UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2019

COURSE NUMBER NGR 6850

COURSE TITLE Research Methods and Evidence-Based Practice

CREDITS 3

PLACEMENT Second Semester in BSN-to-DNP Program

PREREQUISITE NGR 6101 Theory and Research for Advanced Nursing Practice or equivalent

COREQUISITE None

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COURSE DESCRIPTION

This course provides the student with the knowledge and understanding of the difference between research, evidence-based practice (EBP) and continuous quality improvement (CQI) methodology in health care. Emphasis is on the understanding and application of the evidence-based practice or continuous quality improvement process design to begin the DNP Project. The focus is on utilization and synthesis of research findings to address specific health care questions or problems.

COURSE OBJECTIVES

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

1. Articulate the definition and differences between and requirement of research, EBP and CQI in health care.

2. Synthesize clinical investigative skills by completing an extensive literature search to identify a nursing related question or problem to improve health outcomes.

3. Critically analyze data used in developing practice guidelines.

4. Evaluate levels of evidence, quality of reporting of clinical guidelines and standards of care and their application into practice.

5. Examine several CQI tools for application and management of health-related questions or problems.

6. Analyze the quality and reporting guidelines for continuous quality improvement and research studies.

7. Develop new practice/next steps design approaches based on the integration of research, theory, and practice knowledge.

COURSE SCHEDULE

e-Learning in Canvas is the course management system that you will use for this course.

Access [e-Learning in Canvas](http://elearning.ufl.edu/) using your GatorLink account name and password. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send an email to helpdesk@ufl.edu. The internet browser, Google Chrome, works best with e-Learning and it is often helpful to access the course using the VPN connection.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course e-Learning site for announcements and notifications. All feedback will be given on the web via Canvas and occasional direct emails, including grades and comments on assignments. If you contact me by voicemail, on-line posting or email, you can expect a response **within three business days**. When I am traveling, response time may be longer because of time changes and access to the internet. I will not be consistently checking Canvas, phone messages, or email on the weekends or holidays and responses may be limited during these times.

**For the purposes of this class, the week will begin on Monday morning at 8:00 AM and will close on Sunday evening at 11:59 PM.**

TOPICAL OUTLINE

1. Overview of the DNP Project
2. Utilization of research, EBP and CQI in nursing
3. Identifying nursing related questions or problems to improve health outcomes
4. Appraisal of evidence (research, EBP, CQI, guidelines)
5. Developing practice guidelines
6. Examination of standards of care utilizing the AGREE Tool
7. CQI tools
8. Quality and reporting guidelines for CQI and research studies (SQUIRE, PRISMA, CONSORT)
9. Research/survey methodology/next steps project design

# TEACHING METHODS

Lectures, discussion, individual assignments, presentations.

LEARNING ACTIVITIES

Readings, individual assignments, quizzes.

EVALUATION METHODS/COURSE GRADE CALCULATION

Each student is expected to:

1. Comprehensively read and critically analyze materials assigned for each class topic
2. Successfully complete all assignments

Evaluation will be based on the achievement of these criteria. Assignments and their relative weights are as listed below. Details of each assignment will be posted on Canvas.

|  |  |
| --- | --- |
| **Assignment** | **% of Final Grade** |
| Individual Assignments (6) | 30% |
| Quizzes (7) | 35% |
| Putting It All Together: Final Project  | 35% |
|  | 100% |

*Feedback on assignments will be returned within two weeks of due date.*

MAKE UP POLICY

ALL assignments are due on the date and time assigned. If lateness is unavoidable, notify the professor prior to the due date. ***Unexcused late submission will result in a deduction of 5 points for each day late****.* Make-up quizzes will not be available.

GRADING SCALE/QUALITY POINTS

 A 95-100 (4.0) C 74-79\* (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

 B 84-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

 \* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to [Graduate Student Handbook](http://graduateschool.ufl.edu/).

COMMUNICATION COURTESY/NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all class discussion, small group activities, and email messages. Familiarize yourself with the [UF netiquette policy](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf). Failure to follow the rules of common courtesy may result in a grade reduction.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a nursing student reflects on the student's individual’s ability to become a competent professional nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the [UF Student Honor Code](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/). Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies - <http://nursing.ufl.edu/students-2/student-policies-and-handbooks/course-policies/>

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Student Use of Social Media

Faculty Evaluations

* 1. “Students in this class are participating in a pilot evaluation of a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at [https://evaluations.ufl.edu](https://evaluations.ufl.edu/) . Thank you for serving as a partner in this important effort.”

