FLORIDA ATLANTIC UNIVERSITY™

Undergraduate Programs—NEW COURSE PROPOSAL[1]

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING	COLLEGE: NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX __NUR__   COURSE NUMBER 4169 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT RSHIMAN@FAU.EDU)

COMPLETE COURSE TITLE: EVIDENCE-BASED NURSING PRACTICE

EFFECTIVE DATE
(first term course will be offered)
MAY 2013 WITH NEW ADMISSION CYCLE

CREDITS:[2] 2 CREDITS	TEXTBOOK INFORMATION: Schmidt, N.A., & Brown, J.M. (2012). Evidence-based practice for nurses: Appraisal and application of research (2nd ed.).Sudbury, MA: Jones & Bartlett Learning. ISBN: 978-1-4496-2407-1

GRADING *(SELECT ONLY ONE GRADING OPTION)*: REGULAR ___x___   PASS/FAIL _____   SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

Models of evidence-based practice and quality improvement will be explored. Student groups collaborate with designated nursing leaders to address a practice issue. Systematic investigation, and critical appraisal and synthesis of available evidence are employed to develop a data based quality improvement project.

PREREQUISITES W/MINIMUM GRADE*: NUR 4165	COREQUISITES*: NONE	REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

*DEFAULT MINIMUM PASSING GRADE IS D-. PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORATE OR MASTER'S DEGREE WITH A MINIMUM OF 18 GRADUATE SEMESTER HOURS IN NURSING.

WAC/GORDON RULE COURSE[3] YES _____ NO __X__ WAC/Gordon Rule criteria must be indicated in syllabus. Guidelines: *www.fau.edu/WAC*	GENERAL EDUCATION REQUIREMENT (MARK *X* IN FRONT OF SELECTION):[4] ___ Written Communication ___ Society/Human Behavior ___ Mathematics/Quant. Reas. ___ Global Citizenship ___ Science/Natural World ___ Creative Expression Must attach the appropriate General Education Course Approval Request: *www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php*
Faculty contact, email and complete phone number: Beth King bking@fau.edu 561-297-3249	Please consult and list departments that might be affected by the new course and attach comments.[5] None, Nursing Course

Approved by:	Date:
Department Chair: *Shara L Dormeie*	3/1/13
College Curriculum Chair: *Beth King*	3-1-13
College Dean: *Kaneth Edwards*	3-1-13
UUPC Chair:	3/22/13
Undergraduate Studies Dean: *Ed Pratt*	3/27/13
UFS President:	
Provost:	

1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: *www.fau.edu/academic/registrar/UUPCinfo*
2. Review Provost Memorandum: **Definition of a Credit Hour** *www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf*
3. WAC approval (attach if necessary)
4. Gen. Ed. approval (attach if necessary)
5. Consent of affected departments (attach if necessary)

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
SEMESTER AND YEAR

COURSE NUMBER: NUR 4169

COURSE TITLE: Evidence-Based Nursing Practice

COURSE FORMAT: Live

CREDIT HOURS: 2 credits

COURSE SCHEDULE: Days of week, times, location, campus, room, CRN
e.g. Thursdays 9-11:50AM, Boca (12549), NU 201

PLACEMENT IN CIRRICULUM: Required course offered in junior/senior year
Spring or Fall semester

PREREQUISITES: NUR 4165

COREQUISITES: None

FACULTY: Name and credentials:
Title:
Office Location:
Phone:
E-mail

OFFICE HOURS: Day of week X-X PM

COURSE DESCRIPTION:

Models of evidence-based practice and quality improvement will be explored. Student groups collaborate with designated nursing leaders to address a practice issue. Systematic investigation, and critical appraisal and synthesis of available evidence are employed to develop a data based quality improvement project.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to create caring nursing responses in:

Becoming competent

1. Apply appropriate information management technology skills to locate and appraise evidence for practice. (SLO 8, 9; Essentials IV, III).

Becoming compassionate

2. Describe models of evidence-based practice to address practice issues identified in nursing situations. (SLO 2, 3, 8; Essential III, VI).

Demonstrate comportment

3. Collaborate with peer team and assigned unit leaders to identify potential unit specific quality improvement projects. (SLO 11, 12, 17; Essentials II, III, VI).

