COURSE DESCRIPTION

All information on this course, including the official course description and any prerequisites, can be found in the GPS Catalog at [http://catalog.sjcme.edu/](http://catalog.sjcme.edu/)

COURSE PREREQUISITE AND/OR MINIMAL TECHNICAL SKILLS

NU 500 and undergraduate statistics course

COURSE OBJECTIVES

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

- Describe the relationship between research and the development of evidence based practice for nursing.

- Access current and relevant data needed to address practice issue, concerns, problems or questions identified in one’s nursing practice.

- Formulate well defined clinical questions that will yield the most relevant and best evidence.

- Initiate a line of inquiry into comprehensive databases in order to utilize available research in the practice of nursing.

- Apply criteria for evaluating the credibility of quantitative and qualitative findings.

- Prepare an evidence-based practice synthesis project related to a clinical question.

- Develop a strategy to initiate changes in approaches to care when new evidence warrants evaluation of other options for improving outcomes or decreasing adverse events.
COURSE FORMAT

This is an accelerated five week online course with an additional week in the classroom, providing the opportunity to continue the online dialogue in a group setting. You will acquire the skills outlined in the course objectives through the following:

- Readings from the textbook and required readings.
- Lecture notes
- Active dialogue with your instructor and fellow learners via the course bulletin board
- Active dialogue and discussion in person with your instructor and classmates.
- Class Participation: You are expected to participate in the online dialogue as directed on Angel for each Discussion Forum assignment posted.

REQUIRED TEXT


If you have any questions regarding your course materials, please contact your academic advisor and/or our book vendor EDMAP. You can reach EDMAP by phone at 1-(800)-274-9104 or website at http://www.edmapbookstore.com/storefront/index/STJSP

COURSE SCHEDULE

Week 1: Online

1. Topics & Issues
   - Why EBP?

2. Required Readings
   - Melnyk & Fineout-Overholt – Chap 1, 2, 3 & 11

3. Assignments
   - Discussion Board Participation – due on July 14

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcm.edu/gps/assignments.
Discussion Forum 1: Discovering the Culture of Inquiry

Find out how EBP & nursing research are supported & implemented throughout the organization.
Post your findings on the Discussion Board read all other class member's posts.
Actively comment and engage in at least three other postings.

Discussion Forum 2: Identification of Practice Issue

Identify five Practice Issues in your organization; one of these will become the basis for the other assignments in this course. Ask your manager or supervisor for ideas, or check with the Quality Department, Infection Control, Performance Improvement etc. They may know of initiatives that could use a little evidence. Think about when you ask yourself, why something is done a certain way for example: why are chest x-rays ordered for pre op patients?

Post your findings on the Discussion Board and read all other class member's posts.
Actively comment and engage in at least three other postings.

Week 2, Day 1: On Campus

1. Topics & Issues
   - What Is EBP?
   - Research and EBP
2. Required Readings
3. Assignment: The Burning Question Paper-due July 21
   In a scholarly paper, formulate one well-defined clinical question (the Burning Clinical Question) that will yield the most relevant and best evidence. This will be the question you will use for the rest of the written assignments for this course.

   Describe the background of the question, present the question using the PICOT format, and explain why this is the question you have selected.

   Paper length is a minimum of 500 words and a maximum of 750 words.
   APA format must be used (excluding abstract).
   Refer to the Written Assignment Rubric for guidelines.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.
Week 2, Day 2: On Campus

1. **Topics & Issues**
   - The Burning Question

2. **Required Readings**

3. **Assignments**
   - “There are no Assignments for this Day.”

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Week 2, Day 3: On Campus

1. **Topics & Issues**
   - Finding and Critiquing Evidence

2. **Required Readings**

3. **Assignments**
   - “There are no Assignments for this Day.”

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Week 2, Day 4: On Campus

1. **Topics & Issues**
   - Critiquing and Synthesizing Evidence

2. **Required Readings**

3. **Assignments**
   - “There are no Assignments for this Week Day.”

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Week 2, Day 5: On Campus

1. **Topics & Issues**
   - Changing Practice

2. **Required Readings**

3. **Assignments**
   - “There are no Assignments for this Day.”

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**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcm.edu/gps/assignments](http://www.sjcm.edu/gps/assignments).
Week 3: Online

1. **Topics & Issues**  
   Finding and Critiquing Evidence

2. **Required Readings**  
   Melynyk & Fineout-Overholt – Chap 4, 5 & 6

3. **Assignments**-Article Critique Paper – due July 26

Select an article pertaining to the clinical question you have formulated. The article you are critiquing should be a report of original research with a section on methods. Reports of literature reviews are not acceptable. Papers must address specific pertinent areas outlined in the Article Critique rubric. The articles must be recent, published within the last 5 years, and must be from a peer-reviewed journal.  
Paper length is a minimum of 750 words.  
APA format must be used (excluding abstract).  
Refer to the Written Assignment Rubric for guidelines.

