UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2019

COURSE NUMBER NUR 3168

COURSE TITLE Lead and Inspire 2: Research and Evidence-Based Nursing Practice

CREDITS 02

PREREQUISITE NUR 3106 Lead and Inspire 1: Professional Nursing Practice

COREQUISITE None

FACULTY Miriam O. Ezenwa, PhD, RN, FAAN

Associate Professor

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# Office Hours: (by appointment)

Email: [moezenwa@ufl.edu\*](mailto:moezenwa@ufl.edu*)

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Associate Professor

Office: HPNP 2227

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# Office Hours: (by appointment)

Email: [parkela@ufl.edu\*](mailto:parkela@ufl.edu*)

Faculty are not available after 5:00 pm and on the weekends. Please allow 48 hours for a response to your inquiry.

\*Note: email is the best way to reach faculty

COURSE DESCRIPTION The purpose of this course is to provide a foundation for evidence-based nursing practice. The emphasis is on problem identification and assessing and analyzing evidence to support the delivery of personalized nursing care.

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

1. Compare and contrast evidence-based approaches to address nursing clinical problems.
2. Discuss the roles and responsibilities of the nurse related to generating and utilizing evidence.
3. Discuss informatics and technology solutions to support the generation of evidence to support personalized nursing care
4. Formulate clinically relevant questions using a systematic process.
5. Describe how nursing evidence can be generated through a systematic literature review.
6. Discuss change management strategies for implementing new evidence.
7. Discuss the relationships of nurse identity, policy engagement, and accountability to evidence based nursing practice.

COURSE SCHEDULE

Section Instructor Day Time Room

35CB Ezenwa Wed 11:30-12:30 Hybrid G210

35CC Parker Thurs 9:00-10:00 Hybrid G201

35CD Ezenwa Wed 11:30-12:30 Hybrid G316

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. 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 email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

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.

Course websites are generally made available on the Friday before the first day of classes.

TEACHING METHODS

Lecture/discussion

Team-based learning acivities

Group assignments

LEARNING ACTIVITIES

Professional portfolio/journal

Group presentation

Small group activities

Class participation/discussion

EVALUATION METHODS/COURSE GRADE CALCULATION

In-class quiz 50%

Literature Review 20%

Group presentation of literature review 15%

Class Participation 10%

Portfolio /Journaling 3%

Syllabus quiz 1%

Midcourse survey 1%

100%

\*All assignments (individual and group) will be evaluated by course instructor consistent with the grading rubric included with the written description of the assignment as distributed on the course Canvas site.

GRADE ROUNDING

No grades will be rounded including the final exam averages and final course grade.

LATE ASSIGNMENTS

**No late assignments will be accepted**. Students are expected to plan in advance and submit assignments by posted due dates. If there are extenuating circumstances affecting your ability to submit an assignment by the due date, contact your section faculty **PRIOR** to the deadline.

CLASS ATTENDANCE AND MAKEUP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled class and laboratory sessions. Advanced notice of absence is expected. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., professional conferences **with advanced notice**), military obligation, severe weather conditions, religious holidays, and participation in official university activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Makeup assignments for excused absences will be negotiated with the instructor. **If at all possible**, the course instructor must be notified in advance if an exam is missed due to an extenuating circumstance. If no notice is given or without prior approval of an absence for a reason listed above, a grade of zero will be assigned. Students may not opt out of any exams.

There is no opportunity to make up missed in-class quizzes. In the case of a missed in-class quiz, the following quiz grade will be used to replace the missed quiz (it will be counted twice), provided the professor has been notified, received a documentation of the circumstance, and has granted approval.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

LATE ASSIGNMENTS

Students are expected to plan in advance and submit assignments by posted due dates. There will be a 10% deduction per day on late assignments. After 3 days, you will receive a zero on the assignment unless you approved in advance by your instructor.

GRADING SCALE

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 University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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 at <https://sccr.dso.ufl.edu/students/student-conduct-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.”