Becoming confident

4. Use available evidence to discover potential solutions to identified clinical issues. (SLO 3, 8; Essential III, VI).

Attending to conscience

5. Select appropriate quality improvement data tools, national patient safety resources, and evidence-based practice resources to facilitate quality improvement. (SLO 3, 8, 13; Essential III, IX).

Affirming commitment

6. Describe the significance of evidence-based practice to the BSNs role on interprofessional healthcare team as an advocate for the delivery of safe and quality care. (SLO 8, 17, 19; Essentials II, III, VI).

TEACHING LEARNING STRATEGIES:
Lecture, examinations, group discussions, and enrichment activities.

GRADING AND EVALUATION METHODS:

Assignment/Activity	Percentage of Final Grade
Attendance/Quality Improvement Project Log/Workshop Participation	20%
Nursing Situation Presentation	20%
Project Outline	40%
Group Presentation of Project	20%

GRADING SCALE: A grade below C is not passing in the Undergraduate program.

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

REQUIRED TEXTS:

Schmidt, N.A., & Brown, J.M. (2012). *Evidence-based practice for nurses: Appraisal and application of research* (2nd ed.). Sudbury, MA: Jones & Bartlett Learning. ISBN: 978-1-4496-2407-1

RECOMMENDED TEXTS:

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

TOPICAL OUTLINE:

1. The Role of the BSN-prepared nurse in evidence-based practice (Essential III, VI, VIII)
   a. Interprofessional collaboration for delivery of quality, safe care
2. Identification of practice issues through multiple ways of knowing (Essential I, II, III)
   a. Formulating appropriate practice questions
3. Planning for Change (Essential II, III, IV
   a. Identification of models of evidence-based practice, process improvement, and quality improvement.
   b. Searching for evidence for practice using appropriate information management technology methods
   c. Appraisal of evidence using established guidelines
   d. Patient role in evidence-based practice
   e. Ethical components of evidence-based practice
4. Implementation of practice change to foster the delivery of safe, quality care (Essential II, III, IX)
   a. Designing quality improvement projects
   b. Measuring changes in practice and evaluating patient outcomes
   c. Methods of dissemination

COURSE ASSIGNMENTS:

Attendance/Quality Improvement Project Journal/Participation in Workshops
Attendance will be taken each week. In order to earn the points for the day, the student must be on time, stay for the entire class, and actively participate in class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the instructor.

An objective of this course is to collaborate with your peer team and assigned unit colleagues to identify potential unit specific quality improvement projects. In order to accomplish this goal, you will need to meet with the team to discuss potential projects as well as to plan a quality improvement project. For this assignment you will keep a log of the meetings and the discussions that took place during the meetings. This will serve as an informal way to keep minutes of the meetings and to keep track of the discussions and progress you have made on your projects. Though you will be working in groups, each student is expected to keep a journal/log. It is expected that you meet a minimum of four times throughout the semester with your respective work groups. The journals will be evaluated throughout the semester.

During the semester certain days will be assigned as workshop days. On these days students are expected to come to class prepared to discuss the progress of their projects. Peer and instructor feedback will be offered.

Nursing Situation Presentation
Identification of nursing problems or issues occurs during nursing situations. For this assignment each group will present a nursing situation that is guiding their quality improvement project. In this case, the nursed or patient may be an aggregate of patients on a particular unit. The facility-based team will help you to identify calls within the situation, and your project is a response to that call.

Evidence Table
Once you have identified an issue in practice to address through a quality improvement project, you will look for evidence to help support the change. For this assignment each student in a group will identify four (4) sources of evidence. Each student will prepare and submit an evidence table to outline the evidence and to assist in using the evidence to design the project. The group will then combine the individual evidence tables into one table that will be used for the final project.

Project Outline
For this assignment each group will write a paper that describes a practice issue that you identified with in collaboration with nurse leaders and your peer group, and your plans for a quality improvement project to address the issue. In this paper you will define the issue, support the significance of the issue with current professional literature, outline the implementation of a quality improvement project based on appraisal of evidence, and discuss the plan for measuring the outcomes for the project. This paper will reflect a group effort, and it is expected that each person contribute equally. Though a group grade will be assigned, it is up to the instructor's discretion to award the grades based on participation. In addition to the paper, each group will present their project to the class in the form of an oral presentation.

