



**Translational Science 1
NURS5301
Fall 2023**

Scheduled Class Days and Times: Online

Gloria Duke, PhD, RN (Section 060)

Office: Virtual

Phone: (903) 360-6412

***Email:** gduke@uttyler.edu

Office Hours: Virtual Office Hours: Tuesdays from 9:00 am-12:00 pm CST, by appointment for phone call or video conference. Additional days and times may be arranged upon request. Please email faculty to make arrangements/obtain Zoom link.

***Best way to contact me**

Dixie Rose, PhD, RN (Section 061)

Office: Virtual and Palestine Mathis Hall 116

Phone: 903-727-2309

***Email:** drose@uttyler.edu

Office Hours: Virtual Office Hours: Monday from 6-9 PM CST and by appointment for phone call or video conference. Additional days and times may be arranged upon request. Please email faculty to make arrangements/obtain Zoom link.

***Best way to contact me**

Belinda Deal, PhD, RN (Section 062)

Office: Virtual

Phone: 903-566-7320

***Email:** bdeal@uttyler.edu

Office Hours: Virtual Office Hours: Mondays, 7:00-10:00pm CST, by appointment for phone call or video conference. Additional days and times may be arranged upon request. Please email faculty to make arrangements/obtain Zoom link.

***Best way to contact me**

Don Hunt, PhD, RN (Section 063)

Office: Virtual

***Phone:** 870-404-4380 (call or text)

Email: dhunt@uttyler.edu

Office Hours: Virtual Office Hours: Mondays, 6:00-9:00pm CST, by appointment for phone call or video conference. Additional days and times may be arranged upon request. Please email faculty to make arrangements/obtain Zoom link.

***Best way to contact me**

Katherine Strout, PhD, RN (Sections 064; 065)

Office: Virtual and LUC 230

Phone: 903-407-6000 (mobile)

Email: kstrout@uttyler.edu

Office Hours: Virtual Office Hours: Wednesdays 9a-12, by appointment for phone call or video conference. Additional days and times may be arranged upon request. Please email faculty to make arrangements/obtain Zoom link.

Best way to contact me: Through Canvas email

Course Description: Students will follow Steps 0-3 of the Evidence-Based Practice (EBP) process. Students will answer clinical questions by critical appraisal of research and explore theoretical and ethical issues in translating evidence into practice as they begin assimilating in their advanced practice role in nursing.

Prerequisites: Admission to any UT Tyler MSN program.

Corequisites: None

Student Learning Outcomes:

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

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

- 1) Articulate a personal philosophy toward assimilation of APRN, Nurse Educator, and Administrator role.
- 2) Integrate ethical principles into planning, conducting, and implementation of research.
- 3) Explain the nature of theory and conceptual frameworks within research.
- 4) Interpret statistical findings for use in practice
- 5) Appraise the qualitative, quantitative, and mixed-methods evidence for rigor and use in practice.
- 6) Formulate a PICOT Question about a clinical issue.
- 7) Conduct a systematic search to find evidence to answer the clinical question.

Required Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. (7th ed.). American Psychological Association. ISBN: 9781433832161

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

Special Course Notes:

1. **Creating the 'Backward Calendar':** With the recognition that students have multiple professional and personal roles, time management is of the essence. Begin the course by reviewing the course calendar and doing a 'backward calendar' that involves marking due dates in your calendars and marking off protected, committed time prior to that due date to work on assignments that are due.
2. **Module Contents:** Modules coincide with the weeks on the course calendar, and include student learning outcomes, learning activities, Zoom webinar links and recordings, and assignments. Course content begins with identifying your strengths and how you can use those in interprofessional collaborations to promote desired outcomes. In order to prepare you to engage in the EBP process, we will review the research process so that you can learn to do appraisals of research evidence to determine the 'worth' or credibility of the research findings, or evidence, in your MSN role practice, be it education, administration, advanced practice, or informatics. We will then begin progressing through Steps 0-3 of the EBP process, culminating in an evidence table with two solid research articles that will help you springboard into NURS 5302, Translational Science 2.

