing assignments.
√	Complete CPR literature quiz.
√**	Attend and participate in both on campus days.
√	Develop your clinical question using PICO format and database search.
√	Complete an outline of key points to support need for EBP project.
45	Discuss need for your project and write a descriptive paper, supporting your ideas with data, literature, and your own clinical experiences.
50	Critique priority research studies to answer your clinical question; format this information into an Evidence Table.
45	Develop your storyboard and script to guide your video production, detailing your project, evidence, and best practice recommendations.
45	Post your video; comment on videos posted by others.

45	Write a rebuttal paper, addressing anticipated or real issues, concerns, and/or questions regarding your best practice recommendations.
40	Peer review the storyboard/script and rebuttal paper for a minimum of two group members. Two peer reviews are required for each assignment.
350	Completion of all assignments.

Note additional information related to each assignment is included in the modules. Failure to complete a 'check-off' assignment will lead to a 10 point deduction from your course grade. **For absences during on-campus days, points may be deducted from your course grade, up to 25 points for each day.

All written work should be presented in a clear, concise, and cogent manner, using a thesis statement and supporting evidence with few editorial errors. Spelling, punctuation, and grammar should be correct. Citations should be in APA format (6th edition). A useful reference for APA style is the Online Writing Lab (OWL) at Purdue University at <http://owl.english.purdue.edu/owl/resource/560/01/>. *The Writer's FAQ's*, is also a very useful resource for writing guidance.

If you would like writing help, campus writing tutors are available to you. Instructors will answer specific questions, but will not pre-grade drafts. Your classmates can also provide helpful feedback, particularly since they are writing the same assignments as you are. If you ask for help from the writing tutors, your instructors, and/or your peers, plan to submit well ahead of the due date, i.e. not the day before the assignment is due. Writing tutors and instructors are not editors; do not plan on feedback from either that corrects grammar, mechanics, style, APA, etc.

Late assignments are assessed a point penalty. Deductions are 10% of the total possible points for the assignment for each day late. If you anticipate completing your assignment after the due date and time, notify your instructor via email prior to the assignment due date. This will help you avoid a point penalty for late work. Peer review points will be deducted for late or no feedback to your group member.

Complete the title page template for each assignment, including your name and your unique identifier if you are participating in the research project. When submitting your assignments, use the Assignment link on Blackboard to upload your work in Word doc or RTF format. Label your submitted file with your last name and a few words that identify the assignment, e.g. YourLastName_Paper1. Do not cut/paste information into the Assignment link; submit as an attachment.

If you need a videocamera to use for your project, the School will lend you a Sony Flip camera. You are required to return the camera to the School at the end of the course. Failure to do so will result in your grade being held until you return it.

Help Available:

If you are having any technical difficulties (e.g., logging in, accessing the discussion board) please email helpdesk@missouri.edu or contact the *IATS Help Desk* at 882-5000 (for out-of-area MU Direct students, toll-free at 866/241-5619). For questions related to use of Blackboard, contact ET@MO via your Blackboard site. Class registration questions should be directed to MU Online.

Online Class Netiquette:

Your instructor and fellow students wish to foster a safe on-line learning environment. All opinions and experiences, regardless of how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an *idea* but you are not to attack an *individual*. Our differences, some of which are outlined in the University's nondiscrimination statement below, add richness to your learning. Remember that sarcasm and humor can be misconstrued in online discussion.

Academic Dishonesty:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor. DO NOT COPY others' work; instead paraphrase the content!

Academic Integrity – Honor Pledge:

"I strive to uphold the University values of respect, responsibility, discovery, and excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance on this work." Students are expected to adhere to this pledge on all graded work whether or not they are explicitly asked in advance to do so.

ADA Statement:

To request academic accommodations (for example, a notetaker), students must register with the [Office of Disability Services](http://disabilityservices.missouri.edu) (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage. If you need onsite accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated while onsite, please inform me immediately via email with your request.

Intellectual Pluralism Statement:

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director or the Director of the [Office of Students Rights and Responsibilities](http://osrr.missouri.edu/) (<http://osrr.missouri.edu/>). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Grievance Policy:

Information concerning student grade appeal procedures and non-academic grievances and appeals may be found in the Student Handbook.

Sinclair School of Nursing Nondiscrimination Statement:

Faculty and staff at the Sinclair School of Nursing are committed to cultural diversity and nondiscrimination toward all people with regards to race, color, religion, national origin, ancestry, gender, age, all veterans, and sexual orientation.

MU Statement on Nondiscrimination:

The University of Missouri System is an Equal Opportunity/Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, [Human Resource Services](#), University of Missouri-Columbia, 130 Heinkel Building, Columbia, Mo. 65211, 573-882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

Safety in Nursing Practice and Research:

Safety in nursing practice and research is required of all professional nurses and all students of professional nursing. All students must sign the Safe Nursing Practice and Research Policy and will be held accountable to it.