



**Foundations of Evidence-Based Practice
NURS 6302.060
Fall 2022**

Scheduled Class Days and Times: Online

Instructor's Name: Gloria Duke, PhD, RN

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Office Hours: Virtual Office Hours: (Mondays 11:00am-12:30pm CST and Thursdays 10:00am-11:30am, CST and available via appointment, email, conference call, and/or Zoom.

*Best way to contact me: Email

Course Description: This foundational course is designed to prepare students for translating evidence into nursing practice. This course includes research principles, models of evidence-based practice (EBP), systematic literature searching, and appraisal of evidence to establish the background and significance of a practice problem.

Course Credit: 3 credit hours

Class Time: Primarily asynchronous. Any scheduled live web meetings will be recorded for those who cannot attend in real-time. The video software registers those students watching the video.

Prerequisites: Admission to DNP program

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Differentiate appropriate use of quality improvement, evidence-based practice, and research methodologies. (AACN, 4.1)
2. Demonstrate an understanding of elements of the research process (AACN, 4.1)
3. Apply knowledge of the research process to evaluate evidence to facilitate the translation of evidence into practice (AACN, 4.1)
4. Implement search strategies using diverse sources of evidence to support a practice problem of interest. (AACN, 4.1 & 4.2)

5. Use evidence to support the background and significance of a practice problem. (AACN, 4.1, 4.2)
6. Identify areas of potential ethical concerns in quality improvement, evidence-based practice, and research (AACN, 4.3)

Corequisites: NURS 6301

Required Textbooks and Readings:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). ISBN-13: 978-1433832161, ISBN-10: 143383216X

Dang, D., Dearholt, S. L., Bissett, K., Ascenzi, J., & Whalen, M. (2021). *Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and guidelines* (4th ed.). Sigma Theta Tau International. ISBN-13: 978-1948057875, ISBN-10: 1948057875, Used or Rental is acceptable – no requirement to use online resources.

Polit, D. F., & Beck, C.T. (2021). *Essentials of nursing research: Appraising evidence for nursing practice* (10th ed.). Wolters Kluwer. ISBN-13: 978-1975141851

Microsoft Office 2019 Word

Assignments and Weights/Percentage/Point Values

Research quiz	5
Participation	5
Discussion Boards	15
Each draft (magnitude/impact; predictors; interventions)	35
Final Evidence Summary Table	10
Critical Appraisal	10
Final Chapter One	20
	100

Grading Scale:

Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

- A - 90-100
- B - 80-89
- C - 70-79
- D - 60-69
- F - Below 60

Grades will not be rounded when calculating the average (79.5 is not rounded to 80, and 89.5 is not rounded to 90). Students are required to achieve an average of 80% (B) to complete the course successfully.

Exam and homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.

- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.
- Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.
- Sanctions for uploading or otherwise divulging the contents of these materials can include:
 - a reduced or failing grade on an assignment
 - a reduced or failing grade for the course
 - removal from the Nursing program
 - removal from UT Tyler

Late Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course: Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

Attendance and Make-up Policy: Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

Graded Course Requirements Information:

NURS 6302 includes six modules over the 14 week semester. Modules are listed below, and additional details are noted in the Canvas course and in the Course Calendar:

- Module 1: Introduction to the course; webinar for course orientation that counts toward 5% of the Participation grade; differences between research, evidence-based practice (EBP), and quality improvement (QI) projects, and their broad applications to the DNP role are included. A broad introduction to EBP and EBP steps are also included. A Roundtable Discussion Board (counts toward 15% of Discussion Board grade) requires the student to share knowledge gained about research vs EBP vs QI.
- Module 2: Practice problem and population identification for DNP project based on a triage search of the literature are major foci. Students will share background question, practice problem and triage search results on a discussion board (counts toward 15% of Discussion Board grade). Students will assess their baseline knowledge of research and

EBP processes, research ethics and appraisal and this will not count toward the final grade.

