FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST[1]

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR6812	CURRENT COURSE TITLE: Nursing Research and Evidence Based Practice

CHANGE(S) ARE EFFECTIVE (BETTER) FALL 2013   TERMINATE COURSE (LIST FINAL ACTIVE TERM)

CHANGE TITLE TO:

CHANGE PREFIX FROM: TO:

CHANGE COURSE NO. FROM: TO:

CHANGE CREDITS[2] FROM: TO:

CHANGE GRADING FROM: TO:

CHANGE DESCRIPTION TO: This course emphasizes nursing research and the integration of theories, evidence, clinical judgment and interprofessional perspectives using translational processes to evaluate and enhance nursing practice and health care policy.

RATIONALE: Course revisions to meet CCNE accreditation

CHANGE PREREQUISITES/MINIMUM GRADES TO*: Undergraduate statistics and NGR 6811 or permission of the department

CHANGE COREQUISITES TO*:

CHANGE REGISTRATION CONTROLS TO:

*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments.[3]

Faculty contact, email and complete phone number: Beth King 561-297-3249 bking@fau.edu

Approved by:	Date:	
Department Chair: _Sh. Brod_	9-13-13	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course syllabus.2011.pdf
College Curriculum Chair: _Beth K_	4-19-13	
College Dean: _Marlaine Smith_	4/19/13	
UGPC Chair: _____	9-13-13	2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Cre dit_Hour_Memo_2012.pdf
Graduate College Dean: _____	9.13.13	
UFS President: _____		3. Consent from affected departments (attach if necessary)
Provost: _____		

Current Course Description: Nursing Research and Evidence-Based Practice (NGR 6812) 3 credits
Prerequisite: Undergraduate statistics
This course focuses on research as it applies to advanced nursing or nursing education. It begins with identification of a phenomenon of interest, followed by review of the related literature. The state of the art supported by the literature review is discussed in the context of evidence-based practice.

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE -SYLLABUS
Summer, 2013

COURSE NUMBER: NGR 6812

COURSE TITLE: Nursing Research and Evidence Based Practice

COURSE FORMAT: E-College

CREDIT HOURS: 3 credits

COURSE SCHEDULE: This is an asynchronous, totally on-line learning experience. http://faunursing.net (See direction at site for password information)

PLACEMENT IN CURRICULUM: Concentration course or by permission of the College

PREREQUISITE/S: Undergraduate statistics and NGR 6811 or permission of the department

COREQUISITE/S: None

FACULTY: Joy Longo PhD, RNC-NIC
Assistant Professor
Rm 332 Boca Raton campus
Phone: (561)297-2457
E-mail:jlongo5@fau.edu

OFFICE HOURS: Communication with the faculty in this course about course related issues can be done via the *CYBER OFFICE threaded discussion.* Questions or concerns that cannot be shared with other students can be communicated through the *PRIVATE OFFICE* on the E-College website. Appointments to meet with faculty can be made through Private Office.

COURSE DESCRIPTION: This course emphasizes nursing research and the integration of theories, evidence, clinical judgment and interprofessional perspectives using translational processes to evaluate and enhance nursing practice and health care policy.

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COURSE OBJECTIVES: Upon completion of NGR 6812, the student will demonstrate evidence of:

1. Being competent
   a. Develop the ability to read nursing research and critique the quality and usefulness of the study.(Essential I, IV)
   b. Demonstrate the integration of theories, evidence, clinical judgment and interprofessional perspectives to determine best nursing practices and evaluate health policy. (Essential I, II, III, IV, VI, VII, VIII, IX)
   c. Use knowledge from sciences and humanities in understanding and interpreting evidence.(Essential I)

2. Becoming compassionate
   a. Recognize and interpret research as a way to come to know other.(Essential I, III, IV,VIII,)
   b. Articulate the importance of evidence-based strategies supporting safe, compassionate, quality nursing care. (Essentials I, II, III)

3. Demonstrating comportment

   a. Demonstrate an understanding of the importance of integrating theories, evidence, clinical judgment and interprofessional perspectives to the image of professional nursing. (Essential IX)

4. Becoming confident
   a. Employ informatics to search for evidence in order to evaluate nursing practice and formulate evidence-based guidelines. (Essential V)
   b. Argue for practice change to reflect best evidence.(Essential II, III, IV,VI,VII, VIII, IX)

5. Attending to conscience

   a. Explore ethical principles related to the integration of research and other forms of evidence in practice of advanced nursing.(Essential I, VI, IX)
   b. Use outcome evaluation to revise nursing practice.(Essential II, III, IV, VI, VII,VIII, IX)

6. Affirming commitment
   a. Develop an openness to inquiry. (Essential I, II,III, VI, IX)
   b. Development of self as a reflective practitioner (Essential I, III, IX)

TEACHING LEARNING STRATEGIES:
Unit study guides/presentations, threaded discussions, activities, readings, and exams.

