Translational Science 2
NURS5302
Summer 2023

Scheduled Class Days and Times: Online

Gloria Duke, PhD, RN: NURS 5302 (Section 062)
Office: Virtual
Phone: (903) 566-7320
*Email: gduke@uttyler.edu

Office Hours: Virtual Office Hours: Tuesdays from 9am-12pm, 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

Course Description: This course builds upon the learning in Translational Science I, continuing steps 0-3 and beginning step 4 of the EBP process. Students focus on evaluation and synthesis of relevant evidence to answer clinical questions. Students begin translating science into practice by recommending best practices and subsequent outcomes as they actualize their advanced practice role in nursing.

Prerequisites: NURS 5301

Corequisites: None

Student Learning Outcomes:

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

- Evaluate evidence related to an identified clinical issue
- Synthesize the evidence about a clinical issue to identify current best evidence and gaps in knowledge
- Based on best evidence, make clinical recommendations for sustainable practice and outcomes.
- Integrate research evidence, ethical considerations, clinical expertise, and patient values for preliminary project planning to impact healthcare outcomes and/or cost effectiveness of care.

Required Textbooks and Readings:

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 a review of Steps 1-3 with an overview of research process in order to prepare for accurate appraisals of research evidence that will help to answer student PICOT questions. The student locates six research articles that addresses the clinical question (PICOT) and are entered into a final, corrected Evidence Table. Step 4 is launched with a synthesis of the research evidence and then, based on appraisals of each of the six articles, the student will determine recommendations from the evidence for answering the PICOT question, and then select the best intervention to apply in the student's MSN role setting. The course culminates in a video of the student doing a simulated presentation to key stakeholders to 'convince' them of the need and implementation plan for incorporating the best practice intervention.

   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 Canvas), 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 & Professionalism   15%
2. Assignments   55%
3. Executive Summary of EBP Proposal Video 30%

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 & Professionalism: 10% grade

- Graduate Affirmation Forms
- Introduce Yourself
- Let's Talk about TS2!

Quiz: 10%

- Research process & designs (research problem, purpose, questions; hypotheses; data collection and instrument psychometrics; data analysis (quantitative, qualitative) to

include descriptive vs inferential statistics; parametric, non-parametric statistics; quantitative designs and levels of EBP hierarchy of evidence (descriptive, qualitative [descriptive, phenomenology, ethnography; grounded theory); meta-synthesis, cohort, quasi-experimental, experimental, systematic reviews, metaanalyses). Emphasis will be on quantitative components.

Assignments: 60%

- Discussion Boards (Weeks 1, 2, 15)
- Appraisal (Week 4)
- Evidence Tables (Weeks 5, 6, & 8)
- Synthesis Table of six (6) studies (Week 9)
- Synthesis, Recommendations, and Implementation Paper (written discussion of practice problem & synthesis of the evidence and Recommendation(s) for action, and broad implementation plan of EBP project) (Week 10)

Final Assignment 25% (EV)

- Simulated executive summary presentation of the proposed EBP project to key stakeholders to reflect a persuasive argument and plan for implementing identified best practice intervention within the student's MSN role (Education, Administration, Advanced Practice, Informatics).

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 and Date	Module and Content	Readings and Viewings	Assignments**	Due Date	Required Zoom Webinars
1 8/28-9/4	Start Here module EBP vs QI vs Research Searching for Evidence	Text: Ch. 1 & 4 Video	Affirmation Forms Introduce Yourself DB: EBP vs QI vs Research & relationship to MSN role; peer	9/4	Course Orientation Zoom Webinar: Tuesday, 8/29, 4:00pm CST via Zoom