- Module 3: Research process, ethics, appraisal and their application to the DNP role are major topics. A webinar for the research process and another webinar for basic appraisal are included and will count toward 5% of the Participation grade. Students assess their understanding of research and EBP processes, research ethics and appraisal and will count toward 5% of the final grade. A broad appraisal of a research article will be conducted that will count toward 10% of the Critical Appraisal grade and a Roundtable discussion board to share the experience of doing the appraisal will count toward 5% of the Participation grade.
- Module 4: Students will learn how to conduct a systematic review of the literature and using this knowledge will develop a draft of the magnitude and impact of the practice problem. A discussion board to present a detailed content outline will count toward 15% of the student's Discussion Board grade. A webinar is included for conducting the literature search and will count toward 5% of their Participation grade. A draft of the initial part of the Background section of Chapter One will include magnitude and impact of their practice problem and will count toward 35% of the Drafts component of the final grade.
- Module 5: Discussion boards that count toward 15% of the Discussion Board grade and drafts of remaining sections of the background for Chapter One: Nature of the Problem for the DNP Project are completed that count toward 35% of the Drafts component of the final course grade: Correlational factors/predictors and interventions that have been tested to address practice problem.
- Module 6: Final Chapter One: Nature of the Problem and Summary Evidence Table following peer and faculty feedback. The introduction, background and significance (counts toward 20% of final course grade) and Summary Evidence Table (counts toward 10% of final course grade) are revised according to peer and faculty input.

Calendar of Topics, Readings, and Due Dates:

Canvas Module	Week	Topics & Activities	Readings & Viewings	Assignments
Module 1 - Welcome & Getting Started: Introduction What are QI, EBP, and Research and	Week 1 8/29	<ul style="list-style-type: none"> • Course orientation • What are the differences between QI, EBP and Research? • How do they contribute to 	<p>Reading:</p> <p>Dang et al. (2021)</p> <p>p. 90-95: Emphasis on Table 4.6</p> <p>Chapters 1 - 3 as an overview of</p>	<p>Webinar: Course orientation: Wednesday, August 31, 6:30-7:30pm CST (time may change based on student input)</p> <p>This and all webinars will be recorded. Attendance at live webinar or viewing recording is required!</p>

Canvas Module	Week	Topics & Activities	Readings & Viewings	Assignments
Why do I Care?		<p>the role of a DNP?</p> <ul style="list-style-type: none"> EBP steps 	<p>history and importance of EBP</p> <p>P. 54-66: JHEBP process steps: be basically familiar with essence of the 3 major steps</p> <p>P. 122 for JHEBP Hierarchy of Evidence</p> <p>Podcast:</p> <p>Three Forms of Inquiry PODCAST</p>	<p>The orientation and all class Zooms will be on the following link: https://uttyler.zoom.us/j/8392087690?pwd=eWpVNW1wSUZUcHVXQUdxVG5WbHZyQT09 Passcode: Wow2022!!</p> <p>Assignments:</p> <ul style="list-style-type: none"> Course orientation webinar RT: What are QI, EBP, and research? Complete and sign graded surveys <p>Due 11:59 9/4/22</p>
Module 2 – Practice Problem Identification	Week 2 9/5	<ul style="list-style-type: none"> Practice problem identification using triage search Overview of DNP project development Baseline knowledge of research, EBP, ethics, & appraisal 	<p>Polit & Beck (2022)</p> <p>pp. 78-79 (as introduction to writing problem statements)</p> <p>Dang et al. (2021)</p> <p>p. 54; 57; 80; 82-83; 90 (writing problem statements)</p> <p>P. 122 for JHEBP Hierarchy of Evidence (Levels I-III to support practice problem will be needed).</p>	<p>Assignments:</p> <ul style="list-style-type: none"> Consider the practice problem and population for your DNP project. Conduct a triage search on Google Scholar to ensure enough Levels 1-3 evidence (using the JHEBP hierarchy). Post on DB: What is the anticipated problem, population and setting for your DNP project? Peer responses using RISE model <p>Assignments:</p>

Canvas Module	Week	Topics & Activities	Readings & Viewings	Assignments
			P. 132, Table 6.1	<ul style="list-style-type: none"> Practice Quiz: Baseline Knowledge of Research, EBP, Ethics and Appraisal <p>Due 11:59 9/11/22</p>
Module 3- The Research Process and Its Role in EBP	Weeks 3-5 9/12	<p>Week 3: What is the research process and how does it contribute to the role of a DNP?</p> <p>How do I know if the study/project was conducted ethically and according to institutional and federal requirements?</p>	<p>Week 3: Review NURS 6302 Research Designs Using Study Abstracts-1.docx</p> <p>Dang et al. (2021): Chapter 3; pp. 81; 83-87, 122-123, 296</p> <p>P. 132, Table 6.1 for research design review</p> <p>Polit & Beck (2022): pp. 2-5; 11-16; Ch. 2. (Keep in mind the Hierarchy of Evidence shown on p. 16 in Polit & Beck (2022) is different from the one in Dang et al. (2021). Only</p>	<p>Webinar on research process and EBP process and models, or view recording: Wednesday, 9/14, 6:30-7:30 pm CT (time may change based on student input)</p> <p>Due 11:59 9/18/22</p>

