TITLE: APPLICATION OF EVIDENCE IN PRACTICE II

FACULTY: Sara A. Baldwin, PhD, RN, APHN-BC, Associate Professor

OFFICE: Island Hall, 340

OFFICE HOURS: By appointment: E-mail through Bb to schedule

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E-MAIL: sara.baldwin@tamucc.edu

FAX: (361) 825-2484

CREDITS: 2 semester hours (2:0)

COURSE DESCRIPTION:
Integration of practice, theory, and research to expand clinical expertise in the management of clinical or system problems. Includes the examination of care delivery structures and processes that contribute to specific clinical problems. Clinical practice experiences available with this course.

PREREQUISITE:
NURS 6300, NURS 6221, NURS 6301, NURS 6303, NURS 6304.

GENERAL INFORMATION:
This course builds upon content in NURS-6304 Application of Evidence in Practice I. The Doctor of Nursing Practice student requires skills to analyze and evaluate empirical outcomes to prepare him/her to design evidence-based protocols and translate research into nursing practice. This course will assist doctoral students in the integration and management of their identified clinical or system problem within the context of the health care delivery system. It focuses on leadership for evidence-based practice (EBP) and translation strategies for organization and system-wide translation of evidence to change practice.
STUDENT LEARNING OUTCOMES:

Upon completion of the course, students will be able to:

1. Appraise the evidence regarding health care delivery structures and decision making issues and barriers that contribute to specific clinical or system problems. (*AACN Essentials II, III*).
2. Evaluate evidence related to a previously identified clinical or system problem of interest and translate research findings into management of the problem and a proposed project (*AACN Essential IV, V*).

REQUIRED TEXTS AND RESOURCES:


RECOMMENDED RESOURCES:


Scholarly readings from current literature specific to each clinical question or problem in a designated population will be required.

LEARNING EXPERIENCES AND TEACHING METHODS:

Asynchronous online class discussions
Unit case studies
Required unit reading/writing and exercises
Written comprehensive papers; application, appraisal and evaluation

Students can meet course objectives through successful completion of all assignments, thoughtful study of the textbook and other resources provided by the instructor, and earnest participation in discussions with peers and instructor throughout the course. While the instructor will provide guidance and consultation, students are responsible for identification of individual learning needs, self-direction and motivation, seeking help when needed, and successful completion of the course requirements. Students should exhibit self-direction and demonstrate that learning has occurred by the successful completion of coursework which may include field experiences. Students are responsible for documenting time in field experiences in the DNP portfolio and Typhon.

**COURSE COMMUNICATION:**

The Blackboard (Bb) Mail tool is required for communication within the course. When contacting the instructor or classmates in this course, always use the Bb Mail tool rather than another e-mail account. This tool is accessed in the Bb Mail section of the Course Menu. Messages sent within Bb are archived within the course, thus eliminating lost correspondence.

**COURSE TIME EXPECTATIONS:**

All assignments and discussions are due by 11:59 pm on the specified due date in the course schedule unless prior arrangements are made with the instructor. Please note and remember that a 3 credit hour course requires a weekly time commitment of a 2-hour presence associated with 6 hours of preparation time. That expectation remains the same in an on-line course. The time spent in the course is set by each student’s personal learning schedule. Students should review Bb mail and announcements at least every 48 hours.

**COURSE REQUIREMENTS:**

1. Students are expected to have access to a computer that can support Bb applications and all related course materials. A backup plan should be in place if normal computer access becomes unavailable, e.g., arrange use of a computer elsewhere.
2. Any problems with technology, computer, internet, Bb or other applications should be dealt with through the IT (information technology) helpline at (361) 825-2692 or computer.helpline@tamucc.edu

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3. Any problems understanding the assignments or due dates should be brought to the attention of the instructor, preferably within the first week of class.

4. All e-mail communication with the instructor should occur through Bb, unless otherwise noted. Bb mail and announcements should be reviewed at least every 48 hours.

5. All assignments are due by 11:59 pm on the scheduled date unless other arrangements have been made with the instructor before the due date. Late work will be penalized with a 10% grade deduction/day for up to 3 days; however exceptions will be considered for extreme emergencies where pre-planning was not possible.

6. Respectful and timely participation in discussion forums is required. Since it is assumed each student will be prepared for discussions, all contributions will be considered knowledgeable contributions. Disrespect in any form will NOT be tolerated.

7. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course.

8. Students should notify the instructor if they withdraw from the course and should not attempt to access course materials once they have withdrawn.

9. Students are expected to complete a course evaluation at the end of the course.

10. Students can expect the instructor to respond to Bb e-mail messages within 48 hours.

11. Students can expect the instructor to grade assignments within 2 weeks of submission unless otherwise informed.

GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS:

Students are expected to follow instructions associated with the assignments for this course. If you are confused about an assignment, you should contact the instructor in a timely manner to ensure satisfactory completion of the assignment by the due date. Unless otherwise instructed, each student must adhere to the APA Publication Manual, 6th or 7th Edition guidelines for formatting and organizing written assignments. The campus Center for Academic Student Achievement (CASA) provides writing support both in person and in an online format. The contact at the Center is Noelle Ballmer at 361-825-2254 and the web link is http://casa.tamucc.edu/
COURSE ASSIGNMENTS AND GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Academic Honesty Statement &amp; Introduction</td>
<td>REQUIRED (Pass/Fail)</td>
</tr>
<tr>
<td>Discussion Board Forums (3) (2 at 5%, 1 at 10%)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>20%</td>
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<tr>
<td>Assignment 2</td>
<td>25%</td>
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<td>Assignment 3</td>
<td>15%</td>
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<tr>
<td>Assignment 4</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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GRADING SCALE FOR COLLEGE OF NURSING AND HEALTH SCIENCES:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>83-89</td>
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<tr>
<td>C</td>
<td>75-82</td>
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<tr>
<td>D</td>
<td>67-74</td>
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<tr>
<td>F</td>
<td>Below 67</td>
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SUCCESSFUL COMPLETION OF COURSE REQUIRES A GRADE OF B OR BETTER
Courses not passed with at least a B may result in an alternate degree plan and delay program completion.

