

Nursing 446 Research and Evidence-Based Practice Course Syllabus

*"Research is formalized curiosity. It is poking and prying with a purpose" -Zora Neale
Hurstun*

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This syllabus is subject to change to support and encourage student learning.

Course Description

This course introduces the importance of research to improve clinical practice, strategies to evaluate the quality of research and evidence, and increase integration of research into practice.

Student Learning Outcomes

Upon completion of this course, you should be able to:

1. Contrasts the relationships between theory, research, and nursing practice
2. Differentiate selected quantitative and qualitative approaches to research
3. Manipulate search terms to retrieve best evidence for practice
4. Critique research studies considering research approaches and rights of human subjects
5. Discuss approaches for fostering adoption of an evidence-based practice change in a health-care setting
6. Design an evidence-based practice project.

Course Materials (required and recommended texts, articles, readings with full citations)

Required Text:

Polit, D. & Beck, C. (2018) *Essentials of Nursing Research: Appraising Evidence for Nursing Practice* (9th ed.). Philadelphia: Wolters Kluwer

Recommended Text:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

APA Guide

A brief summary of the APA publication format is available online from the Online Writing Lab at Purdue University:

http://owl.english.purdue.edu/handouts/research/r_apa.html

Grading Policy

Your course grade will be based on the quality of your work for the two written critique (group) assignments, EBP report (group), Participation via Zoom, EBP presentation via Zoom (Group), and five CT activities (Some group).

Grading Scale

Activity	Percentage
5-critical thinking activities	30%
Critique of qualitative research	15%
Critique of quantitative research	15%
Participation/engagement in reviewing recorded lectures and Zoom/Discussions (5%)	10%
EBP Presentation	15%
EBP Report	15%

Grade	Percent
A	94-100
A-	92-93
B+	90-91
B	85-89
B-	82-84
C+	80-81
C	75-79
C-	73-74
D+	71-72
D	65-70
D-	63-64
F	<63

A grade of C or higher is required to pass all undergraduate courses and to progress in the program. Grades in undergraduate courses are not rounded up. If you have questions, please contact me.

Group Assignments:

There are group assignments in this course that will enhance your ability to use research and implement an evidence-based project as well as work in a team to complete a task. For instance, there *may be* critical thinking activities that require group work as well as an end of course Evidence-Based Practice project and presentation that will be completed in a group. When you submit your group work, be sure to include the names of all active group members on the assignment; Use any discussion boards/Collaboration rooms/Zoom meetings to collaborate with

your group members.

Critique of a Qualitative Research Study

When writing this paper, use the “Guide to a Focused Critique of Evidence Quality in a Qualitative Research Report” on page 67 in Polit & Beck (2018) and the “Guide to an overall critique” handout. Follow the list of questions in both sources for this assignment. You should prepare a narrative summary of your answers to these questions: simple *yes* or *no* answers are not acceptable. This assignment should read like a paper: it should be typed using APA format, and it should be limited to 3 pages (double-spaced), not including the references page(s). See grading rubric for more details.

Critique of a Quantitative Research Study

When writing this paper, be sure to refer to the “Guide to a Focused Critique of Evidence Quality in a Quantitative Research Report” on pages 66 in Polit & Beck (2018) and the “Guide to an overall Critique” handout. Follow the list of questions in both sources for this assignment. You should prepare a narrative summary of your answers to these questions: simple *yes* or *no* answers are not acceptable. This assignment should read like a paper: it should be typed using APA format, and it should be limited to 3 pages (double-spaced), not including the reference page(s). See grading rubric for more details

Evidence-Based Practice Assignment

The purpose of this assignment is to help you learn about evidence-based practice (and to have some fun while doing this) by applying what you learn in assigned readings and through independent literature searches to a **hypothetical situation**.

You (as a group) will pretend that you are nurses on an evidence-based practice committee in a hypothetical healthcare organization (i.e., not a real setting). As nurses on this committee you will need to identify a nursing assessment or intervention that is well-supported by evidence (e.g., by clinical practice guidelines and research studies) and decide how to promote the adoption and evaluation of this clinical practice in your hypothetical health care institution. In your report of this work you will describe and discuss (1) how you found the evidence supporting the nursing assessment or intervention, (2) how you concluded the evidence was sufficiently strong to support the nursing practice, (3) how you would promote adoption of this clinical practice by nurses in your hypothetical healthcare setting, and (4) how you would recommend that the organization evaluate adoption of the practice change.

