



School of Nursing

GNSG 6023: Planning and Management of Evidence-Based Initiatives (2 units)

Fall 2023 (Rev. 08/03/23)

Meeting days: Tuesdays, Synchronous	Instructor Contact Info:
Meeting times: 4:00pm – 6:00pm Section 1 (Virtual) Section 2 (In-Person)	GNSG 6023, Section 1: Dr. Angelica L.C. Almonte, PhD, RN Professor Email: aalmonte@pointloma.edu Telephone: 619-957-8735 (Cell- Preferred) 619-849-7817 (Voicemail Only)
Meeting location: Section 1- Virtual Zoom Section 2- Liberty Station, Room 207	GNSG 6023, Section 2: Dr. Lea Federe, DNP, RN Adjunct Professor Email: lfedere1@pointloma.edu Telephone: 619.884.3195 (Cell)
Placement: MSN-Graduate Semester 4	Office location and hours Dr. Almonte: Virtual, by appointment
Final Exam: N/A	Dr. Federe: 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⊗

GNSG 6023 Planning and Management of Evidence-Based Initiatives:

This course prepares students to design, plan and implement evidence-based healthcare innovation initiatives. Students will focus on strategic project planning and management processes using quality improvement tools and fiscal management methodologies. Emphasis will be on strategizing and managing clinical change projects to optimize quality, safety and clinical practice outcomes. Letter grade.

Prerequisite(s): GNSG 6021

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. Appraise the emerging evidence and research translation methods for healthcare innovation initiatives.

AACN Essentials: Domains: 1 (1.1e, 1.1f, 1.2f), 4 (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 evidence-based healthcare innovations.

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, 4.2n)

PLOs: 1.2, 4.1

4. Utilize information and communication technologies to acquire the 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 collaborative 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 (5.1k)

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 within a safe and just culture.

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 the dissemination of scholarly activities to advance the nursing profession.

AACN Essentials: Domains: 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

Melnyk and Fineout-Overholt: Evidence-Based Practice in Nursing and Healthcare, Fifth Edition by Bernadette Mazurek Melnyk; Ellen Fineout-Overholt, ISBN: 978-1-9752-0561-4

- a. Online textbook purchase with student resources through WK CoursePoint Lippincott CoursePoint Enhanced for “Melnyk's Evidence-Based Practice in Nursing and Healthcare, 5e”. Please use the registration class code once you have used the purchase link below.
 - b. Instructions to purchase: Lippincott Fall 2023 Discount Purchase Link: lippincottdirect.lww.com/NursingEducation-PointLomaNazareneUniversity-Fall2023
 - c. Dr. Almonte’s Class of GNSG 6023.1 is Class GNSG 6023 FA23, Registration Class Code: B008DF2B
 - d. Dr. Federe’s Class of GNSG 6023.2 is Class Name: GNSG 6023.2 FA23, Class GNSG 6023.2 FA23, Class Code: EA8D220D
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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⊗

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	%
<ul style="list-style-type: none"> ● Discussion Boards <ul style="list-style-type: none"> ○ Self-Introduction Discussion Board ○ PICO Question Discussion Board ○ EBP Lessons Learned Discussion Board 	<ul style="list-style-type: none"> ● 20 pts <ul style="list-style-type: none"> ○ 0 pts ○ 10 pts ○ 10 pts 	4%
<ul style="list-style-type: none"> ● Various Assignments (Not Signature Assignments) <ul style="list-style-type: none"> ○ Problem Statement Assignment ○ Evidence Evaluation Table (5 pieces + PICO Question) ○ Evidence Evaluation Table (7 pieces with 2 critiques) ○ Evidence Evaluation Table & Narrative Summary (8 pieces, 4 critiques, 4 summaries) ○ Evidence Synthesis Table (8-10 pieces and synthesis sentences) ○ EBP Phase I Rough Draft Similarity Report & Grammar/Spelling Review ○ EBP Phase I Peer Review ○ SWOT Analysis ○ Intervention Plan & Timeline ○ Cost-Benefit Analysis ○ Outcomes Measurement Table ○ Poster Presentation (Poster Slide & Speech & Peer Review) ○ EBP Phase II Rough Draft Similarity Report & Grammar/Spelling Review ○ Peer Eval for Oral Presentation (1-2 Peers) ○ IDEA Course Evaluation ○ Participation 	<ul style="list-style-type: none"> ● 190 pts <ul style="list-style-type: none"> ○ 15 pts ○ 10 pts ○ 10 pts ○ 32 pts ○ 20 pts ○ 0 pts ○ 5 pts ○ 10 pts ○ 10 pts ○ 10 pts ○ 15 pts ○ 25 pts ○ 0 pts ○ 5 pts ○ 3 pts ○ 20 pts 	42%
<ul style="list-style-type: none"> ● Quizzes <ul style="list-style-type: none"> ○ Academic Honesty Verification Statement ○ Quizzes- Open Book Topic- <ul style="list-style-type: none"> ▪ Topic- 5 pts ▪ Topic- 5 pts ▪ Topic- 5 pts ▪ Topic- 5 pts 	<ul style="list-style-type: none"> ● 60 pts <ul style="list-style-type: none"> ○ 0 pts ○ 60 pts 	12%

