

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>	UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
<b>Current Course Prefix and Number</b>		<b>Current Course Title</b>
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Template</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Change WAC/Gordon Rule status**</b> Add _____ Remove _____ <b>Change General Education Requirements***</b> Add _____ Remove _____ <small>*See <a href="#">Definition of a Credit Hour</a>.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See <a href="#">Intellectual Foundations Guidelines</a>.</small>		<b>Change description to:</b>    <b>Change prerequisites/minimum grades to:</b> <i>Admission to BSN program</i>  <b>Change corequisites to:</b>   <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
<b>Effective Term/Year for Changes:</b>		<b>Terminate course? Effective Term/Year for Termination:</b>
<b>Faculty Contact/Email/Phone</b>		
<b>Approved by</b> Department Chair <i>Kerethy Edwards</i> College Curriculum Chair <i>Roger W. West, PhD, BA</i> College Dean <i>[Signature]</i> UUPC Chair _____ Undergraduate Studies Dean _____ UFS President _____ Provost _____		<b>Date</b> 11-21-2022 11-21-2022 11-21-2022 _____ 12/5/22 _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS**

**SEMESTER:** Summer 2023

**COURSE NUMBER:** NUR 4937

**COURSE TITLE:** RI: Scholarship for Evidence-Based Nursing Practice

**COURSE FORMAT:** In-Person

**CREDIT HOURS:** 3

**COURSE SCHEDULE:**

**PREREQUISITES:** Admission to B.S.N. program

**COREQUISITES:**

**FACULTY:**

**OFFICE HOURS:**

**COURSE DESCRIPTION:** Explores the relationship between theory, research, and practice. Examines fundamental principles of the research process, including ethical and cultural considerations. Prepares the student to identify practice issues from nursing situations and appraise evidence to make recommendations for nursing practice. Fosters critical thinking to evaluate and communicate outcomes.

**COURSE OBJECTIVES:**

*Becoming competent*

1. Describe the basic elements of the research process. (4.1d)
2. Appraise research. (4.1f)

3. Evaluate appropriateness and strength of the evidence. (4.2b)
4. Demonstrate application of different levels of evidence. (4.1b)

***Becoming compassionate***

5. Identify theoretical framework(s)/models in research. (4.1c)
6. Evaluate clinical practice through nursing situations using multiple ways of knowing to generate questions to improve nursing practice. (4.2a)
7. Demonstrate an understanding of different approaches to scholarly inquiry. (4.1a)

***Demonstrating comportment***

8. Participate in scholarly inquiry as a team member (4.1e)

***Becoming confident***

9. Identify the best evidence for practice. (4.2c)
10. Identify evaluation methods of outcomes and their implications for practice. (4.2e)

***Attending to conscience***

11. Promote the ethical conduct of scholarly activities. 4.3 (a-d)

***Affirming commitment***

12. Communicate scholarly findings. (4.1g)

*The 6 subjectives based on Roach's (2002) work organize the course objectives.*

**TEACHING LEARNING STRATEGIES:** In-class group case studies and module study materials for class Power Point presentations, videos, mini-lectures, group discussions, learning activities (e.g., puzzles, term matching, exploration of topic related websites, article reviews, evidence searching, etc), assigned and selected readings from selected journals and e-book, written assignments, and quizzes.

**GRADING AND EVALUATIONS:**

Assignments/Activities	Possible Points	Percentage of Grade
In-Class Attendance & Participation	10	10%
Mid-term Exam	10	10%

CoursePoint	10	10%
Assignment 1A-1C, Nursing Situation & Research Paper	10	10%
Assignment 2A-2B, Quantitative & Qualitative Critical Appraisal	10	10%
Assignment 3A-3B, PICOT Question	5	5%
Assignment 4A-4C, Evidence Table	10	10%
Assignment 5, Measure & Outcome Paper	10	10%
Assignment 6A-6C, Evidence-Based Poster	25	25%
<b>Total</b>	<b>100 Points</b>	<b>100%</b>

**GRADING SCALE:** Grade below C is not passing in the Undergraduate program.

94 - 100 = A  
90 - 93 = A-  
87 - 89 = B+  
84 - 86 = B  
80 - 83 = B-  
77 - 79 = C+  
74 - 76 = C  
70 - 73 = C-  
67 - 69 = D+  
64 - 66 = D  
61 - 63 = D-  
0 - 60 = F

**REQUIRED TEXTS:**

Lippincott *Course Point* e-book for Polit, D.F., & Beck, C.T. (2022). *Essentials of nursing research: Appraising evidence for nursing practice* (10th ed.). Philadelphia: Wolters Kluwer. ISBN: 978-1-975141-85-1.