Each module has learning activities that involve reading and/or videos and assignments. Always begin by completing all of the required readings carefully to inform your work through the activities for that week. Videos are provided as extra content to help you better understand the week's topic and to help you "dive deeper" into the material. Assignments will be the area that explains the assignments for the week. Please read this information closely so you do not miss critical instructions or helpful hints. Often there are templates for students to follow. Grading rubrics are used for each assignment to assign points for assignment grades. Students must follow assignment guidelines, templates and rubrics to ensure all elements of an assignment are addressed.

3. **Class Participation and Professionalism:** Students demonstrate engagement in the course content by completing assigned readings and

activities in a timely manner. Communication with the instructors is expected when students have questions or if any situations arise that can impact the successful completion of individual assignments or the overall course objectives. You may expect a response from your faculty within 48 hours of your email (preferred communication is via the preferred method of contact for section faculty), not including nights, weekends and holidays. Interactions with peers in discussions or other activities are expected to meet the standards of professionalism as defined in the Nursing Student Guide and Policies.

It is also expected that peer responses for discussion boards reflect professionalism and courtesy. Be constructive, not critical in discussion board feedback.

Assignments and Weights/Percentage/Point Values

1. Participation	20%
2. Quizzes	30%
3. Assignments	40%
4. Final ET (EV)	10%

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.

Although the university policy allows 60 days for grade appeals, the School of Nursing follows a stricter timeline of 10 days to facilitate students' timely progression through the curriculum. In the case of extenuating circumstances, please consult the Associate Dean of Academic Affairs for guidance.

Academic Integrity: Cheating of any kind, as defined in Section 8 of the UT Tyler Manual of Policies and Procedures (MOPP) for Student Affairs (<https://www.uttyler.edu/mopp/>), will not be tolerated. Consequences may include:

- reprimand
- exam failure
- course failure
- expulsion from the Nursing program
- expulsion from the University
- other consequences as assigned

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*:

Participation: 20% grade

- 3 Discussion Boards (Weeks 1, 2, and 3)
- Required Zoom Recordings or Attendance

Quizzes: 30%

- Quizzes: 6 total
- Weeks 4-9

Assignments: 40%

- PICOT and two articles: 20%
- Evidence Table, first submission: 20%

Final Evidence Table: 10%

Please Note: Detailed information along with grading rubrics for course assignments will be provided in Canvas.

Important Course Dates:

Classes Begin: August 28, 2023; Students will have access to the course August 24th.

Census Date (withdraw without penalty): September 6, 2023

Last Date to Withdraw: November 4, 2023 Students please notify your course faculty and contact your advisor.

Calendar of Topics, Readings, and Due Dates:

Week	Module	Content	*Readings & Viewings	*Assignment	Due Date**	Zoom Conference
1 8/28-9/3	Start Here	Introductions, Strengths, Affirmations The RISE model	RISE model Roadmap of Your MSN journey through Capstone: A Flowchart	Affirmation Form Strengths-Finder DB: Introductions & Strengths Pre-Course survey	9/4	Course Orientation Zoom: 4:00 pm CST Monday, 8/28
2 9/4-9/10	Introduction to Translational Science	Professional Roles and Interprofessional Collaboration	Reading(s) on roles and interprofessional collaboration	Discussion Board: Role and Interprofessional collaboration Interview	9/11 Census Date: 9/6/23 able to withdraw w/o penalty	
3 9/11-9/17	Kickstarting the EBP Journey Step 0: Cultivating a Spirit of Inquiry		Text reading Videos	Discussion Board assignment with EBP problems identification (3) and EBP, QI & research	9/18	