(*Note:* The clinical practice you recommend should be an autonomous (or relatively autonomous) nursing action (e.g., an assessment or an intervention). This does **not**

include delegated interventions such as administering a medication or a provider's decision such as giving a medicine versus counseling. It could include collaborating with physicians to seek a physician order such as removal of a urinary catheter.)

What is the committee expected to do?

The EBP Committee is expected to:

1. Conduct two meetings and submit minutes of each meeting. While conference calls or online chats might be possible, most groups conduct their meetings in the group's private discussion forum (i.e., they post and discuss things related to the project and completing the report) or face to face during Zoom classes as time allows.
2. Complete an EBP project report. The criteria for the report will be discussed in class. The report should include meeting minutes and the findings and results that will be presented. APA will be needed for a cover page and any references in the report. Use of headings to break up your report is highly encouraged.
3. Present their report to the class as a group. Use some form of presentation software such as Powerpoint or Prezi. Your group will report out to the class via Zoom on the last day of class. See guidelines in Canvas for specific details.

Critical Thinking Activities

Each student will submit answers to the critical thinking assignments posted on Canvas. They are to complete the assignment alone, unless otherwise directed, and use course and/or outside resources. Each answer must demonstrate evidence of critical thinking and a thorough understanding of the readings. Each critical thinking assignment may take up to one hour, or longer, to complete. The assignment should be submitted to the Assignment Link in Canvas on a Word formatted document. APA is necessary for only the references used in the assignment. See the grading rubric for information on how these will be graded.

Statement of Student Time Commitment

For each course credit, students are expected to spend a minimum 3 hours/week on coursework.

Therefore, for a three-credit course, at least 9 hours/week is expected. This is a general guideline which may vary depending on the assignments &/or quizzes.

Late Assignment Submission

Late submission of assignments is discouraged and will result in 10% deduction/day including weekends and holidays unless the instructor is notified in advance of the due date.

APA Style

Complete APA format is required for all formal papers submitted through the Canvas. APA format specifies format for title page, running head with pagination, abstract, levels of headings, in-text citations, and reference list. Discussions do not require APA format unless you are using information from a reference source (your textbook, other books, journal articles, etc.), in which case you must properly use APA format for in-text citations and references. All documents must be submitted in Word (.doc or .docx).

Academic Integrity Policy

Students who engage in academic misconduct are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. Academic misconduct includes but is not limited to cheating, plagiarism, collusion, and 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 act. U of Wisconsin System Code (UWS Ch. 14-14.03 (2) provides specific examples of academic misconduct and reads in part: "Examples of academic misconduct include, but are not limited to: cheating on an exam; collaborating with others in work presented, contrary to the stated rules of the course; submitting a paper or assignment as one's work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the source of those ideas ... knowingly and intentionally assisting another student in any of the above ..." The code is available at http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf.

U of Wisconsin campuses have specific procedures to investigate and deal with academic misconduct.

Plagiarism

Because of paper mills selling reports, Web pages, and full-text online databases instances of plagiarism are increasing on campuses. Using someone's words without quoting the person is plagiarism. Using someone's ideas, even though the person's words are different from your words, without citing the source is plagiarism. Use in-text citations to cite your sources. For example, if you use the ideas cited in an article, place the author and publication year (e.g. Smith, 2010) at the end of the sentence. UW-System has subscribed to software that helps detect instances of plagiarism. Plagiarism will result in a failing grade. Reports of plagiarism are also made to University administration.

Netiquette

Online courses require a different set of communication skills than many of us may be used to in our daily lives. Many of you have taken an online course before and are familiar with netiquette.

It is important in this course, as in life, that we communicate respectfully with each other and are familiar with netiquette. It will be expected that everyone in this course follow netiquette guidelines when communicating with each other. See [Core](#)

Rules of Netiquette

(<http://www.albion.com/netiquette/corerules.html>).

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following websites:

FERPA - <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

HIPAA -

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Student Bereavement Policy

Students who experience the death of a loved one should contact the faculty to arrange an excused absence.

Disability Policy

Any student seeking accommodations under the Americans with Disabilities Act (ADA) should contact the Disability Services office on your home campus within the first week of the semester so that appropriate accommodations may be arranged.