Melnyk, B.M. & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing and healthcare: A guide to best practice* (4<sup>th</sup> ed.). ISBN-13:9781496384539 Wolters Kluwer

**RECOMMENDED TEXTS:**

American Psychological Association (2020). Publication manual of the American Psychological Association (7<sup>th</sup> ed.). Washington, DC: American Psychological Association.

## TOPICAL OUTLINE:

1. Definition nursing research:
  - a. Role of nursing research in evidence-based practice
  - c. Research as a source of nursing knowledge development
  - d. Use of research as a source of evidence for safe, quality practice
  - e. Identifying nurses' roles in research and evidence-based practice and membership in interprofessional teams
2. Identification of practice issues from nursing situations using multiple ways of knowing.
3. Conducting a literature search using appropriate technological methods.
4. Appraisal of research.
5. The nursing research process for qualitative and quantitative studies includes:
  - a. Identification of a problem
  - b. Theoretical and conceptual frameworks
  - c. Problem statement/aim/research question/hypothesis
  - d. Conceptual and theoretical frameworks
  - e. Research design
  - g. Sampling
  - h. Data Collection
  - i. Data Analysis
  - j. Review of findings
6. Ethical principles guiding research and evidence-based practice.
7. Patient role in evidence-based practice.
8. Formulating appropriate practice questions.
9. Appraisal of evidence using established guidelines.
10. Levels of evidence.
11. Identification of models of evidence-based practice,
12. Evaluating patient outcomes.
13. Scholarship of dissemination methods.

## COURSE ASSIGNMENTS

The in-class meetings are supported by CANVAS. Module activities must be completed within the timeframe defined on the course schedule. Due dates are specified on the course schedule and posted in CANVAS. Descriptions of the assignments that will be graded are specified in *Module: About All Assignments* in the course.

Do not reuse papers from other courses. Turnitin will be randomly used to determine if all work is original and newly created. Though this is anti-plagiarism software, Turnitin assists in improving writing quality and creative thinking by fostering the selection of a unique topic, the preparation of an original composition, the use of limited paraphrasing with no direct quotes, and the use of the most current literature. If plagiarism is detected via Turnitin the possible outcomes may include the following: (a) offering you the opportunity to re-write the paper with a grade reduction, or (b) course failure.

Assignments are submitted via CANVAS in Assignments: Submission Links for Assignments in the course. All assignments are submitted via an Assignment Button. Please view the Canvas guides or the tutorials located under the Help button. All written papers must be submitted with the extensions as follows: .doc or .docx. It is at the discretion of the faculty to determine if assignments uploaded in format(s) outside of .doc or .docx will be considered late or receive a zero. Assignments must be submitted via CANVAS and cannot be accepted if sent via email.

#### **Attendance/In-Class Participation (10%)**

Attendance will be taken regularly in this class. In-class participation and active engagement in class learning, class activities, and class assignments are expected for attendance. In-class group and individual activities missed due to absence need to be completed by the individual student outside of class time.

#### **Mid-Term Exam (10%)**

The mid-term exam is intended to be a learning experience that reviews and integrates student learning. The exam will have up to 40 items for a total of 10 points. These may be a combination of multiple-choice questions, short answers, and true and false questions. Material included in the exam content is derived from required text, assigned readings, and module activities. *No make-up exam will be given in this class unless prior arrangements are made with the faculty.*

#### **Lippincott CoursePoint (10%)**

Lippincott CoursePoint provides didactic content in context of real-life scenarios to support connecting theory to application. To access Lippincott Course Point, you need to purchase the Required course e-book Polit and Beck: Essentials of Nursing Research, Tenth Edition, Denise F. Polit; Cheryl Tatano Beck, ISBN: 978-1-975141-85-1.

