School of Nursing

GNSG 6021: Foundations for Evidence-Based Nursing Practice (2 units)

Fall 2023

Meeting days: Online	**Instructor contact info** **Son Chae Kim, PhD, RN** Professor Email: skim@pointloma.edu Tel (Office): 619-849-7806
Meeting times: Asynchronous meetings with optional synchronous zoom: Thursdays 5:00 PM – 7:00 PM **Meeting location:** Online	**Larry Rankin, PhD, RN, CNE** Professor Email: lrankin@pointloma.edu Tel (Office): 619-849-2647
Placement: Graduate Semester 1	**Office location and hours** **Dr. Kim: LSCC 109, by appointment**
Final Exam: n/a	**Dr. Rankin: LSCC 103, by appointment**

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.
   Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist.
After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

> **Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.**
> Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

COURSE DESCRIPTION ⊛

This course provides a foundation for advanced clinical scholarship and healthcare improvement. Emphasis will be on a review of research methods, critical appraisal, evidence synthesis, evidence-based quality improvement initiatives, statistics, and scholarly dissemination. Students will develop essential knowledge and skills to translate research into practice by examining research, evidence-based practice, and improvement science. Letter Grade

PROGRAM LEARNING OUTCOMES

Upon completion of the program, you will be able to achieve the following outcomes:

PLO 1: Inquiring Faithfully
The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process
PLO 1.1. Advance nursing practice by integrating scientific findings to promote patient outcomes and wellness (Essentials Domain 1, 4)
PLO 1.2. Apply advanced specialty knowledge to evidence and clinical judgment in the delivery of care (Essentials Domain 1, 5, 8)
PLO 2: Caring Faithfully
The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.
PLO 2.1. Role model Christian servant leadership through holistic compassionate care (Essentials Domain 2, 6)
PLO 2.2. Advocate for ethical principles in promoting health of diverse individuals and populations (Essentials Domain 3, 9)
PLO 3: Communicating Faithfully
The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills
PLO 3.1. Analyze information and communication technologies to facilitate optimal care of patients, nurses, and organizations (Essentials Domain 8)
PLO 3.2. Lead interprofessional healthcare teams to influence positive patient outcomes across the lifespan (Essentials Domain 6)
PLO 4: Following Faithfully

Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.
PLO 4.1. Design and implement health policies to improve care of diverse patients, communities, and populations (Essentials Domain 3, 5)
PLO 4.2. Expand professional nursing expertise through self-reflection, accountability, and life-long learning processes (Essentials Domain 9, 10)
PLO 5: Leading Faithfully   The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.
PLO 5.1. Champion systems leadership to enhance access, quality, and cost effectiveness across the healthcare delivery continuum (Essentials Domain 5, 7)
PLO 5.2. Lead evidence-based, quality improvement initiatives to advance nursing practice and optimize patient safety (Essentials Domain 4, 5)

COURSE LEARNING OUTCOMES ⊛

This course is mapped to the:

- AACN Essentials (AACN, 2021); Domains (competencies, sub-competencies);
- NACNS Core Competencies (NACNS, 2022): Patient Direct Care Sphere (P); Nurses and Nursing Practice Sphere (N); Organization/System Sphere (O)
- NONPF Core Competencies (NONPF, 2022)
- Graduate Program Learning Outcomes (PLOs)

Upon completion of this course, you will be able to:

1. **Examine the impacts of research, evidence-based practice, and quality improvement paradigms on healthcare improvements.**
   AACN Essentials: Domains: 1 (1.1e, 1.1f, 1.2f), 4 (4.1i, 4.1j, 4.2h, 4.2j, 4.2k)
   NACNS Competencies: P4-9, O4, O5, O7, O8, O9, O11, N9, N10, N14
   NONPF Core Competencies: NP (1.1h; 1.1i, 1.2K, 4.1n, 4.2l, 4.2m)
   PLOs: 1.1, 1.2

2. **Compare and contrast various types of research methods in healthcare professions.**
   AACN Essentials: Domains: 1 (1.1g, 1.2f), 2 (2.7f), 4 (4.1h ; 4.2f; 4.2j)
   NACNS Competencies: P11; O5, O5, O7, O8, O9 O11; N7, N8, N11, N14
   NONPF Core Competencies: NP (1.1h, 1.1j, 1.2l, 1.2n; 2.7i, 4.1n, 4.1p, 4.2l, 4.2m)
   PLOs: 1.1, 1.2

3. **Synthesize original research and evidence summaries for translation into clinical practice.**
   AACN Essentials: Domains: 1 (1.2f, 1.3e), 2 (2.7f), 4 (4.1h, 4.1j, 4.2f, 4.2g, 4.2j)
   NACNS Competencies: P2, P4, P5-7, P9, P14, N8, N9, N11, O3-5, O8, O9
   NONPF Core Competencies: NP (1.2k, 1.2l, 1.3h, 2.7i; 4.1n, 4.1o, 4.2l, 4.2m.)
   PLOs: 1.2, 4.1