BIBLIOGRAPHY:

Arndt, J.V. & Netsch, D.S. (2012). Research study or quality improvement project? *Journal of Wound, Ostomy, and Continence Nursing, 39*(4), 371-375. doi:10.1097/WON.0b013e31825d259c

Duffy, J. (2003). *Caring relationships and evidence-based practice: Can the Coexist?*
International Journal for Human Caring, 45-50.

Duffy, J. (2011). *Quality caring in nursing: Applying theory to clinical practice, education, and leadership.* New York: Springer Publishing Company.

Ryan, M, & Rosario, R. (2012). Creating staff confidence in distinguishing between performance improvement and research studies: A user-friendly worksheet. *Journal of Nursing Administration, 42*(7/8), 369-374). doi:10.1097/NNA.0b013e3182619345

Shirey, M.R., Hauck, S.L., Embree, J.L., Kinner, T.J.M. Schaar, G.L., Phillips, L.A., Ashby, S.R., Swenty, C.F., & McCool, I.A. (2011). Showcasing differences between quality improvement, evidence-based practice, and research. *The Journal of Continuing Education in Nursing, 42*(2), 57-71.doi:10.3928/00220124-20100701-01

COURSE POLICIES AND GUIDELINES

1. Attendance: Attendance/group activities will be awarded each week. In order to earn the full amount of points, the student must be on-time, stay for the entire class, and fully participate in all in-class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the instructor. A student who misses a class is responsible for content presented during an absence.

2. Assignments: Written assignments are due by midnight on the date specified 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 due date. If the student is unable to submit work on the designated date, arrangements must be made with the course instructor BEFORE the due date to avoid the late penalty.

SafeAssign, a plagiarism detection system, will be used for all papers in this course.

Blackboard will be used in this course. All assignments must be submitted via Blackboard 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 to submit via this route by the faculty.

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.

In addition to being a portal for assignments, Blackboard will be used for course communication. Course announcements will be posted on Blackboard rather than through email. It is the student's responsibility to periodically check the board for class updates/clarifications. If the faculty needs to contact an individual student concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Blackboard.

4. Use of Electronic and Personal Communication Devices in the classroom.

In order to enhance and maintain a productive atmosphere for education personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions. Students who are in violation of this may be asked to leave the class and not earn the points for that day.

5.*Email:* 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 class information may be sent via this route.

All course requirements and objectives must be met in order to earn a passing grade.

COLLEGE OF NURSING POLICIES

Policies below may be found in:

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

b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:
http://nursing.fau.edu/index.php?main=3&nav=526

c). Florida Atlantic University's Academic Policies and Regulations
http://www.fau.edu/academic/registrar/catalogRevs/academics.php and
http://www.fau.edu/regulations

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. 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. 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:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

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 (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located 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.

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 absence upon your course grade is determined by the instructor; 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 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.

COURSE SCHEDULE

Date	Topic	Readings	Assignment/Activity
Week 1	Course Introduction and Requirements		
Week 2	Collaborating for Quality Improvement	Schmidt & Brown (2012) Chapter 2	
Week 3	Research, evidence-based practice, and quality Improvement	Articles: Arndt & Netsch (2012). Shirey, Hauck, Embree, Kinner, Schaar, Phillips, Ashby, Swenty, & McCool, (2011).	
Week 4	Models for bringing evidence into practice	Schmidt & Brown (2012) Chapter 15	Submit journal for review
Week 5	Sources of Evidence: Beyond Research	Schmidt & Brown (2012) Chapter 11	
Week 6	Identifying Practice Questions to Improve Practice	Schmidt & Brown (2012) Chapter 3	
Week 7	Workshop: Formulating a Practice Question to Guide QI project		Nursing situation presentation
Week 8	Finding Sources of Evidence	Schmidt & Brown (2012) Chapter 4	Submit journal for review
Week 9	Evaluating Evidence		
Week 10	Using evidence to plan a change		
Week 11	Measuring Outcomes	Schmidt & Brown Chapter 17	Evidence table due
Week 12	Workshop: Designing a Project		
Week 13	Evidence Dissemination	Schmidt & Brown (2012) Chapter 18	
Week 14	Lessons Learned: Self as Innovator	Schmidt & Brown (2012)	Submit final journal
Week 15	Presentations		Project Outline due
Week 16	Presentations		

FAU
FLORIDA ATLANTIC UNIVERSITY

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 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 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.

April 2012