



## Evidence-Based Practice

NURS331 [all section]

Southwestern College Professional Studies

## COURSE SYLLABUS

### I. Course Catalog Description

Learners develop the skills to read, critique, analyze, and determine how to utilize research and existing knowledge bases in nursing practice. The course provides the learner with an understanding of the evidence-based process and its application to nursing care. Developing the skills to access sources of evidence through databases and to utilize a model to translate the evidence to practice, learners increase their knowledge and skills to participate on a team implementing evidence-based care. Prerequisite: NURS300

### II. Required and Supplementary Instructional Materials

Polit, D. F., & Beck, C. T. (2014). *Essentials of nursing research* (8th ed.). Philadelphia, PA: Wolters Kluwer Health, Lippincott Williams & Wilkins.

#### Other Resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

American Association of Colleges of Nursing (AACN). (2008). [The essentials of Baccalaureate education for professional nursing practice](#). Washington, DC: Author.

### III. Course Delivery

All courses in the Nursing Program are delivered Online and typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Learners are also required to complete any practicum course requirements. Depending on the course, you may be required at times to interact “live,” which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the [Course at a Glance](#) section which will note any synchronous activities.

### IV. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has [learning outcomes specific to the Nursing Program](#), as well as [institution-wide outcomes](#) related to the mission and vision of the college. Outcomes can help learners and instructors focus on the big picture of the learning experience and can help inform potential employers about a graduate’s knowledge and skills.

Upon successfully completing this course, the learner will be able to:

Learning Outcome	Related <a href="#">Program Outcome(s)</a>
1. Demonstrate an understanding of basic research concepts, methods, and practical applications of research in nursing practice.	1,3
2. Analyze and evaluate relationships among concepts relevant to nursing.	1,3,6
3. Understand the role of research, past and present, in the development of nursing science.	1,3,6
4. Promote the development of nursing science through participation in scientific research activities.	1,2,3,4,7,8,9,10

Learning Outcome	Related <a href="#">Program Outcome(s)</a>
5. Understand the relevance to evidence-based nursing practice and practical applications of the basic principles of research ethics in the improvement of health care outcomes.	1,2,3,4,6,8
6. Demonstrates knowledge of nursing theoretical framework utilized in a research study.	1,3,8

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

## V. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see [course late policy](#))
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the [course ID](#) (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College [Student Code of Conduct](#) and [Standards of Academic Integrity](#)
- Create and submit original work

## VI. Grading Scale and Criteria

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
F	0.00	< 60.0%

<u>Grade:</u>	<u>Criteria and Guidelines:</u>
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance (in a professional context, this means “you’re fired.”)
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the <a href="#">Grading System</a> section of the appropriate catalog.

**VII. The Mission of Southwestern College**

Southwestern College provides a values-based learning experience that emphasizes intellectual, personal, and spiritual growth. Founded in 1885 by Kansas Methodists and now related to the Kansas West Conference of the United Methodist Church, the college offers bachelor’s, master’s and doctoral degrees on-ground and online.

**VIII. College Policies**

Learners are expected to read and abide by the college policies as listed in the [Undergraduate Catalog](#) and the [Nursing Handbook](#).

[Non-Discrimination Policy](#)

[Student Code of Conduct](#)

[Academic Integrity Policy](#)

[Policies for Dealing with Violations of Academic Integrity](#)

[Incomplete Policy](#)

[Withdraw Policy](#)

**IX. Nursing Program Policies**

In order to pass a course **ALL** key assignments must be complete. Failure to complete and submit any key assignment may result in a failing grade for the course.

**X. Course Policies**

Students are expected to read and abide by the course policies listed in the instructor-specific syllabus located in the Blackboard course.

**XI. [Technology Requirements](#)**

**XII. APA Citation**

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

**XIII. SafeAssign®**

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper APA citing. Your assignments may be run through this software.

**XIV. Course Requirements:**

Requirements	Number of Assignments	Points Possible	Percent of Grade
Discussions	7	200	20%
Quizzes	4	100	10%
Worksheets	3	80	8%
Clinical Question Writing Assignment	1	50	5%
Article Critique Assignment	1	80	8%
Systematic Review and Synthesis Assignment	1	100	10%
Ethical-Legal Implications of Research Assignment	1	40	4%
Research Dissemination Assignment	1	200	20%
Final Exam	1	150	15%
<b>Total Points</b>		<b>1000</b>	<b>100%</b>

