



**Evidence-Based Decision Making**

**RNBS 3333**

**Fall 2023 – First 7 weeks**

**Scheduled Class Days and Times: Online**

**Instructor's Name:** Rose Guidry

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**Office Hours:** TBD

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**Course Description:** This course advances evidence-based decision making as it relates to the science of nursing. Findings of selected research studies are appraised and presented. Ethical considerations and methods of protection of human subjects are integrated throughout the course.

**Prerequisites:** Admission to the RN-BSN track, RNBS 3303, RNBS 3312, and RNBS 3315. Special permission required from the School of Nursing to take out of sequence.

**Corequisites:** None

**Student Learning Outcomes:**

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

1. **Professionalism:** Integrate valid and reliable information/evidence from the arts and sciences as the basis for evidence-based decision making across their professional nursing career.
2. **Patient-Centered Care:** Apply principles of evidence-based practice with diverse populations across the lifespan; discuss the ethical requirements for implementing/translating evidence in practice, including the ethics of conducting research with human subjects.
3. **Evidence-Based Practice (EBP):** Make evidence-based decisions supported by the appraisal of the scientific evidence that is combined with patient preferences and clinician expertise.
4. **Informatics & Technology:** Use information technology to systematically retrieve evidence that addresses clinical questions.
5. **Quality Improvement:** Discuss the role of the evidence-based practice process in organizational and systems decision-making to support safe, quality patient care.

6. **Strengths:** Measure how strengths (signature talent themes) influence the role of the student nurse and clinical decision-making.

### Required Readings:

1. American Journal of Nursing series: EBP Step-by Step Series. (The articles are provided as pdf documents in the Canvas course modules.)  
[journals.lww.com/ajnonline/Pages/collectiondetails.aspx?TopicalCollectionId=10](http://journals.lww.com/ajnonline/Pages/collectiondetails.aspx?TopicalCollectionId=10)
2. Purdue Owl for information regarding American Psychological Association (APA) 7<sup>th</sup> edition requirements for formatting, grammar, and punctuation.  
[owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](http://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
3. Other articles as posted in Canvas.

**Special Course Notes:** This is an online course and content is delivered through the Canvas learning management system, including recorded lectures. Access to Canvas by means of a laptop or desktop computer is necessary. Additionally, some assignments and class meetings may require use of video and audio technology, which are built into most smartphones, laptops, and desktop computers. This course utilizes open education resources (OER) and students are not required to purchase a textbook for the course.

**Computer Requirements:** Access to a current, working computer or laptop with internet access using Firefox or Chrome browser is required for this internet-based course. The Canvas learning system works best using Firefox or Chrome browsers. It is essential to have access to a reliable PC/laptop and internet access for this course.

**Internet Instructions:** Course modules are online in Canvas (see course calendar). UT Tyler online canvas courses use Java, JavaScript, browser plug-ins, helper application and cookies. Canvas works best using Chrome or Firefox browser. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course content. Lecture videos are optimally viewed in high definition.

- Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files.  
<http://get.adobe.com/reader/>
- Java Runtime Environment (JRE) allows you to use interactive tools on the web.  
<http://www.java.com/en/download/>
- QuickTime allows users to play back audio and video files.  
<http://www.apple.com/quicktime/download/>

### Assignments and Weights/Percentage/Point Values

- |                              |     |
|------------------------------|-----|
| 1. Engagement Activities (7) | 25% |
| 2. Discussion Boards (2)     | 20% |
| 3. Learning Activities (6)   | 55% |

**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 - 75-79
- D - 60-74
- F - Below 60

Final course grades less than 75% are not rounded up. The combined weighted calculation of all course assignments, quizzes, exams, and clinical activities must be at least 75% in order to pass the course.