Student training for CoursePoint for Polit and Beck is available at:

<http://customersuccess.lww.com/students/nursing-education/ondemandtraining/coursepoint-research.html>

**Assignment 1A-1C, Nursing Situation and Research Paper (Total = 10%):** This assignment is divided into three sections.

	<i>Section</i>	<i>Description</i>	<i>Points</i>
1A	Draft Nursing Situation and Research Paper	Complete a draft one-to-three-page paper with content that includes the description of one specific nursing situation between the nurse (you) and the nursed (patient).	0
1B	In-Class Peer Review of Nursing Situation and Research Paper	Each student will review and provide feedback for one peer. You must be in class with your draft completed and uploaded to CANVAS discussion board <i>prior to</i> class to receive points. There are no partial points for incomplete drafts and/or no class attendance.	4
1C	Final Nursing Situation and Research Paper	If you choose to incorporate peer feedback, you will provide revisions to your draft and submit a final paper.	6

<i>Total</i>	<i>10</i>
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- Nursing is concerned with the "provision of a caring relationship that facilitates health and healing" while attending to "the range of human experiences and responses to health and illness within the physical and social environments" (Social Policy Statement, 2010, p. 9). Consequently, a focus of nursing is on the human response which is "the responses of individuals to actual and potential health problems" (Social Policy Statement, 2010, p. 10). As defined, "human responses include any observable need, concern, condition, event, or fact of interest to nurses that may be a target of evidence-based nursing practice" (Social Policy Statement, 2010, p. 10).
- Identification of nursing research problems occur during the experience of nursing situations. For this paper you will ***describe a nursing situation which led you to question nursing practice***. These questions can include: a) What factors contributed to this situation? b) What is the experience like for the patient? And c) What can be done differently in this situation to improve patient outcomes? The situation should come from your own experience related to patient care.
- The nursing situation problem must be answered (matched with) by a ***single, primary research study*** article that poses a research question that is patient-centered and includes sampling from the patient population. If the nursing situation focuses on prevention, then the primary research article should focus on the prevention of the problem. If the nursing situation calls upon requiring action, then the primary research article should focus on intervention, a specific approach, or a strategy. If the nursing situation focuses on characterizing an experience, you may need a primary research study that describes the themes of the experience. Though international research studies can contribute to the literature review, remember that treatment approaches, population characteristics, and cultural ways must represent your nursing situation patient-centered problem and be complementary to the U.S. Health Care System.

(1A) Draft PICOT Question:

- For this assignment, you will write a one-to-three-page paper with content that will include the description of one specific nursing situation between the nurse (you) and the nursed (patient) with a described caring exchange.
- Paper Format: The paper needs to be presented in the format of a professional paper including a title page (provide a descriptive and unique title for the paper), margins, font size, levels of headings, and grammar as described in the 7th edition of the APA Manual of Style. All work must be properly cited per the 7th edition of the APA Manual of Style, and a reference page must be included.
- Length of Paper: The maximum length of this paper should be one to three pages (not including title page or reference page).
- Paper Outline:

Introduction	A short introduction describing the main topic of the paper (3-4 sentences).
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Nursing Situation	One paragraph description summary of the nursing situation (5-6 sentences).
Body of Paper	<p>Present a clear statement of the problem that recognizes a human response issue. The conclusion should answer the following question: What research findings can solve this problem?</p> <ul style="list-style-type: none"> <li>• Specify a statement of the problem</li> <li>• Specify the evidence needed to solve the problem (greater understanding of the qualities of the experience, better diagnostics, intervention, etc.)</li> <li>• Find one recent (within the last 5 years) single, primary research article from a library database that contributes to solving the problem.</li> <li>• Specify from the primary research article the results and implications to the nursing situation problem. Specify the primary research article recommendations for practice and future study.</li> </ul>
Conclusion	Specify how the research study process or finding(s) reflects one of the attributes of the construct of caring. Draw upon Roach's C's of Caring or Mayeroff's On Caring as resources for the construct of caring.

