UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring/2021

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 **Staja “Star” Booker, PhD, RN**

Assistant Professor

Office: HPNP 4207

Office Phone: 352-273-6351 (office)

Office Hours: Friday: 8-9am (Zoom, Phone, or F2F by request)

Email: [bookers@ufl.edu](mailto:bookers@ufl.edu)

**Bryce Catarelli, DNP, APRN, FNP-C**

Assistant Clinical Professor

# Office: HPNP 3225

# Office Phone: (352) 273-6348

# Office Hours: Thursday: 1-2pm (Zoom, Phone, or F2F by request)

Email: [bcrouch@ufl.edu](mailto:bcrouch@ufl.edu)

**Laurie Duckworth, PhD, APRN, FNP-BC**

Associate Professor

Director of Nursing Research, UF Health Shands

Office: HPNP 2222

Office Phone: 904-343-3051 (cell)

# Office Hours: Tuesday: 2-3pm (Zoom, Phone, or F2F by request)

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

*Faculty are generally not available after 5:00 pm, on the weekends, or during official university holidays. Please allow 48 business hours for a response to your inquiry. Canvas 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

**Faculty Section Day Time Room**

Booker 35CC Friday 10:40 am-12:35 pm 1404

Catarelli 35CB Friday 8:30 am-10:25 am 1404

Duckworth 35CD Friday 12:50 pm-2:45 pm 1404

We will have face-to-face instructional sessions in the classroom setting to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

* + - You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
    - This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
    - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
    - Follow your instructor’s guidance on how to enter and exit the classroom.  Practice physical distancing to the extent possible when entering and exiting the classroom.
    - If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/).
    - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)

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 activities

Group assignments

Guest lectures

LEARNING ACTIVITIES

Group presentations

Small group activities

Class participation/discussion

EVALUATION METHODS/COURSE GRADE CALCULATION

3 Quizzes 25%

Group Presentation 25%

Simulation/EBP Clinical Guide 20%

Class Participation (e.g., discussion board) 10%

Annotated Bibliography 15%

Virtual EBP Forum 4%

Midcourse Survey 1% 100%

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

*Course Average*

Students must earn an average of 74% on all required course work (exams and assignments) to pass the course. No grades will be rounded including the exam scores and the final course grade.

Progression in the College of Nursing baccalaureate program requires that students maintain a “C” or above for all required nursing courses.

<https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.03-Academic-Progression-for-Baccalaureate-Degree-Students.pdf>

CLASS ATTENDANCE AND MAKEUP POLICY

Collaborative learning is an essential component of this course. Therefore, attendance is expected at all scheduled classes. This course uses [Top Hat](https://app.tophat.com/login) for attendance, please have access to the internet (laptop, iPad/tablet, or phone) to login and record your attendance for each class. 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.There will be a 10% deduction per day on late assignments. After 3 days, you may receive a zero on the assignment unless you have spoken with the instructor and made arrangements for later submission **PRIOR** to the deadline. **If at all possible**, the course instructor must be notified in advance if a quiz is missed due to an extenuating circumstance. Students may not opt out of any quizzes. Quizzes are administered via Canvas and may be timed. Quizzes must be completed **INDIVIDUALLY**, and are **NOT** to be taken as a group. Students may use the textbook and notes during quizzes.

Requirements for class attendance and make-up quizzes, 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>.

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>

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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.

***As students in the health professions at UF Health, you are expected to promote safety and a culture of care and concern for each other and for patients. Across our academic health center’s missions of research, teaching and patient care, nursing students must lead by example and take individual responsibility for modeling healthy habits and behaviors to minimize the spread of COVID-19. Failure to comply with the established public health measures, both on and off campus, is considered a serious breach of professional conduct*.**

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/policies/student-honor-code-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://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

UF Grading Policy

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

PRIVACY POLICIES/ ELECTRONIC RESOURCES

Below are links to the privacy policies associated with the corporate electronic resources used in our course.