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

# REQUIRED TEXTBOOK

Melnyk, B. M., & Fineout-Overholt, E. (Eds.). (2018). Evidence-based practice in nursing & healthcare: A guide to best practice (4th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

**Supplemental readings will be required; links will be provided via Canvas.**

Approved: Academic Affairs Committee: 11/04, 01/05, 04/13, 01/15

 Faculty: 11/04, 01/05, 04/13, 01/15

 UF Curriculum: 03/05; 02/15

**DESCRIPTION OF CLASS MODULES** (readings and assignments may be modified to achieve course objectives)

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| **MODULE** | **DATES** | **TOPICS** | **READINGS and DUE DATES** |
| 0 | 1/7 – 1/13 | Welcome and Course Orientation  | Syllabus and Getting Started GuideAACN, (2006) The essentials of doctoral education for advanced nursing practice AACN, (2015), The DNP: Current issues and clarifying recommendations Introduce yourself on the Discussion page by January 13 at 11:59 pmSyllabus Quiz open January 7, 8:00 AM until January 13 at 11:59 pm |
| 1 | 1/14 – 1/27MLK Holiday 1/21 | Getting StartedOverview of the DNP Project  | Melnyk & Fineout-Overholt, Chapters 1-2, 22, Appendix AConner, B.T. (2014). Differentiating research, evidence-based practice, and quality improvement. American Nurse Today, 9(6). Retrieved from: <https://www.americannursetoday.com/differentiating-research-evidence-based-practice-and-quality-improvement/>Stevens, K. (2013). The impact of evidence-based practice in nursing and the next big ideas. The Online Journal of Issues in Nursing, 18(2). DOI: 10.3912/OJIN.Vol18No02Man04UF College of Nursing DNP Project templatesHealth PolicyPopulation HealthPractice ChangeQuality Improvement/Program EvaluationIndividual Assignment due January 27 at 11:59 pmQuiz open January 22, 8:00 AM until January 27, 11:59 pm |
| 2 | 1/28 – 2/10 | Conducting the Literature Search | Melnyk & Fineout-Overholt, Chapters 3-6Individual Assignment due February 10 at 11:59 pmQuiz open February 4, 8:00 AM until February 10, 11:59 pm |
| 3 | 2/11 – 2/24 | Critically Appraising the Evidence | Melnyk & Fineout-Overholt, Chapter 8, Appendices B-CIndividual Assignment due February 24 at 11:59 pmQuiz open February 18, 8:00 AM until February 24, 11:59 pm |
| 4 | 2/25 – 3/17Spring Break3/2 - 3/10 | Moving from Evidence to Practice Change | Melnyk & Fineout-Overholt, Chapters 7, 9-10Lenfant, C. (2003). Clinical research to clinical practice — Lost in translation? *New England Journal of Medicine*, *349*(9), 868-874.Individual Assignment due March 17 at 11:59 pmQuiz open March 11, 8:00 AM until March 17, 11:59 pm |
| 5 | 3/18 – 3/31 | Models to Guide Evidence-Based Practice | Melnyk & Fineout-Overholt, Chapter 13Individual Assignment due March 31 at 11:59 pmQuiz open March 25 8:00 AM until March 31, 11:59 pm |
| 6 | 4/1 – 4/14 | Funding and Disseminating Evidence-Based Practice | Melnyk & Fineout-Overholt, Chapter 18, 21Individual Assignment due April 14 at 11:59 pmQuiz open April 8, 8:00 AM until April 14, 11:59 pm |
| 7 | 4/15 – 4/24Class Ends 4/24 | Putting It All Together | Kozlowski, J. L., Lusk, P., & Melnyk, B. M. (2015). Pediatric nurse practitioner management of child anxiety in a rural primary care clinic with the evidence-based COPE program. *Journal of Pediatric Health Care*, *29*(3), 274-282.Zhu, Z., Islam, S., Bergmann, S.R. (2016). Effectiveness and outcomes of a nurse practitioner-run chest pain evaluation unit. Journal of the American Association of Nurse Practitioners, 28(11), 591-595.Final Project due April 24 at 11:59 pm |