(1B) Peer Review Draft PICOT Question:

- Each student will review and provide feedback for one peer. You must be in class with your draft completed and uploaded to CANVAS discussion board *prior to* class to receive points. There are no partial points for incomplete drafts and/or no class attendance.

(1C) Final PICOT Question:

- You will review the feedback provided to you by your classmate. If you choose to incorporate peer feedback, you will provide revisions to your draft and submit a final paper. If you choose not to incorporate the feedback provided to you, you must rename your draft as 'final' and submit it to 1C with a note that you did not incorporate revisions with an explanation of why you chose not to incorporate peer feedback.

<b><u>Assignment 2A-2B, Appraising Evidence (Total = 10%):</u></b> This assignment is divided into two sections.			
	<i>Section</i>	<i>Description</i>	<i>Points</i>

2A	Quantitative Critical Appraisal	You will learn how to critically appraise quantitative studies. You will then apply this knowledge to complete an appraisal of an assigned quantitative research article.	5
2B	Qualitative Critical Appraisal	You will learn how to critically appraise quantitative studies. You will then apply this knowledge to complete an appraisal of an assigned quantitative research article.	5
<i>Total</i>			<i>10</i>

(2A) Quantitative Critical Appraisal:

- You will read the two selected quantitative critical appraisal of evidence articles.
- You will then apply this knowledge to the preselected quantitative article.
- Using the template, complete/submit the Critical Appraisal of an Intervention Journal Article Form - Simple Yes and No answers are not acceptable - you must provide a supporting sentence based on your reading of the article.

(2B) Qualitative Critical Appraisal:

- You will read the two selected qualitative critical appraisal of evidence articles.
- You will then apply this knowledge to the preselected qualitative article.
- Using the template, complete/submit the Critical Appraisal of a Qualitative Journal Article Form - Simple Yes and No answers are not acceptable - you must provide a supporting sentence based on your reading of the article.

<b>Assignment 3A-3B, Individual PICOT Question (Total = 5%):</b> This assignment is divided into two sections.			
	<i>Section</i>	<i>Description</i>	<i>Points</i>
3A	Draft PICOT Question	For this assignment you will write a PICOT question relevant to the nursing call (problem) that was introduced in your Nursing Situation Paper (Assignment 1C).	3
3B	Final PICOT Question	For this assignment you will incorporate the instructor's feedback from Assignment 3A to revise your PICOT Question.	2
<i>Total</i>			<i>10</i>

(3A) Draft PICOT Question:

- For this assignment, you will write a PICOT question relevant to the nursing call (problem) that was introduced in your Nursing Situation Paper (Assignment 1C).

- You will write a brief description of your nursing problem (no more than 2-3 sentences). You will then craft a written PICOT question in question format using PICOT templates based on the type of question you are asking. Your PICOT question must be relevant to the discipline of nursing, nursing praxis, and your nursing situation. For example, do not craft a question that requires a social worker, a psychiatrist, a physician, or any other healthcare discipline outside of nursing to address your question and reach your stated outcome.
- You must identify the type of PICOT question you are asking and the components of your PICOT question. (Please note, "T" is optional.) Identify components of your PICOT Question: P = Population; I = Intervention or issue of interest; C = Comparison intervention or issue for observation; O = Outcome; T = Time.
- The PICOT components must be relevant and matched to the type of PICOT question you selected. For instance, if you choose to use an intervention type question, the I component (intervention) must be an action that can result in the outcome (O component). Components of the PICOT question will be used to search for literature and other evidence to address a practice problem.
- You will submit your draft PICOT question for instructor feedback.

(3B) Final PICOT Question:

- For this assignment you will incorporate the instructor's feedback from Assignment 3A to revise your PICOT Question. If the instructor does not advise revisions, you will submit your initial PICOT Question from Assignment 1A and state no revisions were required. The FINAL PICOT question contributes to future group work, hence the significance of instructor feedback for revisions to the draft PICOT Question.

