Texas A&M University - Corpus Christi  
College of Nursing and Health Sciences  

NURS-6304- Application of Evidence in Clinical Practice I  

Course Syllabus – Summer 2020  

FACULTY: Christina Murphey, PhD, RN, Professor  
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OFFICE HOURS: By appointment (please email in Bb messaging to schedule)  
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CREDITS: 3 semester hours  

COURSE DESCRIPTION: Exploration of issues related to evidence-based practice in select clinical settings under the direction of faculty. Synthesize key research related to clinical topics as part of the systematic review of evidence.  

PREREQUISITES: Successful completion of NURS 6300, NURS 6200, NURS 6221, NURS 6301, & NURS 6302.  

GENERAL INFORMATION: This course is required for students enrolled in the Texas A&M University-Corpus Christi College of Nursing and Health Sciences Doctor of Nursing Practice program. Learning activities are designed to guide students in conducting an integrative systematic review of the literature describing the current evidence surrounding a clinical practice problem-based question. The student will use a systematic search method, appraisal, analysis, and synthesis of the evidence, combined with clinical expertise to answer the question and provide best practice recommendations to support the need for and methods of the proposed DNP project.  

Online presentation: This course is delivered exclusively through online technology and may be accessed at http://Bb9.tamucc.edu. Students will need to provide PowerPoint, word processing, and other software as needed to complete requirements of this course and may need to download collaborative tools such as the WebEx application.  

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

1. Critically appraise and systematically collect data pertinent to a clinical or executive practice question or problem within a designated population (DNP Essential III; NONPF Competencies II (3 and 4) and VIII (2 and 3).
2. Categorize and organize current evidence for practice to ensure culturally relevant health care for designated populations (DNP Essentials III and IV; NONPF Competency V (12).
3. Synthesize current evidence to enhance the safety and quality of health care for designated populations (DNP Essential III; NONPF Competency IV (1).

Please refer to the syllabus version posted in Bb by the first day of class. While the provisions of the syllabus are accurate as of this posting, faculty reserves the right to make revisions and/or changes to non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements within Bb. It is the student’s responsibility to monitor course announcements. Questions regarding course requirements should be addressed within the first week of the course. Please refer to the syllabus posted in Bb by the first day of class.

REQUIRED TEXTBOOKS:


SUGGESTED RESOURCES:


LEARNING EXPERIENCES:
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 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.
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 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 3-hour presence associated with 9 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, i.e. 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
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, after which a grade of 0 will be recorded.
6. Respectful and timely participation in discussion forums is required. 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 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 (361-825-2254; http://casa.tamucc.edu). Be sure to review all writing and research resources listed in BlackBoard. Please do not hesitate to contact your instructor to discuss your writing needs.

GRADING SCALE FOR COLLEGE OF NURSING AND HEALTH SCIENCES:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>67-74</td>
</tr>
<tr>
<td>F</td>
<td>Below 67</td>
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</tbody>
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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.

COURSE ASSIGNMENTS AND GRADING (SEE COURSE SCHEDULE.):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Review Introduction &amp; Methods Paired Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Integrative Review Introduction and Methods Draft Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Evidence Table with Quality Appraisal</td>
<td>20%</td>
</tr>
<tr>
<td>Clinical Synthesis Hours into Typhon – 20 hrs</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Meeting with DNP Chair (Liaison) Chart (2 meetings, 5% each)</td>
<td>10%</td>
</tr>
<tr>
<td>Integrative Review Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Integrative Review Oral Poster Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

OVERVIEW OF THE INTEGRATIVE SYSTEMATIC REVIEW OF THE LITERATURE:
An integrative systematic review of the literature (ISRL) is the cornerstone of evidence-based practice and involves a systematic search for research evidence, clinical practice guidelines, and published expert knowledge, from studies done and articles written contributing to the science surrounding a certain clinical practice problem. You will undertake a systematic review focused

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on the clinical practice problem you have chosen to tackle for your DNP project. Your overall goal will be to gather literature (published articles) addressing your chosen problem, appraise the quality and rigor of each study/work, organize, summarize and synthesize findings of the articles you choose, and finally, make clinical practice recommendations based on the evidence you have reviewed. **Exciting, isn’t it?** Through readings, presentations, and assignments, you will compile the major components of your own research study, an integrative review of the literature.

