## UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS SPRING 2022

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

## FACULTY

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| Debra Kelly, PhD, RN  Associate Professor & Associate Dean Undergraduate Studies  Office: HPNP 4221  Office Phone: (352) 273-6390  Office hours:\* Noon-2 pm on Tuesdays via Zoom and by appointment  Email: [dlynchkelly@ufl.edu](mailto:dlynchkelly@ufl.edu) | Tamara G. R. Macieira, PhD, RN Assistant Professor  Office: HPNP 4208  Office Phone: (352) 273-6333  Office hours:\* Noon-2 pm on Thursdays via Zoom and by appointment  Email: [tmacie2@ufl.edu](mailto:tmacie2@ufl.edu) | |
| Denise M. Schentrup, APRN, DNP, FAANP  Clinical Associate Professor & Associate Dean  Office: HPNP 4212  Office Phone: (352) 278-0132  Office hours:\* 2-4 pm on Thursdays via Zoom and by appointment  Email: [dschen@ufl.edu](mailto:dschen@ufl.edu) | Janet Lopez, PhD, MPH, RN  OPS Faculty  Office hours:\* 9-11 am on Wednesdays via Zoom and by appointment  Email: [jlopez09@ufl.edu](mailto:jlopez09@ufl.edu) |
| \*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It is advisable that students confirm availability or make an appointment in advance. | |

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, Evidence-Based Practice and Continuous Quality Improvement 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 Continuous Quality Improvement 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

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| Faculty | Section | Day/Time |
| Kelly | 141B | Web-based |
| Macieira | 141A | Web-based |
| Schentrup | 141C | Web-based |
| Lopez | 0574 | Web-based |

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.](mailto: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 the faculty by voicemail, on-line posting or email, you can expect a response **within three business days**. When the faculty are traveling, response time may be longer because of time changes and access to the internet. The faculty 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, Evidence-Based Practice (EBP) and Continuous Quality Improvement (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.

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| **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

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| --- | --- | --- | --- |
| 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) |

\* 84 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: [http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades](http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907&grades)

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 <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 student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>)

## 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: Wolters Kluwer.

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

**WEEKLY CLASS SCHEDULE:**

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| **MODULE** | **DATE** | **TOPICS** | **READINGS/DUE DATE** | **PROGRAM OUTCOMES/OBJECTIVES** |
| 0 | 1/10 – 1/16 | Course Orientation and Overview | Syllabus and Getting Started Guide  AACN, (2021). The essentials: Core competencies for professional nursing education  Introduce yourself on the Discussion page by January 16 at 11:59 pm  Syllabus Quiz open January 10, 8:00 AM until January 16 at 11:59 pm | - |
| 1 | 1/17 – 1/30 | Getting Started  Making the Case for Evidence -Based Practice  Asking Compelling Clinical Questions  Overview of the DNP Project | Melnyk & Fineout-Overholt, Unit 1: Steps Zero, One, Two: Getting Started   * Chapter 1: Making the case for evidence-based practice and cultivating a spirit of inquiry * Chapter 2: Asking compelling clinical questions * Appendix A: Question templates for asking PICOT questions   Conner, B.T. (2014). Differentiating research, evidence-based practice, and quality improvement. American Nurse Today, 9(6).  UF College of Nursing DNP Handbook  Individual Assignment due January 30 at 11:59 pm  Quiz open January 17, 8:00 AM until January 30, 11:59 pm | 1,4,6 |
| 2 | 1/31 – 2/13 | Conducting the Literature Search | Melnyk & Fineout-Overholt, Unit 1: Steps Zero, One, Two: Getting Started   * Chapter 3: Finding relevant evidence to answer clinical questions   Unit 2: Step Three: Critically Appraising Evidence   * Chapter 5: Critically appraising quantitative evidence for clinical decision making * Chapter 6: Critically appraising qualitative evidence for clinical decision making * Appendix B: Rapid critical appraisal checklists * Appendix C: Evaluation table template and synthesis table examples for critical appraisal   Individual Assignment due February 13 at 11:59 pm  Quiz open January 31, 8:00 AM until February 13, 11:59 pm | 1,4,5,6 |
| 3 | 2/14 – 2/27 | Critically Appraising the Evidence | Melnyk & Fineout-Overholt, Unit 2: Step 3: Critically Appraising Evidence   * Chapter 4: Critically appraising knowledge for clinical decision making * Chapter 7: Integration of patient preferences and values and clinician expertise into evidence-based decision making * Chapter 8: Advancing optimal care with robust clinical practice guidelines   Individual Assignment due February 27 at 11:59 pm  Quiz open February 14, 8:00 AM until February 27, 11:59 pm | 1,4,5,6 |
| 4 | 2/28 – 3/13 | Moving from Evidence to Practice Change | Melnyk & Fineout-Overholt, Unit 3: Four and Five: Moving from Evidence to Sustainable Practice Change   * Chapter 9: Implementing Evidence in Clinical Settings * Chapter 10: The role of outcomes and evidence-based quality improvement in enhancing and evaluating practice changes * Chapter 11: Implementing the evidence-based practice competencies in clinical and academic settings to ensure healthcare quality and improved patient outcomes * Chapter 12: Leadership strategies for creating and sustaining evidence-based practice organizations * Appendix I: ARCC model timeline for an EBP implementation project   Individual Assignment due March 13 at 11:59 pm  Quiz open February 28 8:00 AM until March 13, 11:59 pm | 1,3,4,5,6 |
| 5 | 3/14 – 3/27 | Creating and Sustaining a Culture and Environment for Evidence-Based Practice  Models to Guide Evidence-Based Practice | Melnyk & Fineout-Overholt, Unit 4: Creating and Sustaining a Culture and Environment for Evidence-Based Practice   * Chapter 13: Innovation and evidence: A partnership in advancing best practice and high quality care * Chapter 14: Models to guide implementation and sustainability of evidence-based practice * Chapter 15: Creating a vision and motivating a change to evidence-based practice in individuals, teams, and organizations * Appendix J: Sample instruments to evaluate EBP in clinical settings   Individual Assignment due March 27 at 11:59 pm  Quiz open March 14, 8:00 AM until March 27, 11:59 pm | 1,3,4,5,6 |
| 6 | 3/28 – 4/10 | Disseminating and Funding Evidence-Based Practice Implementation Outcomes | Melnyk & Fineout-Overholt, Unit 5: Step Six: Disseminating Evidence and Evidence-Based Practice Implementation Outcomes   * Chapter 19: Using evidence to influence health and organizational policy * Chapter 20: Disseminating evidence through presentations, publications, health policy briefs, and the media   Unit 6: Generating External Evidence and Writing Successful Grant Proposals   * Chapter 22: Writing a successful grant proposal to fund research and evidence-based practice implementation projects   Individual Assignment due April 10 at 11:59 pm  Quiz open March 28, 8:00 AM until April 10, 11:59 pm | 1,3,4,5,6 |
| 7 | 4/11 – 4/24  Class Ends 4/20 | 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 | 1,3,4,5,6 |

Holidays: January 17 (Martin Luther King Day of Service), March 7-12 (Spring Break)

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates, and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

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| 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 |