**Grade Appeals:** 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.

**Grade Replacement:** Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

#### **Graded Course Requirements Information:**

1. **Engagements activities:** These are short but necessary activities that contribute to the student's accomplishment of the student learning outcomes and involvement in the online learning environment.
2. **Discussions:** Two online discussion boards throughout the course provide students with the opportunity to apply and discuss their understanding of selected course content.
3. **Learning Activities:** The learning activities are a series of assignments designed for students to apply their understanding of the Evidence-Based Decision Making process sequentially.

#### **Important Course Dates:**

**Classes Begin:** Aug. 24<sup>th</sup>, 2023

**Census Date (withdraw without penalty):** Aug. 30<sup>th</sup>, 2023

**Last Date to Withdraw:** Sept. 27<sup>th</sup>, 2023, please contact your advisor to discuss withdrawing from the course and notify your instructor.

**Last day of class:** Oct. 14<sup>th</sup>, 2023

### Calendar of Topics, Readings, and Due Dates:

Course Schedule				
Week	Date	Class Topic	Readings	Assignments Due
8/24 – 8/27				
Course Preview Days				
1	M 8/28	Orientation Research Ethics Clinical Practice Guidelines	Canvas orientation module Canvas Module 1 The Belmont Report Declaration of Helsinki Nuremberg Code NIH Clinical Practice Guidelines website	
	W 8/30	Course Census Date		Nursing student forms
2	M 9/4	Spirit of Inquiry Sources of Information Basic Research Terms	Canvas Module 2 Igniting a Spirit of Inquiry: An Essential Foundation for EBP Seven Steps of EBP CHUMP Study	Video introduction Ethics Discussion Initial Post Module 1 Quiz
	R 9/7			Discussion Peer Responses
3	M 9/11	Asking the Clinical Question: PICOT The Search for Evidence & Search strategy	Canvas Module 3 Asking the Clinical Question: A Key Step in EBP Searching for the Evidence: Strategies to Help You Conduct a Successful Search	CHUMP Assignment Module 2 Quiz
4	M 9/18	Critical Appraisal of the Evidence Research Terminology	Canvas Module 4 Critical Appraisal of the Evidence: Part I Critical Appraisal of the Evidence: Part II Dincer & Inangil: The Effect of Emotional Freedom Techniques on Nurses' Stress, Anxiety, and Burnout Levels During the COVID-19 Pandemic: A Randomized Controlled Trial Shin et al.: Effects of Short-Term Inhalation of Patchouli Oil on Professional Quality of Life and Stress Levels in Emergency Nurses: A Randomized Controlled Trial	PICOT Formulation Search strategy Module 3 Quiz
5	M 9/25	Critical Appraisal of Qualitative Evidence Integrate the Evidence Patient Preferences, Values, and Clinician Expertise	Canvas Module 5 Critical Appraisal of the Evidence: Part III Following the Evidence: Planning for Sustainable Change Muscat et al.: Can Adults with Low Literacy Understand Shared Decision Making Questions? A Qualitative Investigation	GAO Assignment Module 4 Quiz
	W 9/27	Course Withdrawal Deadline		

6	M 10/2	Summarizing the Evidence Evaluation of Outcomes	Canvas Module 6 Implementing an Evidence-Based Practice Change Rolling Out the Rapid Response Team Evaluating and Disseminating the Impact of an Evidence-Based Intervention: Show and Tell	RCA Assignment Patient Preferences Discussion Board Initial Response Module 5 Quiz
	R 10/5			Discussion Peer Responses
7	M 10/9	Dissemination of the EBP Results Sustaining EBP through Policy	Canvas Module 7 Evaluating and Disseminating the Impact of an Evidence-Based Intervention: Show and Tell Sustaining Evidence-Based Practice Through Organizational Policies and an Innovative Model	Integrate and Evaluate Assignment
	Sat. 10/14			Dissemination assignment
	Sat. 10/14	<b>End of 7-week Course</b>		

#### **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](https://www.uttyler.edu/nursing/college/student_guide_and_policies.php)

**Student Resources and University Policies are provided in Canvas.**