**PASS/FAIL REQUIRED ASSIGNMENTS:**

**Clinical Synthesis Hours into Typhon (20 hours)**

In order to pass this course, you must complete and correctly document in Typhon, 20 clinical synthesis hours. These hours are to be accumulated through the completion of your Evidence Table and Quality Appraisal. Completion of this table will require that you conduct a systematic search for articles, screen them using your inclusion/exclusion criteria, appraise their methods for quality and rigor, organize them and extract pertinent data from them. To pass this requirement, you must turn in your Evidence Table and Quality Appraisal assignment on time and submit a screen shot of Typhon showing you have entered the 20 clinical hours, noting when you completed them, what was done, and which DNP Essential was met.

**GRADED ASSIGNMENTS:**

Below is a general description of the major assignments in the course. Due dates and more detailed instructions may be found on the Course Schedule and within each specific Bb Unit.

**Integrative Review Introduction and Methods - Paired Discussion**

To begin Unit 1, if you have not already met with your DNP Chair (liaison) to discuss and finalize your PICO question, you need to do this immediately. Your first assignment will be to outline the Introduction and Methods elements of your integrative review and discuss them with an assigned peer (Paired Discussion).

**Introduction and Methods Draft Paper**

This assignment will begin your integrative review of the literature paper by formally writing the elements you outlined in your paired discussion. This paper will describe the significance of the clinical problem you have chosen (i.e. why is it important?), any background/contextual information readers need to know to understand the problem, your PICO question and purpose statement, and the methods you will use to conduct this review (search terms, databases, quality appraisal method, inclusion/exclusion criteria), and a reference list.

**Evidence Table with Quality Appraisal**

In this assignment, you will conduct the systematic search of the literature (using *EndNote*™ software), screen your articles based on your inclusion/exclusion criteria, appraise them for methodological quality using a critical appraisal tool, and organize, and summarize their findings.
by creating an Evidence Table. Part of this assignment is completion of 20 Synthesis hours and correct entry into Typhon.

Final Integrative Review Paper and Oral Poster Presentation
These final assignments combine all your previous work from the course into a professionally formatted paper and an oral poster presentation, both of which you may choose to polish a bit further to submit the paper for publication and/or the poster for conference presentation. In Units 4 and 5 you will analyze the findings of each of your articles in relationship to how they inform your PICO(T) question and how they provide a basis for you to make recommendations for clinical practice, and future research. Additionally, you will be able to describe the state of the science surrounding your project, i.e. the evidence supporting a gap in clinical practice that your project can fill and evidence supporting the intervention/evaluation/policy work you plan to do for your DNP project.

Meeting with DNP Chair Chart (2 meetings)
During this semester, you will need to meet with your DNP Chair at least two separate times. These meetings can be over be via phone, web-ex, or in person. Each student is responsible for scheduling these meetings. The first meeting should take place early in the semester and the second meeting should take place as you are completing your ISRL (see the Course Schedule). In these meetings, you need to discuss your PICO(T) question that will guide your DNP project and how your findings from this ISRL will help support your DNP project. To document the meeting, you will need to turn in a chart (see template provided in the assignment) that can help you keep track of these meetings. *Remember that each meeting with your Chair can be counted as clinical synthesis hours in Typhon.

POLICIES:
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.
Academic Integrity and Honesty
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 University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/ University Rules and Procedures: University Procedure 13.02.99.C3.01 Academic Misconduct Cases

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
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.

Students with Disabilities
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 contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816
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).

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.

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. 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.

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.

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

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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.

**Military Students**

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