**Discussion Forum 3**: Share Tips and Tricks to Finding Evidence -due July 26

**PLEASE NOTE**: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjome.edu/gps/assignments](http://www.sjome.edu/gps/assignments).

Week 4: Online

1. **Topics & Issues**  
   Synthesizing Evidence

2. **Required Readings**  
   Melynyk & Fineout-Overholt – Chap 7, 8, 9 & 10

3. **Assignments**  
   Systematic Review & Synthesis Paper–due August 2

Select 5 articles pertaining to the question you have formulated. Review and summarize the articles using the table format provided. Provide an introduction, your synthesis of the information you have reviewed, and a conclusion. Include the table in your paper. Papers must address specific pertinent areas outlined in the Review and Synthesis of Research rubric. Articles must be recent, published within the last 5 years, and must be from a peer-reviewed journal.  
Paper length is a minimum of 1,250 words.  
APA format must be used (excluding abstract).  
Refer to the Written Assignment Rubric for guidelines.
PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

Week 5: Online

1. Topics & Issues
   Changing Practice

2. Required Readings
   Melynyk & Fineout-Overholt – Chap 12 & 16

3. Assignments
   There are no Assignments for this Week

Week 6: Online

1. Topics & Issues
   Disseminating Evidence Project

2. Required Readings-none

3. Assignments
   - **Dissemination of Evidence Project Paper**- Due August 16

   Now that you have completed Steps 1-5 of the EBP process, it is time to disseminate your findings to make changes in practice. Prepare a written plan on **HOW** you are going to disseminate your work in your organization. You may use your systematic review and synthesis paper as an attachment, but you need to submit a separate dissemination plan. Prepare the tools/materials you will need to best present your proposal for change. It can be any of a variety of ways that we have studied. Paper length is a minimum of 1,000 words and the appropriate tools/materials. APA format must be used (excluding abstract). Refer to the Written Assignment Rubric for guidelines.

   - **Discussion Forum 4: Presentation of Dissemination of Evidence Project**- Due August 16
Present your Disseminating-Evidence Project on the Discussion Board. This means that you would post your paper and the tools/materials you developed. Evaluate at least 3 other classmate’s presentations, provide feedback, and actively respond to the feedback of others. Rate each classmate’s presentation using the stars on the Discussion Forum. 10% of your grade for Unit 5 will be based on student ratings.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

GRADING BREAKDOWN

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>The Burning Question Paper</td>
<td>10%</td>
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<tr>
<td>Article Critique Paper</td>
<td>20%</td>
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<tr>
<td>Review and Synthesis Paper</td>
<td>20%</td>
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<tr>
<td>Disseminating Evidence Project</td>
<td>30%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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RUBRICS

<table>
<thead>
<tr>
<th>Lesson 4 Article Review Table</th>
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<tbody>
<tr>
<td>Here is an example of a Systematic Review and Synthesis Table below. These samples are excerpts from an SRS written assignment. They will give you an idea of how to organize your articles and data. The headings you choose may be different and should reflect the topic and articles you have chosen.</td>
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<thead>
<tr>
<th>Author</th>
<th>Grade</th>
<th>Sample</th>
<th>Design and Intervention</th>
<th>Findings</th>
<th>Conclusion</th>
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<tr>
<td>Criteria</td>
<td>Met</td>
<td>Not Met</td>
<td>Comments</td>
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<tr>
<td>Author(s): Who are they?</td>
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<td>Funding Source: May help to identify bias.</td>
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<td>Motivation for Doing the Study: Is it the first of its kind, or is it replicating an earlier study?</td>
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<td>Research Question</td>
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<td>Outcome</td>
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<td>Study Design</td>
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<td>Study Subjects: Who participated? How were they selected? Who was excluded? What was the size of the sample?</td>
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<td>How was information collected?</td>
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<td>What were the major results of the study?</td>
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<td>Discussion: Did the authors discuss any problems with the study? Did you find other problems that they did not talk about?</td>
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<td>Conclusions: What were the authors’ main conclusions? Were they justified by the findings?</td>
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<td>Generalizability: To what larger population can the results of this study be generalized? For example, if the study only included men, the results cannot be generalized to women.</td>
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<td>500-750 word paper in APA format.</td>
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### Lesson 5 Review and Synthesis Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A-Level Qualities (90–100)</th>
<th>B-Level Qualities (80–89)</th>
<th>C-Level Qualities (70–79)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The topic is introduced, and the groundwork is laid as to the direction of the report.</td>
<td>Readers are aware of the overall problem, challenge, or topic that is to be examined.</td>
<td>The topic is not introduced, and the groundwork is not laid as to the direction of the report.</td>
<td></td>
</tr>
<tr>
<td>Critique of Sources</td>
<td>Demonstrates a sophisticated critique of the sources reviewed; shows a deep understanding of the breadth of the subject.</td>
<td>Demonstrates an accomplished critique of the sources reviewed.</td>
<td>Demonstrates a less-than-acceptable critique of the sources reviewed; does not analyze the sources effectively or uses the critiques of others.</td>
<td></td>
</tr>
<tr>
<td>Synthesis of Sources</td>
<td>Presents an insightful and thorough synthesis of the literature cited.</td>
<td>Presents an effective synthesis of the literature cited.</td>
<td>Presents a superficial synthesis of the literature cited.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>The author was able to make succinct and precise conclusions based on the review. Insights into the problem are</td>
<td>The author provides concluding remarks that show that an analysis and synthesis of ideas occurred. Some of</td>
<td>There is no indication that the author tried to synthesize the information or make a conclusion based on the literature under review.</td>
<td></td>
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</tbody>
</table>
### Writing Style