GRADING AND EVALUATION METHODS:

Assignment	Possible Points	Total Percentage of Grade
Unit Activities	300	30%
Practice Problem/Introduction to Paper	100	10%
Evidence Table	250	25%
Paper- Summary of the Evidence and Recommendations for Practice and Research	150	15%
Presentation- Summary of the Evidence and Recommendations for Practice and Research	50	5%
Quizzes (4)	150	15%

GRADING SCALE:

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
0–59 = F

A grade below C is not passing in the Graduate Program.

REQUIRED TEXTS:

Mateo, M.M., & Kirchhoff, K.T. (2009). Research for advanced practice nurses: From

evidence to practice. New York: Springer Publishing Company. ISBN: 978-

082612207

RECOMMENDED TEXTS:

American Psychological Association (2001). *Publication manual of the American Psychological*

Association (6th ed.). Washington, DC: American Psychological Association.

TOPICAL OUTLINE:

Nursing situations as a foundation for the study of wholeness of person, holistic nursing
practice and nurse caring.
Evidence based practice as a basis for nursing:
- Knowledge including nursing science and the humanities
- Theory
- Practice expertise
- Patient experience (therapeutic bibliography, films, biographies, etc.)
Models of evidence-based practice
The role of the master's prepared nurse in leading implementation of EBP to enhance
safe, compassionate, quality patient care.
The function of nursing research and other forms of evidence in knowledge and theory
development
Use of informatics to search for evidence including research, systematic reviews and
clinical guidelines to guide practice.
The role of nurses in interprofessional collaboration and practice
Steps for conducting qualitative and quantitative research studies including:
- Problem identification
- Identifying conceptual/theoretical frameworks
- Conducting a literature search
- Stating a purpose, research question, or hypothesis
- Research ethics
- Identifying a study design
- Identifying a sampling plan
- Collecting data
- Analyzing data
- Interpretation of results
Generation of a PICOT question to guide inquiry
Critique of evidence for use in practice
Synthesizing evidence for use in practice

Implementing evidence into practice
Evaluating outcomes of evidence based practice

COURSE ASSIGNMENTS:

Unit Activities: Most of the units will have an activity/discussion. The purpose of the activities/discussions will be to enhance your understanding of the concepts presented in each unit and to help you with your individual evidence-based practice initiative that you will undertake in this course. The activities will account for 30% of your grade or 300 points, but the individual values for each activity will vary depending on the activity. Please refer to the individual units on E-college for the assignment description and grading rubrics.

Quizzes: Four quizzes will be given in the course. The quizzes will be composed of multiple choice, true and false questions, and short answer questions. The quizzes will be open for three full days, and they must be completed within this timeframe unless prior arrangements are made with the instructor. You will have one and a half hours to complete the quiz. You can only enter the quiz site once for each exam so make sure to allow yourself enough time to complete it.

Practice Problem Paper/Introduction Summary Paper
The foundation of evidence-based practice is to recognize problems in practice and identify evidence to support changes. We can no longer rely on what we have always done; now we need the evidence to support why we do what we do.
For this assignment you will identify an area of your practice in which you would like to make a change. You will initiate this inquiry by writing a PICOT question as one of the unit activities. Based on the question, you will develop a practice problem paper in which you define the problem you have identified, describe the prevalence of the problem, describe the significance of the problem to patients and to nurses, and discuss how you plan to address the problem through a focused literature search.

In order to support your argument, you need to use 3 current references (within the past 5 year) from professional literature. These references can come from professional journals and reputable websites (such as American Heart Association, March of Dimes, and Center for Disease Control). **These references must be different from the research articles you will use as evidence and that were identified through your literature review.**

This paper must be formatted according the guidelines of the APA Publication Manual 6th edition and include a title page and a reference list.
The maximum length of this paper should be 2 pages (not including the title or reference pages).
You will be graded and provided with feedback on this assignment. You will then make revisions, and this paper will serve as the introduction for your summary of the evidence and recommendations for practice and research paper

See e-college for the grading rubric.