REQUIRED TEXTBOOKS

Melnyk, B. & Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nursing and Healthcare:*

*A Guide to Best Practice, Third Edition*. Philadelphia, PA: Wolters Kluwer Health

**WEEKLY SCHEDULE-Lead and Inspire 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Date/Week***  ***2019*** | ***Topic*** | ***Reading Assignments*** | ***Course Objectives*** | ***Program Outcomes*** |
| *Week 1:*  *Jan 9/10* | *Introduction to Evidence-Based Practice* | *Chapter 1* | *1* |  |
| *Week 2:*  *Jan 16/17* | *Developing Searchable Clinical Questions* | *Chapter 2* | *4* |  |
| *Week 3:*  *Jan 23/24* | *Searching the Literature for Supporting Evidence* | *Chapter 3* | *5* |  |
| *Week 4:*  *Jan 30/31* | *Introduction to Critical Appraisal of Evidence*  *Appraisal of Quantitative Studies* | *Chapter 4*  *Chapter 5 (Refer to Chapter 19 for further information)* | *5* | *4* |
| *Week 5:*  *Feb 6/7* | *Appraisal of Qualitative Studies* | *Chapter 6*  *(Chapter 20 recommended for further information)* | *5* | *4* |
| *Week 6:*  *Feb 13/14* | *Patient Concerns, Choices, and Clinical Judgment in EBP* | *Chapter 7* | *2* |  |
| *Week 7:*  *Feb 20/21* | *Information technology and patient clinical data* | ***Article****: Using Nursing Practices and Health IT to Reduce Fall-Related Injuries* | *3* | *5* |
| *Week 8*  *Feb 27/28*  ***SNRS:***  ***2/27-3/2*** | *Implementing and Sustaining EBP in Clinical Settings* | *Chapter 9* | *6* |  |
| *March 6/7*  ***Spring Break*** | ***Spring Break*** |  |  |  |
| *Week 9:*  *March 13/14* | *Quality Improvement and Outcomes*  *Leadership Strategies for Creating and Sustaining EBP in an Organization* | *Chapter 10*  *Chapter 11* | *2,6, 7* | *4* |
| *Week 10:*  *March 20/21* | *Models for Implementing EBP* | *Chapter 13* | *6* | *3,5* |
| *Week 11:*  *March 27/28* | *Motivating Change to EBP in Individuals, Teams, and Organizations* | *Chapter 14* | *6* | *3* |
| *Week 12:*  *April 3/4* | *Developing and Using ARCC© EBP Mentors* | *Chapter 17* | *2* |  |
| *Week 13:*  *April 10/11* | *Disseminating Evidence* | *Chapter 18* | *7* |  |
| *Week 14:*  *April 17/18* | *Ethical Considerations for EBP Implementation and Evidence Generation* | *Chapter 22*  *1 article (See Canvas Module)* | *7* |  |
| *Reading Day*  *April 24/25* | ***Reading Day!!!*** |  |  |  |
| *Final Exam Week* | *No Exam in this course* |  |  |  |

Program Outcomes:

1. Apply critical thinking to synthesize knowledge grounded in liberal education and nursing, in the practice of professional nursing in the global community.
2. Collaborate with the healthcare team and clients to provide safe and cost effective high quality health care.
3. Integrate evidence-based findings in decision-making in the practice of professional nursing.
4. Appraise current evidence to evaluate health care safety and quality improvement initiatives for individuals and groups.
5. Analyze information from health care technology systems to apply evidence that will guide nursing practice.
6. Utilize knowledge of health care regulation to advocate for policy change to improve health care systems and professional nursing practice.
7. Illustrate the importance of advocacy in the improvements in nursing practice and throughout the healthcare system.
8. Demonstrate professional communication, collaboration and documentation with healthcare teams to support improvement in patient health outcomes.
9. Utilize health promotion, health maintenance, and disease prevention strategies across settings to improve the health of diverse individuals and populations across the lifespan.
10. Demonstrate professional competence and values reflective of professional nursing standards and mutual respect within a global society.

11. Build therapeutic alliance with patients and families to provide personalized care

Approved: Academic Affairs Committee: 02/18

General Faculty: 02/18

UF Curriculum Committee: 03/20