Week	Module	Content	*Readings & Viewings	*Assignment	Due Date**	Zoom Conference
4 9/18- 9/24	Research: The Foundation of EBP	<u>Dissecting a Research Article:</u> Research Designs, the Research Problem & the Literature Review	Videos (2): Research designs Research design flow chart handout Powerpoints (2): Research problem; literature review	Weekly Quiz #1	9/25	Zoom webinar: Research Designs Monday, 9/18 4:00 pm CST
5 9/25- 10/1		<u>Dissecting a Research Article:</u> Conceptual/theoretical frameworks, Research Questions, Hypotheses	Powerpoints (2): Conceptual /theoretical frameworks; RQs and hypotheses	Weekly Quiz #2	10/2	
6 10/2- 10/8		<u>Dissecting a Research Article:</u> Sampling, Data Collection, Qualitative Data Analysis	Zoom webinar	Weekly Quiz #3	10/9	Zoom Webinar Sampling, Data Collection, & Qualitative Data Analysis Monday, 10/2 4:00 pm CST
7 10/9- 10/15		Quantitative Data Analysis		Weekly Quiz #4	10/16	
8 10/16 - 10/22		Appraising Levels 2, 3, 4 Research		Weekly Quiz #5	10/23	Zoom webinar Appraisals of Research Evidence, Levels 2, 3, & 4

Week	Module	Content	*Readings & Viewings	*Assignment	Due Date**	Zoom Conference
						Monday, 10/16 4:00 pm CST
9 10/23 - 10/29		Appraising Level 1 and Mixed Methods Research		Weekly Quiz #6	10/30	Zoom webinar Appraisals of Research Evidence Level 1 and Mixed Methods Research Monday, 10/23 4:00 pm CST
10 10/30 -11/5	EBP: Continuing the Journey for the EBP Project Step 1: Asking the Compelling Question Step 2: Finding relevant evidence to answer the compelling question	Background and foreground (PICOT) question formulation	Work continued from Week 3; the 3 problem issues are reduced to one followed by triage search that culminates into a PICOT question Give PICOT algorithm as resource	Submission of background and PICOT question and 2 Google Scholar articles (Level 1,2 or 3).	Last Day to Withdraw with "W": 11/4	Zoom webinar The "SciWheel" Monday, 10/30 4:00 pm CST
11 11/6- 11/12	Step 3: Critically Appraising Knowledge for Decision Making	Developing Evidence Tables (ET) Appraising PICOT articles Does the evidence (knowledge) accurately answer the PICOT question?			11/12 Evidence Table submission of two articles and appraisals	Zoom webinar Evidence Tables Monday, 11/6 4:00 pm CST

Week	Module	Content	*Readings & Viewings	*Assignment	Due Date**	Zoom Conference
12 11/13 - 11/19		CITI training	Choice of Biomedical Research* or Socio-Behavioral Research. *Best choice if planning to pursue PhD in near future		11/19 or 11/20	
13 11/20-11/26	<i>HAPPY THANKSGIVING!</i>					
14 11/27 -12/3				Submit corrected ETs	12/4	
15 12/4- 12/9				Post course survey and course evaluations	12/9	

*More details about readings, viewings and assignments are found in Canvas modules, assignments and grading rubrics.

**All assignments due on Mondays, 11:59 pm

UT Tyler School of Nursing Justice, Equity, Diversity and Inclusion Statement:

The University of Texas at Tyler School of Nursing aspires to create, foster, and sustain a culture of justice, equity, diversity, and inclusion irrespective of one's identity. We value and embrace all backgrounds, experiences, and identities, realizing that no one group, person or perspective has all the answers. We are richer when our individual skills, knowledge, experiences, cultures, backgrounds, and identities are combined in an accepting community. We strive to ensure that every individual gets a fair and equal chance to participate and thrive in a nurturing environment where all feel a sense of belonging. We are committed to intentionally and deliberately creating a diverse community that instills a sense of equitable justice and belonging for everyone affiliated with our school.

School of Nursing Policies and Additional Information:

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

Student Resources and University Policies are provided in Canvas.