Evidence Table
In this course you will be asked to identify 5 research studies that pertain to the practice problem you have identified. For this assignment you will develop an evidence table in which you identify each component of the research using short answers. The purpose of this assignment is to help you compare and contrast the research studies and to synthesize the findings. This information will sever as an outline for the summary of the evidence paper and your recommendations for practice and for future research.

The research articles that you identify should meet the following criteria:
- o Be current (less than 5-7 years old)

- o Be from peer-reviewed, scholarly nursing journals.
  - o For example: Nursing Research, Journal of Nursing Scholarship, and Applied Nursing Research **ARE** scholarly nursing journals. Nurse Practitioner, Advance for Nurses, Nursing Spectrum and Nursing Standard are **NOT** scholarly nursing journals.

  Be complete reports of single research studies. **These research articles should not be systematic reviews, literature reviews, meta-analyses, meta-syntheses, or clinical guidelines.**

Refer to e-College for a template and grading rubric for this assignment.

Paper- Summary of the Evidence and Recommendations for Practice and Research
For this assignment you will write summary and synthesis of the 5 research articles that you identified in this course and that you used for creating the evidence table. This assignment is an APA-formatted paper. The introduction for this paper will be a revised edition of the practice problem paper you wrote at the beginning of the course. This assignment will also include a summary of the evidence that you have found. Based on your evaluation of the evidence, you will make recommendations for practice and for future research.

The recommendations need to be firmly grounded in the evidence that you have reviewed. If you make a recommendation, it needs to be clear which evidence supports the recommendation. For example, if you are interested in improving metabolic control for patients with diabetes, you will review research studies that tested interventions to help patients maintain metabolic control. If none of the studies involve the use of home visits by nurses as an intervention, you can't make the recommendation to do home visits. The purpose of looking at research is to have data that was obtained in a systematic way and that could support a change in practice

The final part of the paper should be a closing statement(s) in which you draw a conclusion about what you have learned.

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The paper must be formatted in APA Publishing Manual 6th edition format and include a title page and a reference page. There should be at least eight reference included in this paper. These include the three references used in the introduction and the five research articles that you are reviewing. The maximum length of this paper should be 7 pages (not including title and reference pages).

Refer to e-College for the grading rubric for this assignment.

Presentation- Summary of the Evidence and Recommendations for Practice and Research

For this assignment, you will create a PPT that presents the information that you describe in your final paper. Dissemination of information is crucial for evidence-based practice, so this is your opportunity to share with your peers what you have learned from your literature search and what you recommend for practice and for future research. The PPTs will be posted in a threaded discussion so that you may dialogue with your peers.

Refer to e-College for the grading rubric for this assignment.

ASSIGNMENT INSTRUCTIONS (See individual grading rubrics on e-College)

a. **All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a "recycled" assignment as an original work will receive a grade of zero for the assignment.**
b. All papers are to be typed and presented in the format of a professional paper including title page, margins, font size and grammar as described in the 6th edition of the APA Manual of Style.
c. All papers must be submitted to SafeAssign PRIOR to submitting to e-College for a grade. If the paper is not submitted to SafeAssign, 3 points will be deducted from the grade for the paper, and the instructor will submit the paper to SafeAssign.
   If SafeAssign identifies a problem with citations, THESE MUST BE CORRECTED PRIOR TO SUBMITTING THE PAPER to e-College for grading. **Failure to make these corrections may constitute plagiarism and could result in a failure of the paper and/or the course.**
d. All papers must be submitted to the appropriate e-College drop box as a .doc or .docx file. Papers will not be accepted if submitted through email unless otherwise instructed by the professor.

BIBLIOGRAPHY

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COURSE POLICIES AND GUIDELINES

All course requirements and objectives must be met in order to earn a passing grade. A grade of "B" is considered passing.

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a "recycled" assignment as an original work will receive a grade of zero for the assignment.

1. Participation: You are expected to engage in each unit activity. Though this is an online course, it does not mean that you can enter the course once or twice and complete all the requirements. Each unit will run on a Monday to Sunday schedule. For those of you who like to get a head start, the unit will open on the Saturday before the official opening date. **All unit activities must be completed by the final day of the unit on which the activity is located. This date always falls on a Sunday.** Unit activities that are posted after the last listed day of the unit will not be graded. **You are expected to initially post a response to the activity by mid-unit (Thursday for one-week units and the first Saturday of the unit for two-week units) so that you can dialogue with your peers.**

2. Quizzes: Quizzes must be completed within timeframe outlined in the course schedule unless prior arrangements are made with the instructor.