Elsevier <https://www.elsevier.com/legal/privacy-policy>

Top Hat <https://tophat.com/company/legal/privacy-policy/>

Honorlock <https://honorlock.com/student-privacy-statement/>

REQUIRED TEXTBOOKS

Melnyk, B., & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing and healthcare: A guide to best practice* (4th ed.). Wolters Kluwer.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

CLASS SCHEDULE

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| --- | --- | --- | --- | --- | --- |
| **Week:**  **Class Date** | **Topic** | **Readings** | **Graded Assignment**  ***\*All assignments due on Thursdays at 11:59pm*** | **Course Objectives** | **Program Outcomes** |
| **Week 1: Jan. 15** | Evidence-Based Practice (EBP) Competencies for RNs | Chapter 11 (pp. 313-325) | **Syllabus Quiz- 1/14** | 7 | 8, 10 |
| **Week 2: Jan. 22** | Introduction to 7 Steps of EBP | Chapter 1 (pp. 7-29)  Chapter 23 (pp. 681-697) |  | 1 | 1, 7 |
| **Week 3: Jan. 29**  **ONLINE** | Step 0: Cultivate a Spirit of Inquiry | Chapter 1 (pp. 16-17) |  | 1 | 1, 7 |
| **Week 4: Feb. 5** | Step 1: Develop Searchable Clinical Questions | Chapter 2 (pp. 33-52) |  | 4 | 3 |
| **Week 5: Feb. 12**  **ONLINE** | Step 2: Search the Literature for Best Evidence | Chapter 3 (pp. 55-69, 78-85) | **Quiz 1- 2/18** | 5 | 3 |
| **Week 6: Feb. 19** | Step 3: Critically Appraise the Evidence, Pt. 1 (*Quantitative and Qualitative Studie*s) | Chapter 4 (pp. 109-117)  Chapter 5 (pp. 124-132, 179-184)  Chapter 6 (pp. 189-197, 208-215)  2 Research articles | **Annotated bibliography- 2/25** | 5 | 4 |
| **Week 7: Feb. 26**  **ONLINE** | Step 3: Critically Appraise the Evidence, Pt. 2 (*Clinical Practice Guidelines*) | Chapter 8 (pp. 233-253) |  | 5 | 4 |
| **Week 8: Mar. 5** | Step 4: Integrate Evidence with Patient Preferences and Clinical Judgment for Practice Change, Pt. 1 (*Implementing EBP*) | Chapter 7 (pp. 219-231)  Chapter 9 (pp. 269-284, 289-290) | **Mid-course survey- 3/11** | 2-3, 6 | 4 |
| **Week 9: Mar. 12** | Step 4: Integrate Evidence with Patient Preferences and Clinical Judgment for Practice Change, Pt. 2 (*EBP Models*) | Chapter 14 (pp. 383-403, 412-420) | **Quiz 2- 3/18** | 2-3, 6 | 4 |
| **Week 10: Mar. 19**  **ONLINE** | Step 5: Evaluate Outcomes and Quality Improvement | Chapter 4 (pp. 110, 118-120)  Chapter 9 (pp. 284-288)  Chapter 10 (pp. 293-309) |  | 2, 6-7 | 4-6 |
| **Week 11: Mar. 26**  **ONLINE** | Performance Improvement, Quality Assurance, and Audit | Chapter 23 (pp. 683, 688-689) | **Online Simulation (SLS)- 4/1** | 2, 7 | 3,5 |
| **Week 12: Apr. 2** | Step 6: Disseminate Evidence, Pt. 1 | Chapter 20- (pp. 547-591) | **Quiz 3- 4/8** | 2-3 | 3-5 |
| **Week 13: Apr. 9** | Step 6: Disseminate Evidence, Pt. 2 (*Health Policy*) | Chapter 19 (pp. 533-541)  Chapter 20 (pp. 581-584) | **EBP Clinical Observation Guide- 4/15** | 2-3 | 3-5 |
| **Week 14: Apr. 16**  **ONLINE** | EBP Application: Group Presentations | | **Group Presentation and EBP Worksheet- 4/15** (\*note deadline before last class) | 7 | 3, 8 |
| **Week 15: Apr. 23**  **NO CLASS** | Reading Day | None | **Virtual Forum Report- 4/22** (\*can submit anytime but due on 4/22) | N/A | N/A |

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: 03/19