Canvas Module	Week	Topics & Activities	Readings & Viewings	Assignments
			Dang et al. hierarchy will be used in this course and throughout the DNP program.	
	9/19	<p>Week 4: To what degree do I trust the findings of the evidence?</p> <p>General Appraisal: Major Strengths & Weaknesses of research, EBP and QI</p>	<p>Polit & Beck (2022)</p> <p>Chapter 3</p> <p>Dang et al. (2021)</p> <p>Chapters 6 & 7</p> <p>Appendix E</p> <p>Appendix F</p> <p>Optional Viewing & Listening</p> <p>Introduction to Critical Appraisal</p> <p>Is My Article Research or Non-Research? PODCAST</p>	<ul style="list-style-type: none"> • Webinar on appraisals: Evaluating the rigor and credibility of research, EBP and QI projects, or view recording: Wednesday, 9/21, 6:30-7:30 pm CT (time may change based on student input) • Appraisal of a research article using the appropriate research design on Appendix E. • RT: The experience of conducting the assigned study appraisal <p>Due 11:59 9/25/22</p>
	9/26	Week 5: Check Your Understanding:		

Canvas Module	Week	Topics & Activities	Readings & Viewings	Assignments
		Research Process, EBP Process		<ul style="list-style-type: none"> Complete Quiz on Research, EBP Processes Due 11:59 10/2/22
Module 4 Conducting a Systematic Search for Evidence	10/3	<p>Week 6: What is external and internal evidence, and where can I find it?</p> <p>What is a background question and how does it help find evidence?</p> <p>How do I know how big a problem my practice problem is? (magnitude)</p> <p>How do I know why it's a problem? (impact)</p>	<p>Searching Tips from Dr. Cheryl Parker</p> <p>Polit & Beck (2022):</p> <p>Chapter 6</p> <p>Dang et al. (2021)</p> <p>P. 57, 86-87 (background question);</p> <p>Chapter 5</p> <p>Viewing:</p> <p>Searching in PubMed Database</p>	<p>Webinar on evidence and systematic evidence searching, or view recording: Wednesday, 10/5, 6:30-7:30 pm CT (time may change based on student input).</p> <p>Assignment:</p> <ul style="list-style-type: none"> Locate and post on your Summary Table 3-4 articles pertaining to magnitude of your practice problem, and 3-4 articles on impact/consequences/outcomes of your practice problem Post on DB <ul style="list-style-type: none"> background question that guides your evidence search detailed content outline for introduction & significance

Canvas Module	Week	Topics & Activities	Readings & Viewings	Assignments
				<p style="text-align: center;">Due 11:59 10/9/22</p>
	10/10 Week 7	Week 7 Chapter One: Draft of Introduction and Significance		<ul style="list-style-type: none"> • Summary Table with 3-4 articles pertaining to the magnitude of your practice problem, and 3-4 articles on impact/consequences/outcomes of your practice problem • Written draft of introduction and significance based on peer/faculty DB feedback. <p style="text-align: center;">Due 11:59 10/16/22</p>
Module 5 Background of the Practice Problem/Issue (Weeks 8-11)	10/17	Week 8 How and why does the practice problem exist? What factors contribute or influence the existence of the practice problem?		<ul style="list-style-type: none"> • Locate and post on your Summary Table 3-4 research articles that have correlational and or predictive research designs that explain factors that contribute to your practice problem.

Canvas Module	Week	Topics & Activities	Readings & Viewings	Assignments
				<ul style="list-style-type: none"> Post on DB your detailed content outline for the contributing factors/predictors aspect of the background of your practice problem <p>Due 11:59 10/23/22</p>
	10/24	<p>Week 9</p> <p>Chapter One: Draft of Background: Contributing Factors</p>		<ul style="list-style-type: none"> Summary Table with 3-4 articles pertaining to the magnitude of your practice problem, and 3-4 articles on impact/consequences/outcomes of your practice problem Written draft of contributing factors/predictors aspect of the background of your practice problem based on peer/faculty DB feedback. <p>Due 11:59 10/30/22</p>
	10/31	<p>Week 10</p> <p>What interventions have been done to address this practice</p>		<ul style="list-style-type: none"> Locate and post on your Summary Table 3-4 research articles that are some type of