Week and Date	Module and Content	Readings and Viewings	Assignments**	Due Date	Required Zoom Webinars
			responses using partial RISE model Class Webinar		Brief overview of searching for the evidence will be presented. Zoom link in modules & at bottom of this calendar
2 9/4-9/11	Steps 1-3 Review PICOT & Supporting Evidence	Prepare to write your PICOT following exploration of importance and feasibility and triage Google Scholar search PICOT writing guidelines	DB with peer responses using RISE model: PICOT preparation questions, triage search, PICOT, 2 article submission	9/11	
3 9/11	Steps 1-3 Review Review of Research Process, Designs and Appraisal	Text: Ch. 5-6 Video viewing Article Reading Class Webinar	Quiz: Research Process, Designs		Zoom Webinar: Review of Research Process, Research Designs TBD
4 9/18-9/25	Steps 1-3 Review Appraising the Evidence to Support PICOT Intervention & Outcomes	Review quantitative (Levels 2-4) appraisals Review qualitative (Level 6) appraisals Review mixed methods (Level	Submission of appraisals of triage articles	9/25	Zoom Webinar: Appraising the Evidence: TBD

Week and Date	Module and Content	Readings and Viewings	Assignments**	Due Date	Required Zoom Webinars
		of quantitative design used) appraisal Review systematic reviews, meta-analyses (Level 1) and meta-synthesis (Level 5) appraisal forms Class webinar			
5 9/25-10/2	Steps 1-3 Review Evidence Tables	Text: Ch. 5-6 Class webinar	Submit Evidence Table (ET) with the initial two articles & corrected appraisal information from Week 4 assignment reflected on ET	10/2	Zoom Webinar: Evidence Table TBD
6 10/2-10/9	Steps 1-3 Review Evidence Tables		Locate 2 additional articles that support your PICOT (to total 4 articles). Submit articles for approval Submit corrected ET from Week 5	10/9	
7 10/9-10/16	Steps 1-3 Review Evidence Tables		Submit Week 6 articles on ET. Locate 2 additional articles to total 6 articles that support your PICOT. Submit articles for approval	10/16	

Week and Date	Module and Content	Readings and Viewings	Assignments**	Due Date	Required Zoom Webinars
8 10/16 - 10/23	Steps 1-3 Review Evidence Tables		Submit the 2 last approved articles located during Week 7 on ET with corrections from Week 6. This totals 6 approved articles on the ET.	10/23	
9 10/23 - 10/30	Step 4: Putting the Pieces Together Synthesizing & Evaluating the Evidence for EBP Decision Making	Text: Ch. 1, emphasis on p.23 Ch. 5 with emphasis on p. 183, Table 5.8 Review Synthesis Table Template in Module Class webinar	Submit Synthesis Table (ST)	10/30	Zoom Webinar: Synthesis Table TBD
10 10/30 -11/6	Step 4: Putting the Pieces Together-- Integrating the Evidence for Decision Making While Incorporating Patient Values/Preferences And Clinician Expertise	Text: p. 179-184 Video on EBP Implementation Journal article readings Class webinar	Submit Synthesis, Recommendations and Implementation paper with corrected ST	11/6	Writing a synthesis of the evidence with recommendations for best practice decision making and writing an implementation outline. TBD
11-12			Submit Corrected Synthesis &	11/20	

Week and Date	Module and Content	Readings and Viewings	Assignments**	Due Date	Required Zoom Webinars
11/6-11/20			Recommendations Paper, ET, ST		
13 11/20 - 11/26	HAPPY THANKSGIVING!				
14 11/27 -12/4	Presenting to Executives with Success: Proposing an EBP Implementation Plan		Discussion Board: Executive summary video & peer responses using RISE model	12/4	
15 12/4-12/9			DB: Reflections on EBP and your MSN role	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 with exception of Week 15.

Zoom Link for all Webinars and Student Conferences:
https://uttyler.zoom.us/j/8392087690?pwd=eWpVNW1wSUZUcHVXQUdxVG5WbHZyQT09
Meeting ID: 839 208 7690
Passcode: Wow2023!
Find your local number: https://uttyler.zoom.us/u/keIPI2CfUP

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.