4. **Utilize information and communication technologies to identify best evidence and generate knowledge.**
   AACN Essentials: Domains: 8 (8.1g; 8.2f)
   NACNS Competencies: N7, N11, O5, O7, O9
   NONPF Core Competencies: NP (8.1l, 8.2k, 8.2l)
   PLOs: 3.1

5. **Develop evidence-based intervention and practice recommendations to improve outcomes and safety**
   AACN Essentials: Domains: 2 (2.5i, 2.5j, 2.6i, 2.7d, 2.7f), 4(4.2f, 4.2g, 4.2h, 4.2j, 4.2k), 5 (5.1i, 5.1k, 5.1l)
   NACNS Competencies: P4, P5, P11, N8, N9, N10, N11, O4, O5, O8, O9
   NONPF Core Competencies: NP (2.5l, 2.6l, 2.7g, 4.2l, 4.2m, 5.1p, 5.1r)
   PLOs: 1.1, 4.1, 5.2

6. **Integrate theoretical framework and scientific findings to enhance healthcare delivery in advanced practice nurse roles.**
   AACN Essentials: Domains: 1 (1.2j), 5 (5.1j), 9 (9.2i),
   NACNS Competencies: P3-5, P9, P11-12, N1, N8
   O4, O5, O6, O8NONPF Core Competencies: NP (1.2n, 5.1p, 9.2n)
   PLOs: 1.1, 5.2

7. **Apply ethical principles and regulatory guidelines in the conduct of scholarly activities.**
   AACN Essentials: Domains: 4 (4.3e, 4.3f, 4.3g, 4.3h, 4.3j), 9 (9.1h, 9.4f)
   NACNS Competencies: P15, N2, N4, N7, N11, N14, O4, O5, O6, O9, O13
   NONPF Core Competencies: NP (4.3j, 4.3k, 9.1l, 9.1n, 9.4j; 9.4k)
   PLOs: 1.2, 2.1, 2.2

8. **Provide leadership through dissemination of scholarly activities to advance the nursing profession.**
   AACN Essentials: Domains: 4(4.1k, 4.1l, 4.1m), 9(9.2l, 9.4h, 9.5g), 10 (10.2i, 10.3j, 10.3l, 10.3m)
   NACNS Competencies: P16, N2, N4,N5, N7, N11 N12, N13, O4, O5, O7-9, O13
   NONPF Core Competencies: NP (9.2m, 9.2n, 9.4k, 9.5j, 9.5k, 10.2l, 10.2m, 10.3r, 10.3s)
   PLO 4.2

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Polit, D.F., & Beck, C.T. (2021). Nursing Research: Generating and Assessing Evidence for Nursing Practice (11th Ed). Philadelphia: Wolters Kluver. ISBN-13: 9781975110642

Purdue Online Writing Lab- APA Style (7th Edition)
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

CASP Checklists, https://casp-uk.net/casp-tools-checklists/

Refer to articles in each module.

COURSE CREDIT HOUR INFORMATION⊛ (online course only)

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

ASSESSMENT AND GRADING⊛

Assignments	Points	Percentage
• Various assignments	100 pts for each	15%
• Discussions	100 pts for each	15%
• Quizzes	100 pts for each	15%
• Theoretical framework presentation	100 pts	10%
• Digital poster presentation	100 pts	10%
• Evidence Synthesis paper	100 pts	10%
• EBP Proposal paper	100 pts	20%
• Peer Evaluation	100 pts	5%
Total		**100%**

GRADING POLICIES⊛

Grading Scale to be used for all exams and final course grades:

93-100%	=	A
90 - 92%	=	A-
87 – 89%	=	B+
84 – 86%	=	B
*81 – 83%	=	B- Graduate Programs
78 – 80%	=	C+
*75 – 77%	=	C
73 – 74%	=	C-
71 – 72%	=	D+
68 – 70%	=	D
Below 68%	=	F

- In order to receive a passing grade in a GNSG course, the student must achieve a cumulative average of 81% on exams and quizzes.
- Students who achieve less than 81% in a GNSG course must repeat the course in order to progress in the program.
- Students who receive less than an 81% average on GNSG tests and quizzes will receive a course grade of no higher than "C+", regardless of total points accrued through written projects and other course assignments.
- Grades/points will not be rounded. For example, 80.5% does not round to 81% resulting in a grade of C+ instead of a B-, according to the grading scale below.
- All assigned coursework must be completed to receive a final course grade and progress in the program.
- In order to progress in the program, students must earn a passing grade of "B-" or above in each theory course in addition to "Credit" in the concurrent clinical course. A grade of less than "B-" in a theory course and/or "No Credit" in the concurrent clinical course will necessitate the repetition of both courses.
- Students must receive a minimum score of 81% on all signature assignments. Remedial work and subsequent grading and any grade change in Canvas will be at the instructor's discretion.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this *GNSG 6021 Foundations for Evidence-Based Nursing Practice* course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include nursing research, evidence-based practice, critical appraisal, and statistical significance. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your