<b>Assignment 4A-4C, Group PICOT Question and Evidence Table (Total = 10%):</b> This assignment is divided into three sections.			
	<i>Section</i>	<i>Description</i>	<i>Points</i>
4A	In-Class Group PICOT Question	For this <i>in-class</i> assignment, as a group, you will review your individual PICOT questions and select which PICOT question you will use for your final group project.	2
4B	In-Class Individual Evidence Search	For this <i>in-class</i> assignment, each student will search for and identify two sources of primary evidence that can be used to help answer the group PICOT question.	0

4C	Individual Evidence Table	For this assignment you will use your two primary sources from assignment 4B to craft a single evidence table.	8
<i>Total</i>			<i>10</i>

(4A) Group PICOT Question:

- For this *in-class* assignment, you will begin your group work that contributes to your Final EBP Project (Assignment 6A). As a group, you will review your individual PICOT questions. You will select which PICOT question you will use for your final group project. If you do not agree on a PICOT question already crafted by one of your individual group members, you will need to craft a new one created by your group. This new PICOT question, however, will need a nursing situation, call to nursing to support it, and approval by the instructor.
- After you have your agreed upon group PICOT question, one person will craft a document with the following and upload it to the discussion board:
  - i. Your group number and group member names.
  - ii. What *type* of PICOT Question you selected as a group (i.e., interventional, meaning)
  - iii. Clearly state your PICOT Question using the appropriate PICOT template.
  - iv. Clearly identify each component of your PICOT Question.
  - v. Copy and paste the nursing situation and call to nursing that was initially created for the PICOT Question to add context to the selected PICOT Question.
  - vi. *Each group member must individually upload the document for Assignment 4A.*

(4B) Searching the Evidence:

- For this *in-class* assignment, each student will search for and identify two sources of primary evidence that can be used to help answer the group PICOT question.
- The sources should be in the form of single, primary quantitative or qualitative research studies (primary source), or systematic reviews (meta-analyses or meta-syntheses are acceptable -- scoping reviews, literature reviews, narrative reviews, integrative reviews, etc. are not acceptable).
- The evidence should not be a clinical (quality improvement article, evidence-based program article) or opinion article. Though some authors identify literature reviews as systematic reviews, the work does not represent the criteria required for a systematic review. For this assignment, only true systematic reviews can be used.
- The sources of the evidence need to be a peer-reviewed journal or a database such as the Cochrane Review and be current within the last five years.
- You will present your articles to the instructor to verify the evidence you found are primary sources.

(4C) Evidence Table:

- For this assignment you will use your two primary sources from assignment 4B to craft a single evidence table. An evidence table incorporates many pieces of evidence into a single table. The intent of an evidence table captures underlying similarities and differences between gathered evidence and illustrates trends in the evidence related to your PICOT question. It allows your gathered evidence to be summarized and compared. When you have a properly constructed evidence table, the reader can understand results of your gathered data, have an overview of the evidence related to your PICOT question, and is able to make sense of the clearly organized data presented within the table.

<b>Assignment 5, Measure and Outcome (Total = 10%)</b>			
	<i>Section</i>	<i>Description</i>	<i>Points</i>
5	Measure & Outcome Paper	For this assignment you will complete a one-to-three-page paper using your group PICOT Question and evidence from your evidence table to identify, describe, and compare outcomes and measurements.	0
<i>Total</i>			<i>10</i>

(5A) Measure & Outcome Paper:

- For this assignment you will write a one-to-three-page paper using your group PICOT Question and evidence from your evidence table.
- Write an introduction paragraph to introduce your topic.
- Write your PICOT question and identify the desired outcome ('O' element).
- Discuss 2 primary *nursing* articles from your evidence table (primary, single study research from peer reviewed journals published within the last 5 years).
  - Do *not* use systematic reviews, literature reviews, or clinical practice guidelines for this assignment. The articles need to be peer-reviewed, single primary research study from peer-reviewed journals and must be current (within the last 5 years).
- Briefly describe the two outcomes as they are reported in the articles you are submitting:
  - Describe how the outcome was defined (conceptual definition) and how it was measured (operational definition).
  - Describe the validity and reliability of the measure (if this is not applicable, relevant or not available, make note of it in your assignment).
- Consider the relevance of your two selected outcomes for the practice environment; that is, would it be appropriate to measure the outcome in practice as it was described in the article? If yes, why? If not, why?
- Present 2 ways to collect the data you might need for change and to evaluate if your change was effective.