3. Assignments: Written assignments are due in the drop box in e-College by midnight of the due date. Specific due dates are listed on the course schedule. One point per day for one week will be deducted from all work that is submitted after the announced due date. **No assignments will be accepted after one week from the due date. If the student is unable to submit work by the due date, arrangements must be made with the course instructor BEFORE the due date to avoid receiving a zero for the assignment. No late work will be accepted without prior arrangements being made with the faculty.**

All written papers must be submitted to SafeAssign PRIOR to submitting to e-College for a grade. SafeAssign is located on the course Blackboard site, and all students have access to this site. If the paper is not submitted to SafeAssign, 3 points will be deducted from the grade for the paper, and the instructor will submit the paper to SafeAssign.
If SafeAssign identifies a problem with citations, THESE MUST BE CORRECTED PRIOR TO SUBMITTING THE PAPER to e-College for grading. **Failure to make these corrections may constitute plagiarism and could result in a failure of the paper and/or the course.**

All assignments must be submitted to the drop box in e-College as a .doc or .docx file by the specified due date. UNLESS SPECIFICALLY INSTRUCTED BY THE FACULTY, NO ASSIGNMENTS WILL BE ACCEPTED BY EMAIL. Assignments submitted only through email will not be graded unless specifically instructed by the faculty to submit in this fashion.

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a "recycled" assignment as an original work will receive a grade of zero on the assignment.

4. **Communication:** Communication with the faculty in this course will be conducted through the Cyber Office, or if it is a more personal matter, through the Private Office dropbox on e-College. Students do not have access to their own private office, so if the faculty needs to contact a student about a grade or a paper, this will be done through email utilizing the student's FAU Email address. This is the only time email will be used. **Other course communication will not be answered through email and should occur through E-College options.** FAU email is recognized as the only email system that may be used for course correspondence. **It is the responsibility of each student to periodically check their FAU email as important individual student messages may be sent via this route.**

COLLEGE OF NURSING and UNIVERSITY POLICIES

University and College of Nursing Policies:

The faculty reserve the right to make changes to course content and requirements.

1. Disability policy statement

    In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

2. Code of Academic Integrity policy statement

    Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulations, Chapter 4, Regulation 4.001, Code of Academic Integrity at www.fau.edu/regulations.

    The College of Nursing regards adherence to the Honor Code for academic honesty as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the honor code and misrepresents your efforts or ability is grounds for immediate failure of the course. See the College of Nursing Undergraduate Student Handbook http://www.fau.edu/divdept/nursing/undergrad/index.html

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, the materials will be used within the college and university.

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INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

Unit/ Dates	Topic	Readings	Activities/ Assignments
Unit 1 One Week	Course Introduction and Requirements Evidence-based practice as a basis for nursing through collaboration. Leadership in implementation of EBP to enhance safe, quality patient care.	Mateo & Kirchhoff (2009) Chapters 1 & 3	Orientation quiz Complete "Hello, I am..." Unit Activity
Unit 2 One Week	Searching the Literature Appraising Research	Mateo & Kirchhoff (2009) Chapters 2 & 4	Unit Activity Nursing Situation due
Unit 3 Two Weeks	Identifying a focus of study Theoretical and Conceptual Frameworks	Mateo & Kirchhoff (2009) Chapters 5 & 6	Exam #1 Unit Activity
Unit 4 Two Weeks	Steps of Research: Designs and Sampling	Mateo & Kirchhoff (2009) Chapters 7, 8 & 9	Unit Activity Last day to drop course without receiving an F.
Unit 5 Two Weeks	Steps of Research Data Collection Analysis of Findings	Mateo & Kirchhoff (2009) Chapters 10, 11, 12 & 13	Unit Activity
Unit 6 Two Weeks	Sources of Evidence: Beyond Research	Mateo & Kirchhoff (2009) Chapters 14, 15, and 16	Exam #2 Evidence table due Unit Activity
Unit 7 One Week	Models of EBP: Implementation Into Practice	Mateo & Kirchhoff (2009) Chapters 17, 18, and 19	Review of policy/practice paper due Unit Activity
Unit 8 One Week	Dissemination	Mateo & Kirchhoff (2009) Chapters 21 & 22	Post presentation for discussion
Unit 9 One Week	Exam #3		Exam #3

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FLORIDA ATLANTIC UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Philosophy

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patters of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

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