intellectual engagement in the area of nursing research and evidence-based practice, and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In this *GNSG 6021 Foundations for Evidence-Based Nursing Practice* course, we will cover a variety of topics, some of which you may find triggering. These topics include nursing research, evidence-based practice, critical appraisal, and statistical significance. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of nursing research and evidence-based practice, and I will support you throughout your learning in this course.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit, four days after the due date. Day 1 starts on the specified due date/time. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after 2359 on Sunday night of the last week of class. Incompletes will only be assigned in extremely unusual circumstances.

PLNU SPIRITUAL CARE

Liberty Station Campus

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus, we have an onsite chaplain, Rev. Wil Ryland who is available during class break times across the week. If you have questions, desire to meet with Rev Ryland, or prayer requests you can contact him directly at gradchaplainlibertystation@pointloma.edu.

STATE AUTHORIZATION (for fully online courses only) ✪

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states

outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY ⊛

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY⊛

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

ARTIFICIAL INTELLIGENCE (AI) POLICY

Use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

PLNU ACADEMIC ACCOMMODATIONS POLICY⊛

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic

accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](#) or find a list of campus pastors at [pointloma.edu/title-ix](#).

PLNU ATTENDANCE AND PARTICIPATION POLICY⊛

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.
Refer to Academic Policies for additional detail.

ONLINE ASYNCHRONOUS ATTENDANCE/PARTICIPATION DEFINITION

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:
- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

USE OF TECHNOLOGY ✪ (online course only)

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.
Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

SCHOOL OF NURSING

PROFESSIONAL STANDARDS
Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.
1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive

5. Accepting accountability for one's own actions
6. Being prepared and punctual

ADDITIONAL GUIDELINES

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally, it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Gradaute Associate Dean and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

ASSIGNMENTS AT-A-GLANCE

The course summary below lists the assignments and their due dates.

COURSE Content Outline (Topic Outline)

Initiation of Learning Module: **Mondays**
Discussions**:** Initial posting due **Wednesdays by 11:59PM** and response posting due
Sundays by 11:59PM
Assignments: due **Sundays by 11:59PM**
Quizzes: due **Sundays by 11:59PM**

WEEK	Format	Content/Readings	Assignments	Learning outcomes
Week 1 8/28	Optional Syn (8/31)	-Course overview -Reading: Polit & Beck, Ch 3	-Verification quiz -**Discussion-wk1:** Introduce self -**Assignment-wk1**: How to avoid plagiarism - **Assignment Wk1: Team Charter**	1. Differentiate nursing research, evidence-based practice (EBP), and quality improvement (QI). 2. Describe the similarities/differences between quantitative and qualitative studies. 3. Examine key concepts in quantitative and qualitative studies. 4. Identify the key components of research journal articles.
Week 2 9/4	Async	- Translating Research Evidence into Practice -Article: Robb & Shellenbarger (2014) -Readings: Polit & Beck, Ch 2, p30-38	**Assignment-Wk2:** PICO submission	1.Apply the steps of EBP process. 2.Construct a clinical question in PICO format. 3. Analyze barriers to the adoption of EBP and strategies to overcome them . 4. Rank the Level of Evidence (7 LOE by Melnyk)-

Week 3 9/11	Optional Sync (9/14)	-Finding Sources of Evidence and Critical Appraisal -Librarian In-service: - Readings: Polit & Beck, Ch 5; p 86- 95	**-Quiz- Wk 3** **Discussion-Wk3:** EBP Matters	1. Investigate common databases where scholarly literature of disciplines is indexed. 2. Construct keyword searching strategies. 3. Evaluate relevant evidence to answer clinical questions. 4. Analyze barriers to the adoption of EBP and strategies to overcome them .
Week 4 9/18	Async	-Introduction, Study Aims, Hypotheses, & Literature Review - Readings: Polit & Beck, Ch 4	**-Quiz-Wk4:** **-Assignment-Wk4:** DRAFT Intro + PICO + Search strategies + Evidence Evaluation Table	1. Examine the relationship among problem statement, purpose statement, research question, and hypothesis. 2. Formulate purpose/question/hypothesis statements. 3. Discuss the different types of reviews. 4. Formulate Evidence Summary Grid.
Week 5 9/25	Async	-Theoretical frameworks in nursing research and EBP - Readings: Polit & Beck, Ch 6	**-Assignment-Wk5:** Presentation of a theoretical framework-	1. Analyze the relationship among nursing theory, practice, and research. 2. Examine the key components of theory. 3. Apply appropriate conceptual frameworks in translating evidence to practice. 4. Present a conceptual framework in a professional manner.
Week 6 10/2	Optional Sync (10/5)	-Quantitative Research Design	**-Quiz-Wk6**	1. Distinguish key concepts in quantitative research designs including experimental and non-experimental.