<b>Assignment 6A-6C, Evidence-Based Poster Project (Total = 25%):</b> This assignment is divided into three sections.			
	<i>Section</i>	<i>Description</i>	<i>Points</i>
6A	In-Class Evidence Based Poster Project	For this assignment you will complete a poster presentation and present it to the class. You must be with your group during your group presentation for full points.	15
6B	Poster Peer Review	Each student will have 5-minutes to peer review all group poster presentations immediately after each group presents. All peer reviews must be completed within the designated discussion board immediately after each group presents. There are no partial points for leaving class early, not attending class, or only providing select groups with peer reviews.	5
6C	Group and Self Evaluation	Each student will evaluate each group member's participation through the group course work and evaluate self-participation in group work	5
<i>Total</i>			<i>25</i>

(6A) Evidence-Based Poster Project:

- Besides publication, another means of presenting evidence back to an institution/conference is through presentation either through poster or power point. In this project you are to develop a poster and present it back to the class. Poster presentations are a common means of presenting evidence in facility sponsored research conferences.
- Each group will create a professional presentation in the format of a Research Poster presentation. You must use a FAU poster template and include a condensed nursing situation, background for and significance of the project (including appropriate citations), a PICOT question, methodology, implications, recommendations, and a conclusion. The identified problem and its potential solutions must be demonstrated through the presentation.
- Exemplary poster presentations are posted in CANVAS.
- Each group is to write an abstract for their poster. Abstracts are submitted to conferences in your application to present your work. Once accepted, the abstract is often listed in the conference proceedings.
- The poster content must adhere to APA 7th edition criteria for grammar, citations and references.

- Poster presentations will be delivered to the class utilizing the 3-minute thesis format but within a 10-minute time allotment.
- Each poster will be uploaded to the designated discussion board prior to the designated class date of poster presentations.

(6B) Peer Review Evidence-Based Poster Projects:

- For this assignment, each student will have 5-minutes to peer review all group poster presentations immediately after each group presents. All peer reviews must be complete within the designated discussion board *immediately* after each group presentation. There are no partial points for leaving class early, not attending class, or only providing select groups with peer reviews.

(6C) Peer Review Evidence-Based Poster Projects:

- For this assignment, you will evaluate your group members' participation through the group course work and evaluate your participation in group work. These are confidential as you must provide your name and group members' names.

**BIBLIOGRAPHY:**

**COURSE SPECIFIC LITERATURE:**

**ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)**

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

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Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions* Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.

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Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

## COURSE SCHEDULE

Date	Topic	Read/Listen	Assignment
Week 1	Introducing Nursing Research for Evidence-Based Practice  Nursing Situations	Polit & Beck (2019)  Chapter 1  Nursing Situations	Module Resources  Module 1  <i>In-Class:</i> <ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Course Procedures</li> </ul>



Week 2	<p>Understanding Key Concepts and Steps in Quantitative and Qualitative Research</p> <p>Reading and Critically Appraising Research Articles</p> <p>Attending to Ethics</p>	<p>Polit &amp; Beck (2019)</p> <p>Chapter 2,3,4</p>	<p>Module 2</p> <p>In-Class: Library Tutorial</p> <p><b>Due:</b> CoursePoint in Module 2</p>
Week 3	<p>Identifying Research Problems, Research Questions, and Hypotheses</p> <p>Understanding Theoretical Conceptual Frameworks</p>	<p>Polit &amp; Beck (2019)</p> <p>Chapter 5,7</p>	<p>Module 3</p> <p>Due: CoursePoint in Module 3</p> <p>Due before class: <a href="#">Assignment 1A</a></p> <p><i>In-Class:</i> <a href="#">Assignment 1B</a></p>
Week 4	<p>Apprising Quantitative Research Design</p>	<p>Polit &amp; Beck (2019)</p> <p>Chapter 8</p>	<p>Module 4</p> <p>Due: CoursePoint in Module 4</p> <p>Due <a href="#">Assignment 1C</a></p>