PASS/FAIL REQUIRED ASSIGNMENTS:
Pass/Fail assignments and instructions can be found in the Introductory Unit. Look in the blue Course Menu on the left hand side of your Bb screen, click on the link labeled “Units/Lessons;” then click on “Introductory Unit.”

GRADED ASSIGNMENTS:

Below is a general description of the major assignments in the course. Additional instructions can be found on the Course Schedule, the Assignments tab within Bb, and within each specific Bb Unit.

A. Academic Honesty Statement and Student Introduction
You are required to read the four sections of the Academic Honesty Statement document, complete the fifth section, and submit it through the Assignment link (in Unit 1) certifying compliance with the Academic Honesty policy. Student Introductions-even

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though each of you are well acquainted with each other by this point in the program I would like you to complete the student introduction as a way of checking into the course and for an updated disaster drill calling tree (since this IS hurricane season).

B. Discussion Board Forums (3) Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread will be evaluated based on the depth and breadth of the discussion.

C. Assignment # 1: The student will write 2 comprehensive article critiques—1 quantitative study and 1 qualitative study—using the prescribed evaluation format provided in the course. The selected articles are located in the Unit 1. In addition, the student will identify whether the particular study should be adopted in practice and why. The student will be also be critiquing their library resources, databases, and technology innovations that serve as a foundation for introducing evidence into the practice setting in this assignment. Application of translation for each study into project planning will also be suggested by the student.

D. Assignment # 2: Develop a project that identifies the issues surrounding the planning and implementation of an evidence-based practice project. The student will be identifying a gap in care/area for improvement in the practice setting that influences quality and safety. The Plan-Brief-Execute-Debrief framework will be used as a guide in developing an action plan for improvement. External standards such as The Joint Commission, Centers for Medicare and Medicaid Services Core Measures, and Agency for Healthcare Research and quality patient safety indicators will serve as resources in directing the improvement process.

E. Assignment #3: Conduct a theoretical analyses of DNP practice exemplars; including identification of practical challenges, decision making, cultural and ethical issues as well as potential barriers to translation.

F. Assignment #4: The student will develop an evidence-based practice proposal as part of a mentoring experience to support an evidence-based team in a healthcare setting (hospital, clinic, or community agency). A case scenario will be provided by the student as well as established criteria for completing the plan. The assignment will allow the student to apply the tools and skills that have been developed throughout the class. The student will have the opportunity to individualize the case based on his/her practice setting and specialty (population health, specialty practice, health care system).
I. Building from your Foundation in Nurs 6304; Guiding Principles of EBP
II. Translation of Evidence and Application of Translation
III. Methods for Translating Evidence
IV. Issues in Translation; Cultural, Ethical, Barriers, Data Management & Dissemination

COURSE SCHEDULE

Nurs 6201


<table>
<thead>
<tr>
<th>Unit/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points/Percentage</th>
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<tbody>
<tr>
<td>Unit 1</td>
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<tr>
<td>Weeks 1-2</td>
<td>White et al. Ch 1-5</td>
<td>Academic Honesty Statement</td>
<td>Pass/Fail</td>
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<td></td>
<td>1 website</td>
<td>Class introductions</td>
<td>Pass/Fail</td>
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<tr>
<td></td>
<td>2 articles</td>
<td>DB Forum 1</td>
<td>100 pts (5% grade)</td>
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<td>Unit 1</td>
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<tr>
<td>Weeks 3-4</td>
<td>White et al. Ch 6-7</td>
<td>Assignment 1</td>
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<td>1 presentation</td>
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<td>2 websites</td>
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<td>Unit 2</td>
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<tr>
<td>Weeks 5-6</td>
<td>White et al. Ch 8-11</td>
<td>DB Forum 2</td>
<td>100 pts (5% grade)</td>
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<tr>
<td></td>
<td>1 presentation</td>
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<td>Unit 2</td>
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<tr>
<td>Weeks 7-8</td>
<td>White et al. Ch 12-13</td>
<td>Assignment 2</td>
<td>100 pts (25% grade)</td>
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<td>Translation Exemplars Ch 19-21</td>
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<tr>
<td>Unit 2</td>
<td>White et al. Ch 14-16</td>
<td>Assignment 3</td>
<td>100 pts (20% grade)</td>
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<tr>
<td>Weeks 9-10</td>
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<tr>
<th>Unit 3</th>
<th>White et al. Ch 17-18</th>
<th>Assignment 4</th>
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<tr>
<td>Weeks 11-12</td>
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<table>
<thead>
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<th>Units 3</th>
<th>2 websites</th>
<th>DB Forum 3</th>
<th>100 pts (10% grade)</th>
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</thead>
<tbody>
<tr>
<td>Weeks 13-14</td>
<td>2 articles</td>
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**COURSE POLICIES**

**Academic Integrity/Honesty/ Plagiarism.** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in (F)

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://www.tamucc.edu/~students)
Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 15, 2017 is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations: APA
Students are expected to follow instructions associated with the assignments for this course. If you are confused about an assignment, you should contact course faculty prior to completing an assignment to prevent delays in your successful performance. Assignments are due on the scheduled date indicated in the course syllabus. Unless otherwise instructed, you should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. Assume all required papers are scholarly products and, as such, should adhere to APA scholarly report guidelines.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility (can be in place of classroom/professional behavior)
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by
pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (e.g., deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.