UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring/2017

COURSE NUMBER NUR 3169

COURSE TITLE Inquiry and Evidence in Professional Nursing Practice

CREDITS 3

PLACEMENT BSN Program: 2nd Semester Upper Division

PREREQUISITES Admission to Upper Division BSN Program

COREQUISITES None

FACULTY Laurie Duckworth PhD, ARNP

 Clinical Associate Professor, Director of Clinical Research, UF College of Nursing

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 Office hours: Call or email to schedule an appointment

 Lisa Scarton PhD, RN

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COURSE DESCRIPTION The purpose of this course is to examine the processes required to translate and integrate evidence into nursing practice. Emphasis is on evaluation and application of scientific evidence affecting nurse-sensitive quality indicators. Focus is on an understanding of the ways in which cumulative interprofessional data sets are used.

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

1. Explain the significance of nursing and other theories and conceptual frameworks in research.
2. Identify processes of inquiry relevant to provision of evidence based healthcare by members of the interprofessional team.
3. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
4. Identify credible sources of evidence pertinent to clinical practice.
5. Identify nurse-sensitive quality indicators and performance measures.
6. Analyze discrepancies between evidence based standards of care and common practices that impact client outcomes.
7. Discuss legal and ethical issues pertinent to the acquisition of scientific evidence.

COURSE SCHEDULE

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.

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.

TOPICAL OUTLINE

1. Relationships between and among theory, practice, and research
2. Carper’s ways of knowing
3. Nursing theories
4. Principles and models of evidence-based practice
5. Evaluating sources of evidence
6. Nurse sensitive quality indicators and performance measures
7. Forces driving research agendas in the professions
8. Ethical conduct of scholarly work
9. Qualitative research methods
10. Quantitative research methods
11. Problems, questions, and hypothesis
12. Design
13. Reliability and validity
14. Sampling
15. Data analysis and meta-analysis
16. Dissemination of scholarship
17. Translation of evidence into practice

TEACHING METHODS

 Lecture, audiovisual materials, written materials, and presentation of case studies

LEARNING ACTIVITIES

 Readings, participation in discussion, case study analysis, and study questions

EVALUATION METHODS/COURSE GRADE CALCULATION

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| --- | --- | --- |
| Assignments | Percent | Due Date |
| Knowledge assessment/Quizzes  | 30% | Weekly  |
| Class participation via discussion board | 40% | Weekly |
| Assignments | 30% | See Course Syllabus in Canvas |
| Total | 100% |  |

MAKE UP POLICY

There will be no make ups for missed knowledge assessments and quizzes. Please contact instructor with questions

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 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 <http://www.dso.ufl.edu/students.php>. 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 a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOK

None required

WEEKLY CLASS SCHEDULE

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| DATE | TOPIC/EVALUATION | ASSIGNMENTS/READINGS | FACULTY |
| 1/10/16 | Intro to Evidence Based Practice | See Canvas | L. DuckworthL. Scarton |
| 1/17/16 | Formulating Questions (PICO) | See Canvas | L. DuckworthL. Scarton |
| 1/24/16 | Searching for Evidence | See Canvas | Maggie AnsellLibrarian |
| 1/31/16 | Appraising Evidence | See Canvas | Cyndi Garvan, PhDStatistician |
| 2/07/16 | Summarizing Evidence | See Canvas | L. DuckworthL. Scarton |
| 2/14/16 | Applying Evidence | See Canvas | L. DuckworthL. Scarton |
| 2/21/16 | PI/QI methods | See Canvas | L. DuckworthL. Scarton |
| 2/28/16 | PI/QI Process Improvement | See Canvas | L. DuckworthL. Scarton |
| 3/07/16 | Spring Break ☺  | Have Fun | L. DuckworthL. Scarton |
| 3/14/16 | Generating Evidence | See Canvas | L. DuckworthL. Scarton |
| 3/21/16 | Ethics in Research | See Canvas | L. DuckworthL. Scarton |
| 3/28/16 | Components of Quantitative Research | See Canvas | L. DuckworthL. Scarton |
| 4/04/16 | Components of Qualitative Research | See Canvas | Jeanette Green, PhD, PNP-BC |
| 4/11/16 | Carper’s Way of Knowing | See Canvas | L. DuckworthL. Scarton |
| 4/18/16 | Disseminating Evidence | See Canvas | Jeanette Hester, MSN, RNJaime Thomas, MSN, RN |
| 4/25/16 | Class Summary | See Canvas | L. DuckworthL. Scarton |
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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 09/09; 02/1409/09; 02/1410/09 |