Canvas Module	Week	Topics & Activities	Readings & Viewings	Assignments
		problem? (You will choose one of these interventions in the next course to implement for your DNP project!).		<p>experimental research design that effectively address your practice problem.</p> <ul style="list-style-type: none"> Post on DB your detailed content outline for the intervention aspect of the background of your practice problem Due 11:59 11/6/22
		11/6/22 - Last Day to Withdraw		•
	11/7	<p>Week 11</p> <p>Chapter One: Draft of Background: Interventions that have been tested for practice problem</p>		<ul style="list-style-type: none"> Submit: Written draft of intervention aspect of the background of your practice problem based on peer/faculty DB feedback. Due 11:59 11/13/22
<p>MODULE 6- Putting it All Together:</p> <p>Chapter One: Nature of the Problem</p> <p>Weeks 12-14</p>	11/14	<p>Week 12</p> <p>Synthesizing all of the pieces</p> <p>Final Summary Evidence Table</p>		<ul style="list-style-type: none"> Submit completed Summary Table corrected from previous faculty feedback Due 11:59 11/20/22

Canvas Module	Week	Topics & Activities	Readings & Viewings	Assignments
			Week 13: HAPPY THANKSGIVING! 11/21-11/26	
	11/28	Week 14 Final course project Chapter One Completed with Summary Evidence Table		<ul style="list-style-type: none"> Submit Chapter One and Summary Table with corrections from previous drafts completed. Due 11:59 12/4/22

School of Nursing Policies and Additional Information:

https://www.uttyler.edu/nursing/college/student_guide_and_policies.php

Student Resources to assist you in this course:

[UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)

[UT Tyler Writing Center](#)

[The Mathematics Learning Center](#)

[UT Tyler PASS Tutoring Center](#)

[UT Tyler Supplemental Instruction](#)

[Robert Muntz Library \(Links to an external site.\)](#) and [Library Liaison](#)

[Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)

Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)

LIB 422 -- Computer Lab where students can take a proctored exam

[The Career Success Center](#)

[UT Tyler Testing Center](#)

[Office of Research & Scholarship Design and Data Analysis Lab](#)

Resources available to UT Tyler Students

[UT Tyler Counseling Center](#) (available to all students)

[TAO Online Support Center](#) (online self-help modules related to mental & emotional health)

[Military and Veterans Success Center](#) (support for all of our military-affiliated students)

[UT Tyler Patriot Food Pantry](#)

[UT Tyler Financial Aid and Scholarships](#)

[UT Tyler Registrar's Office](#)

[Office of International Programs](#)

[Title IX Reporting](#)

[Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

University Policies and Information

Withdrawing from Class: Students, you are allowed to [withdraw](#) (drop) from this course through the University's Withdrawal Portal. Texas law prohibits students who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from this class has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms.

Final Exam Policy: Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy: If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F or NC if the course was originally taken under the CR/NC grading basis.

Grade Appeal Policy: UT Tyler's Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of your course. If you do not agree with the decision of the instructor, you may then move your appeal to the department chair/school director for that course. If you are still dissatisfied with the decision of the chair/director, you may move the appeal to the dean of the college offering that course, who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade. The grade Appeal form is found on the [Registrar's Form Library](#).

Disability/Accessibility Services: The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible to explore what arrangements need to be made to ensure access. If you have a disability, you are encouraged to visit the SAR Portal (<https://hood.accessiblelearning.com/UTTyler/>) and complete the New Student Application. For more information, please visit the [SAR webpage](#) or call 903.566.7079.

Military Affiliated Students: UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with me if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make me aware of any complications as far in advance as possible. I am willing to work with you and, if needed,

put you in contact with university staff who are trained to assist you. Campus resources for military-affiliated students are in the [Military and Veterans Success Center \(MVSC\)](#). The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Academic Honesty and Academic Misconduct: The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA: UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements in protecting your confidential information.

COVID Guidance: The UT Tyler community of Patriots respects the rights of others to wear a mask if they desire to do so. COVID guidelines may change as the situation warrants, and students should follow the instructions warranted by the situation.

Absence for Official University Events or Activities: This course follows the practices related to approved absences as noted by the Student Manual of Operating Procedures ([Sec. 1 -501](#)).

Absence for Religious Holidays: Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.

Campus Carry: We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.