**XV. Course at a Glance:**

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related Learning Outcomes
1	<ul style="list-style-type: none"> <li>Recognize the difference between evidence-based practice (EBP) and research</li> <li>List sources of evidence for nursing practice</li> <li>Discuss the contribution of research to EBP</li> <li>Categorize types of research</li> <li>Distinguish between quantitative and qualitative research approaches</li> <li>Describe nursing as a science</li> <li>Understand how evidence can improve quality patient care</li> <li>Understand the impact of unethical studies</li> <li>Explain how EBP is used in organizations and has assisted nursing</li> <li>Recognize the ethical expectations of research and the functions of the IRB</li> </ul>	<ul style="list-style-type: none"> <li>Polit &amp; Beck, chapters 1-3</li> <li>Joudrey, McKay, &amp; Gough (qualitative example)</li> <li>Monti &amp; Pokorny (quantitative example)</li> <li>PowerPoint presentation</li> <li>Reading and Critiquing a Research Article</li> </ul>	<ul style="list-style-type: none"> <li>Introductions Discussion</li> <li>Unit 1 Discussion</li> <li>Unit 1 Quiz</li> </ul>	1, 2, 3, 5

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related Learning Outcomes
2	<ul style="list-style-type: none"> <li>Describe relationships among the purpose statement, the research problems, and the research question.</li> <li>Understand the development of hypothesis</li> <li>Explain how to create research questions</li> <li>Discuss ethical issues associated with the development of research and EBP questions</li> <li>Identify literature sources and types of reviews</li> <li>Recognize the implications of theory and research</li> </ul>	<ul style="list-style-type: none"> <li>Polit &amp; Beck, chapters 4, 6-8</li> <li>PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2 Discussion</li> <li>Unit 2 Quiz</li> <li>Research Interview</li> <li>EBP and PICOT Worksheet</li> <li>Hypothesis and Variables Worksheet</li> </ul>	1, 2, 3, 4, 5, 7
3	<ul style="list-style-type: none"> <li>Define key concepts related to research</li> <li>Describe the elements of validity</li> <li>Identify experimental, quasi-experimental and non-experimental designs and their components</li> <li>Understand uses for quantitative and qualitative designs</li> <li>Identify sampling methods</li> <li>Recognize the other sources of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Polit &amp; Beck, chapters 9 &amp; 14</li> <li>Nursing Research Article to instructor via email</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 Discussion</li> <li>Unit 3 Quiz</li> <li>PICOT to EBP Statement Worksheet</li> <li>Quantitative Web Search Assignment</li> </ul>	1, 2, 3, 4, 5, 6, 7
4	<ul style="list-style-type: none"> <li>Recognize the use of qualitative data</li> <li>Understand the utilization of statistics</li> <li>Explain measures of central tendencies</li> <li>Identify ways to utilize qualitative data to improve clinical practice.</li> </ul>	<ul style="list-style-type: none"> <li>Polit &amp; Beck, chapters 10-13, 15-17</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 Discussion</li> <li>Unit 4 Quiz</li> <li>Research Design: Options Assignment</li> <li>Sampling and Data Collection Situations Assignment</li> </ul>	2, 3, 4, 5, 7
5	<ul style="list-style-type: none"> <li>Recognize barriers to using evidence in practice</li> <li>Utilize EBP for change</li> <li>Understand innovation in healthcare</li> </ul>	<ul style="list-style-type: none"> <li>Polit &amp; Beck, chapter 2, 5, 18</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 Discussion</li> <li>Ethical-Legal Implications of Research Assignment</li> <li>Qualitative Web Search Assignment</li> </ul>	1, 2, 3, 4, 5, 6, 7

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related Learning Outcomes
6	<ul style="list-style-type: none"> <li>Explain why outcomes are important</li> <li>Describe how to choose and evaluate outcomes</li> <li>Explain the various ways research information should be disseminated</li> </ul>	<ul style="list-style-type: none"> <li>Polit &amp; Beck, chapters 2, 18</li> <li>Dissemination of Nursing Knowledge</li> <li>Disseminating Evidence-Based Practice Projects</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6 Discussion</li> <li>Unit 6 Research Article Peer Review</li> <li>Research Article Critique Assignment</li> <li>Final Exam</li> </ul>	1, 2, 3, 4, 5, 6, 7

**XVI. College Resources**

[Advising](#)

[Self-Service](#)

[Withdraw Form](#)

[Blackboard Learn](#)

[SCPS Bookstore](#)

[Deets Library](#)

[Online Writing Center](#): View this brief [video tutorial](#) that explains how to enroll

**IT Support:** [Marilyn.clements@sckans.edu](mailto:Marilyn.clements@sckans.edu) or 888-684-5335 x.121

**XVII. ADA Compliance Statement**

Southwestern College Professional Studies is committed to making reasonable accommodations for qualified learners with documented disabilities. If you have a disability that may impact your learning and for which you may need accommodations, please notify the Director of Learner Support and Academic Success, at 888.684.5335.