Week 5	Appraising Sampling and Data Collection in Quantitative Design	Polit & Beck (2019) Chapter 9	Module 5  Due: CoursePoint in Module 5
Week 6	Understanding Statistical Analysis of Quantitative Data  Interpreting Quantitative Findings and Evaluating Clinical Significance	Polit & Beck (2019) Chapter 13, 14	Module 6  Due: CoursePoint in Module 6
Week 7	Appraising Qualitative Designs and Approaches	Polit & Beck (2019) Chapter 10	Module 7  Due: CoursePoint in Module 7

			Due: <a href="#">Assignment 2A</a>
Week 8	Appraising Sampling and Data Collection in Qualitative Studies	Polit & Beck (2019) Chapter 11	Module 8  Due: CoursePoint in Module 8
Week 9	Understanding the Analysis of Qualitative Data  Appraising Trustworthiness and Integrity in Qualitative Research	Polit & Beck (2019) Chapter 15,16	Module 9  Due: CoursePoint in Module 9  <a href="#">Mid-term Exam</a>
Week 10	Putting Research Evidence into Practice: Evidence-Based Practice and Practice-Based Evidence  Asking Compelling Clinical Questions	Polit & Beck (2019) Chapter 18  Melnik and Fineout-Overholt (2019) Chapter 2	Module 10  Due: CoursePoint in Module 10  Due: <a href="#">Assignment 2B</a>

			In-Class: <a href="#">Assignment 3A &amp; 3B</a>
Week 11	<p>Finding Relevant Evidence to Answer Clinical Questions</p> <p>Critically Appraising Knowledge for Clinical Decision Making</p>	<p>Melnyk and Fineout-Overholt (2019)</p> <p>Chapter 3,4</p>	<p>Module 11</p> <p>Due: CoursePoint in Module 11</p> <p>In-Class: <a href="#">Assignment 4A &amp; 4B</a></p>
Week 12	<p>Advancing Optimal Care with Robust Clinical Practice Guidelines</p> <p>The Role of Outcomes and Evidence-Based Quality Improvement in Enhancing and Evaluating</p>	<p>Melnyk and Fineout-Overholt (2019)</p> <p>Chapter 8, 10</p>	<p>Module 12</p> <p>Due: CoursePoint in Module 12</p> <p>Due: <a href="#">Assignment 4C</a></p>
	Disseminating Evidence Through Presentations,	Melnyk and Fineout-Overholt (2019)	Module 13

Week 13	Publications, Health Policy Briefs	Chapter 20	<p>Due: CoursePoint in Module 13</p> <p>Due: <a href="#">Assignment 5</a></p>
Week 14		Group Presentations	<p>Module 14</p> <p>Due: CoursePoint in Module 14</p> <p>Due: <a href="#">Assignment 6A &amp; 6B</a></p>
Week 15		Group Presentations	<p>Module 15</p> <p>Due: CoursePoint in Module 15</p> <p>Due: <a href="#">Assignment 6A &amp; 6B</a></p> <p>In-Class: <a href="#">Assignment 6C</a></p>

Week 16			<p>Complete SPOTS</p> <p>Last Day for Assignments</p> <p>University Last Day of Classes</p> <p>Semester Ends</p> <p>All grades posted to Registrar by</p> <p>Check your grades!</p>
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## **COURSE POLICIES & GUIDELINES**

### **COLLEGE OF NURSING POLICIES**

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

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>
- b). Florida Atlantic University's Academic Policies and Regulations <http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

### **CODE OF ACADEMIC INTEGRITY:**

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 Regulation 4.001. If your college has particular

policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: <https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

**CON Academic Integrity:** <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

#### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

#### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

#### **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 non-attendance. 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 absences 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.

### **POLICY ON THE RECORDING OF LECTURES (OPTIONAL)**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **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. For more information, see:

<https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

**CON Religious Accommodation:** <http://www.fau.edu/sas/New.php>

### **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.



## **FACE COVERINGS and PPE in Laboratory**

Persons are required to wear a face mask and a face shield over the face mask when in the laboratory areas, maintain social distancing of 6 feet when possible, wash hands and use hand sanitizer.