<table>
<thead>
<tr>
<th>Score</th>
<th>Discussion Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Responses are on topic, original, and contribute to the quality of the discussion. Responses make frequent, informed references to unit material. Responses are clearly written. Substantial original answers to the questions that furthers the work of the class. Typically in the 100 word range or responses meet length requirements as posted in the classroom. Three or more thoughtful responses per discussion question to classmates that advance the discussion.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Responses are on topic, largely original, and contribute to the quality of the discussion. Responses make some informed references to unit material. Responses are generally clearly written. Substantial original answers to the questions that furthers the work of the class. Typically in the 75-100 word range or responses meet only 80% of the length requirements as posted in the classroom. One response per discussion question to a classmate that is thoughtful and advances the discussion.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Responses are on topic, but they lack originality and lack a significant contribution to the quality of the discussion. Responses make vague or summary references to unit material. Responses have several mechanical or stylistic errors. Short posting. Normally in the 50-75 word range or responses meet only 70% of the length requirements as posted in the classroom. Response(s) to others does not advance the discussion.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion. Responses make little or no references to unit material. Responses have several mechanical or stylistic errors. Minimal posting. Normally in the 25-50 word range or responses meet only 60% of the length requirements as posted in the classroom. No responses to classmates. If there are two questions, student did not respond to one.</td>
</tr>
</tbody>
</table>

### Written Assignment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content, Focus, Use of Text/Research</th>
<th>Analysis and Critical Thinking</th>
<th>Writing Style, Grammar, APA Format</th>
</tr>
</thead>
</table>
| 50%   | Response successfully answers the assignment question(s); thoroughly uses the text and other literature. | Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation). | Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of APA format per 6th edition, and including:  
  - Clear introduction and conclusion, overviewing and reviewing paper’s main topics  
  - Use of headings according to APA |
<p>| 30%   |  |  |  |
| 20%   |  |  |  |</p>
<table>
<thead>
<tr>
<th></th>
<th>Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature.</th>
<th>Response generally exhibits higher-order critical thinking and analysis (e.g., true analysis).</th>
<th>Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Response answers the assignment question(s) with some digression; sufficiently uses the text and other literature.</td>
<td>Response exhibits limited higher-order critical thinking and analysis (e.g., application of information).</td>
<td>Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned.</td>
</tr>
<tr>
<td>C</td>
<td>Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature.</td>
<td>Response exhibits simplistic or reductive thinking and analysis but does not demonstrate comprehension.</td>
<td>Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of APA format when assigned.</td>
</tr>
<tr>
<td>D</td>
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</table>

**COURSE GUIDELINES**

- Lectures, activities, reading assignments and additional reading materials will be posted on Angel. Students are required to complete all lectures, activities, and readings as directed. Since this is a hybrid class in which we will meet on-campus for one week, you are strongly encouraged to read as many of the textbook reading assignments prior to Week 2.
- Attendance during the on-campus week is required.
- Late Assignments, including Discussion Board Postings, will not be accepted.
- APA 6th ed. Format must be used for all written assignments.
- Follow Discussion Board Guidelines posted on Angel.

**COURSE POLICIES AND PROCEDURES**

Current information regarding College policies affecting your course can be found on the Resources/Policy section of the course homepage. On this page, you will find vital information, including the following:

- Current Student Handbook, outlining course-specific policies
- Access to support resources, including advising and online tutorial services
- Student Success Guides

**SUBMITTING ASSIGNMENTS**
As you complete each assignment in one Week, add each assignment on a new page to your word processing document. Complete and submit all the assignments for each Week in a single word processing document.

For instructions on how to submit your assignments, you can find an icon in your course called “Submit an Assignment” or by clicking on the following link and fill out the Assignment Submission Form: [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

**How Do I Access Disabilities Services?**

Anyone who would like information or needs access to accommodations or services related to disabilities should contact the college’s Accommodations Office. Please contact your Academic Advisor or refer to the Student Handbook for more information.

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