NU 503: Nursing Research: Translating Evidence into Practice
Hybrid Syllabus
C5: 2012

COURSE START DATE: July 9, 2012
ON CAMPUS DATES: July 16 – 20, 2012
COURSE END DATE: August 17, 2012

COURSE DESCRIPTION

More information on this course, including the official course description and any prerequisites, can be found in the GPS Catalog at http://www.sjcme.edu/gpscatalog/

COURSE INTRODUCTION

This course is designed to ignite your spirit of inquiry! It will help you to take those clinical issues you have always wondered about, are challenging, or need improvement and apply a straightforward step by step process of Evidence Based Practice. You will learn how to critique and synthesize research to get an understanding of what current evidence exists. We will discuss nursing's important role in making positive changes in healthcare and discuss a variety of ways to make change happen in your organization.

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, which may include case studies.
• 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 at minimum three times per week per discussion question, preferably on non-consecutive days.

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.
REQUIRED TEXT(s):


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 1- (800)-274-9104 or website at http://www.edmapbookstore.com/storefront/index/STJSP

ASSIGNMENT INFORMATION

Week 1
Discussion Board Participation:
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 and actively discuss yours and other postings.

Discussion Board Participation:
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. 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? Check with the Quality Department, Infection Control, Performance Improvement activities, etc.
Post these on the Discussion Board, read all other class member’s posts, actively discuss yours and other postings.

Week 2
Written Assignment:
The Burning Question
Formulate one well defined 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 why this is the question you have selected.
Paper length a minimum of 500 and maximum of 750 words.
APA format must be used, (excluding abstract)

Week 3
Written Assignment:
Article Critique
Select an article pertaining to the 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 rubric. Articles must be recent, published within the last 5 years and must be from a peer reviewed journal. Paper length a minimum of 750 words. APA format must be used, (excluding abstract)

Share helpful tips and tricks you have discovered to look for finding articles.

Week 4
Written Assignment:
Systematic Review and Synthesis
Select 5 articles pertaining to the question you have formulated. Review the articles using a table format. Provide an introduction, your synthesis of the information you have reviewed and conclusion. Papers must address specific pertinent areas outlined in the rubric. Articles must be recent, published within the last 5 years and must be from a peer reviewed journal. Paper length a minimum of 1250 words. APA format must be used, (excluding abstract)

Week 6
Written Assignment:
Disseminating Evidence Project
Now that you have completed steps 1-5 of the EBP Process, it's 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. Prepare the tools/materials you will need to best present your proposal for change. It can be any of a variety of ways as we have studied. Paper length a minimum of 750 words and the appropriate tools/material. APA format must be used, (excluding abstract)

Discussion Board Participation:
Present your Disseminating Evidence Project on the Discussion Board. This means you would post your paper and the tools/materials you developed. Evaluate classmate’s presentation, provide feedback and actively respond to feedback.

Share helpful tips and tricks you have discovered to look for finding articles.

CLASS SCHEDULE

Week 1 - Online
Topic: Why EBP?
Required Readings: Melynyk & Fineout-Overholt – Chap 1, 2, 3 & 11

Assignments: Discussion Board Participation – due on July 15th
Discovering the Culture of Inquiry
Identification of Practice Issue

Week 2 – Day 1 On campus
Topic: Why EBP?
Required Readings:

Assignments: The Burning Question Paper - due on July 22nd

Week 2 – Day 2 On campus
Topic: The Burning Question
Required Readings:

Assignments:

Week 2 – Day 3 On campus
Topic: Finding and Critiquing Evidence
Required Readings:

Assignments:

Week 2 – Day 4 On campus
Topic: Critiquing & Synthesizing Evidence
Required Readings:

Assignments:

Week 2 – Day 5 On campus
Topic: Changing Practice
Required Readings:

Assignments:

Week 3 – Online
Topic: Finding and Critiquing Evidence
Required Readings: Melynyk & Fineout-Overholt – Chap 4, 5 & 6

Assignments: Article Critique Paper – due July 27
Discussion Board: Share Tips and Tricks to Finding Evidence - Due July 27

Week 4 – Online
Topic: Synthesizing Evidence
Required Readings: Melynyk & Fineout-Overholt – Chap 7, 8, 9 & 10

Assignments: Systematic Review & Synthesis Paper – due Aug. 3
Week 5 – Online
Topic: Changing Practice
Required Readings:
: Melynyk & Fineout-Overholt – Chap 12 & 16
Assignments:

Week 6 – Online
Topic: Disseminating Evidence Project
Required Readings:
Assignments: Discussion Board Participation – Presentation of the Disseminating Evidence Project – Due August 18

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

Assignments should be submitted through the Assignment Submission Form on your ANGEL course site

EVALUATION

- Discussion Board Participation ......................................................... 10%
- Class Participation .............................................................................10%
- The Burning Question Paper ............................................................10%
- Article Critique ..................................................................................20%
- Systematic Review and Synthesis Paper .......................................... 20%
- Disseminating Evidence Project .......................................................30%
Welcome to NU 503 Nursing Research: Translating Evidence into Practice! I hope that I can spark your spirit of inquiry.

I have been teaching in the MSN Program at SJCME since 2002. I teach NU 501 Nursing Informatics and NU509 Nursing Ethics.

I graduated with a BSN from Loretto Heights College in Denver, Colorado in 1982, a MSN from Regis University in Denver, Colorado in 1992 and a DNP from Northeastern University in Boston, Massachusetts in 2010.

I have worked in many different areas of nursing including Med/Surg, Pediatrics, Adult, Pediatric, and Neonatal ICUs, Flight Nursing, Ortho, Physical Rehab, and Oncology. I have had a variety of leadership positions in hospital administration and nursing education. I am the Clinical Nurse Quality Improvement Specialist at Martin’s Point Healthcare in Portland, Maine. I also own ice it! Bakery, Yarmouth, Maine with my husband.

I live in North Yarmouth, Maine with my husband, my 2 school age children, and 2 cats. I enjoy skiing, snowshoeing, golf, and making stained glass.
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.

This course was developed by Saint Joseph’s College of Maine for the exclusive use of students enrolled in the College’s Division of Graduate and Professional Studies.

For more information on this course, including the official course description and any prerequisites, can be found in the GPS Catalog at http://www.sjcm.edu/gpcatalog/

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