### **ATI Assessment and Remediation Program Policy**

#### **Introduction**

The Assessment Technologies Institute (ATI) is an online, comprehensive, testing and review program, designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses, reviewing content, improving test taking abilities, and ultimately successfully passing the NCLEX-RN® for professional licensure.

Research has demonstrated a strong correlation between successful completion of ATI proctored exams and successful first-time pass rates on the NCLEX-RN® (Davenport, 2007). Courses at the Christine E. Lynn College of Nursing (CELCON) integrate the ATI Comprehensive Assessment and Remediation Program (CARP) as 10% of the course grade in selected courses.

ATI program consists of practice assessments, proctored exams, and tutorials.

All proctored exams, including the RN Comprehensive Predictor, will be scheduled on specific dates and times.

As part of the ATI package, students will be required to complete proctored exams as a course requirement in select courses. Proctored ATI exams will be given at the FAU Testing Center (students pay a sitting fee for each exam) and under exceptional circumstances may be given in the classroom. If in the classroom, students are required to bring a laptop with Wi-Fi capability and, browsers compatible with the ATI program. Proctored ATI exams will be administered prior to course completion and scheduled by course faculty.

#### **Practice Assessments**

Practice Assessment A will be conducted in class as an interactive activity.

Practice Assessment B will be opened for two-week time period prior to the proctored assessment.

#### **Proctored Assessments**

The course-specific ATI Assessment will count for 10 percent of the course grade. Grades will be calculated using the information outlined below.

### **Proctored Assessments**

- I. Students can earn up to 10 points based on the proctored assessment outcome.

<i>Student score</i>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Below Level 1</b>
<i>Points awarded</i>	<i>10 points</i>	<i>8.5 points</i>	<i>5 points</i>	<i>0 points</i>
<b>Remediation/ retake</b>	<ul style="list-style-type: none"> <li>• Minimum one-hour remediation recommended to complete activities listed for assessment on ATI Pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum two-hour remediation to complete activities listed for assessment on ATI Pulse.</li> <li>• <i>Optional retest</i></li> </ul>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Minimum three-hours to complete activities listed for assessment on ATI Pulse and submit score report for each activity</li> </ul> <p><i>*Retest required</i></p>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Minimum four-hour complete activities listed for assessment on ATI Pulse and submit score report for each activity</li> </ul> <p><i>*Retest required</i></p>

***Students earning a level 1 or below a level 1:***

- *Students earning a level 1 or below a level 1 on the first attempt are required to remediate and retake the proctored exam.*
- ***Failure to retake the proctored exam will result in 0 points for ATI Assessment in the course. Points previously earned will be forfeited.***
- *In order to retake the proctored exam, students must submit remediation based activities listed for assessment in ATI pulse*
- *The highest score of the two attempts will be recorded.*

***Students earning a level 2 on the first attempt:***

- *May choose to retake the exam. Points will be awarded for the highest level achieved from the two attempts.*
- *Remediation is not required but strongly encouraged.*

***Students earning a level 3 on the proctored exam on the first attempt:***

- *Do not need to retest*
- *Remediation is not required to be submitted but strongly encouraged.*

**Successful completion of NUR 4829L and Certification to take the NCLEX-RN®:**

Prior to NUR 4829L: Nursing Practice Immersion students must complete the ATI Comprehensive Predictor.

Students are expected to achieve a score  $\geq 92\%$  of the *Predicted Probability of Passing the NCLEX-RN®* and a level 2 or better on 5 of 7 ATI content exams. **Students who do not meet BOTH of these expectations must achieve the 100% stage of Virtual ATI remediation (at the student's expense).**

**Following successful remediation, students will have completed the requirements for the ATI assignment in NUR 4829L.**

Undergraduate Program Committee Approval March 9, 2015; February 1, 2016

UPC May 3, 2018; UPC December 3, 2018; UPC October 7, 2019; January 13, 2020; April 5, 2021; March 28, 2022. May 3, 2022.

### **PROFESSIONAL STATEMENT**

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

### **STATEMENT OF 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 patterns 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 guides 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.

'revised April, 2012.'