				2. Evaluate the advantages and disadvantages of various types of study designs.
		- Readings: Polit & Beck, Ch 9, 10		3. Describe threats to internal and external validity. 4. Investigate strategies used to reduce threats to internal and external validity. 5. Appraise peer-reviewed articles critically by applying CASP checklist.
Week 7 10/9	Async	-Sampling in Quantitative Research - Readings: Polit & Beck, Ch 13	**-Quiz-Wk7**	1. Examine basic concepts associated with sampling. 2. Describe various sampling methods (probability vs non-probability). 3. Evaluate factors to be considered in determining sample size and power analysis. 4. Distinguish between Type I and Type II errors. 5. Appraise peer-reviewed articles critically by applying CASP checklist.
Week8 10/16	Optional Sync (10/19)	-Measurements and data collection in Quantitative Research - Readings: Polit & Beck, Ch 14, 15 -Melnyk's article (2018)	**-Quiz-Wk8** **-Assignment-Wk 8: EBP Paper**	1. Distinguish different levels of measurement. 2. Differentiate various types of measurements and data collection strategies. 3. Investigate factors to be considered when planning for data collection. 4. Evaluate various methods of validity and reliability testing of measurements. 5. Appraise peer-reviewed articles critically by applying CASP checklist.
Week9 10/23	Optional Sync (10/26)	-Statistics: Quantitative Research - Readings:	**-Quiz-Wk9** **-Discussion-Wk9**	1. Differentiate between descriptive and inferential statistics. 2. Distinguish different types of central tendency and variability. 3. Apply the level of significance.

		Polit & Beck, Ch 17-18 -Giuliano & Polanowicz (2008)		4. Differentiate between statistical significance and clinical significance. 5. Examine commonly used statistical procedures in nursing research. 6. Appraise peer-reviewed articles critically by applying CASP checklist.
Week10 10/30	Optional Sync (11/2)	- Clinical Significance and Interpretation of Quantitative Results Polit & Beck, Ch 17, p378-381,p666-674 Heavy (2015).	**-Quiz-Wk10**	1. Interpret effect size in determining clinical significance. 2. Apply CASP checklist for critical appraisal. 3. Apply GRADE rating system in weighing the quality of evidence. 4. Examine the development and use of clinical practice guidelines (CPGs). 5. Apply AGREE II rating system in weighing the clinical practice guidelines.
Week11 11/6	Async	-Qualitative Research: - Readings: Polit & Beck, p471-483, 501-506, 510-516, 567-574	**-Quiz-Wk11** **-Assignment: Wk 11-DRAFT EBP Proposal Paper (Not Graded)**	1. Distinguish different types of qualitative study design. 2. Examine sampling techniques and data collection in qualitative studies. 3. Compare and contrast data analysis methods in qualitative studies. 4. Evaluate trustworthiness and specific strategies used to enhance the rigor.
Week 12 11/13	Async	Ethics in Research Readings: Polit & Beck, Ch 7	**-Assignment-Wk12:** CITI training completion certificate	1. Identify the importance of study design to protect human subjects. 2. Apply the ethical principles in conducting a study. 3. Examine strategies that can mitigate the potential risks for research participants.

				4. Apply ethical principles to resolve ethical dilemma in research. 5. Discuss the functions of institutional review board (IRB)
Week 13 Thanksgiving 11/20	No Class	Thanksgiving reflection		
Week14 11/27	Async	Poster Production: Disseminating Evidence Readings: Polit & Beck, Ch 32	**-Assignment-Wk14:** EBP Proposal Paper	1.Discuss 3Ps (poster, presentation, and paper) and their contribution to EBP. 2. Describe effective strategies for presenting high-quality oral and poster presentations. 3.Create a scientific poster that effectively communicates a project, the findings, and the implications for practice. 4. Apply best practices for presenting a poster at a professional conference.
Week15 12/4	Optional Syn (12/7)	Poster Presentation: Disseminating Evidence	**-Assignment:** Digital Poster presentation-recorded	1. Discuss 3Ps (poster, presentation, and paper) and their contribution to EBP 2. Describe effective strategies for presenting high-quality oral and poster presentations 3. Create a scientific poster that effectively communicates a project, the findings, and the implications for practice. 4. Apply best practices for presenting a poster at a professional conference.
Week 16 12/11	Async	Wrap up	**Discussion-Wk16:** EBP Champions	

			Assignment Wk 16: Self/Peer Evaluation **End-of-course Evaluation**	