<ul style="list-style-type: none"> ▪ Topic- 5 pts ▪ Topic- 5 pts ▪ Topic- 5 pts ▪ Topic- 5 pts ▪ Topic- 5 pts ▪ Topic- 5 pts ▪ AACN SAMPLE TEST- 10 		
<ul style="list-style-type: none"> • Signature Assignments: <ul style="list-style-type: none"> ○ EBP Phase I Paper ○ EBP Phase II Paper ○ Oral Presentation 	<ul style="list-style-type: none"> • 230 pts <ul style="list-style-type: none"> ○ 65 pts ○ 65 pts ○ 100 pts 	46%
Total	500 pts	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	

- All assigned coursework must be completed to receive a final course grade and progress in the program.
- 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 6023 Planning and Management of Evidence-Based Initiatives* 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: critical appraisal and synthesis of evidence, development of evidence-based healthcare innovation initiatives, strategic project planning and management, processes using quality improvement tools and fiscal management methodologies, planning and managing clinical change projects to optimize quality, safety and clinical practice outcomes, and scholarly dissemination of assignments. 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 planning and managing evidence-based practice initiatives and healthcare innovations 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 6023 Planning and Management of Evidence-Based Initiatives* course, we will cover a variety of topics, some of which you may find triggering. These topics include: critical appraisal and synthesis of evidence, research activities, development of evidence-based healthcare innovation initiatives, strategic project planning and management, processes using quality improvement tools and fiscal management methodologies, planning and managing clinical change projects to optimize quality, safety and clinical practice outcomes, and scholarly dissemination of assignments. 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 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 evidence-based practice competencies, professional oral and written dissemination of scholarly work, peer review, readings, and quizzing, 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 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.

SYNCHRONOUS ATTENDANCE/PARTICIPATION

For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

USE OF TECHNOLOGY ⊕

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 Graduate Associate Dean and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

COURSE-SPECIFIC POLICIES

- All class assignments must be completed and submitted to pass the course.
- A student's course contribution is vital to the academic environment at Point Loma. Course class contribution is more than just asking thoughtful questions, it also involves respectful attention to what others are saying. This is not only good because what is being said might be on a test, but it is also just a common courtesy. Although it does not need to be said to most college students, texting or playing on one's phone detracts from the class environment. Class attendance and participation is directly correlated to academic achievement. Therefore, it is expected that students will attend class and engage fully in each class session.
- However, life does happen, and the reality is that you might have to miss class for an emergency operation, death in the family, or some other calamity. Therefore, you are allowed **no more than 3 absences** before being eligible for disenrollment- see attendance policy. Students are expected to proactively communicate regarding absences and/or tardiness.
- If there is a rare instance when you need an extension, contact your course faculty 48 hours or more before the assignment deadline to discuss an extension of the due date. Requests for rare extensions must be sent via email and text to faculty of record. Approval will be granted upon faculty discretion.
- Students' attendance will be captured via student signature via roster (Dr. Federe's Section 2) and/or the Zoom Attendance records (Dr. Almonte's Section 1) every class. Please log onto the virtual site with your PLNU email address so that attendance may be recorded if virtual.

ASSIGNMENTS AT-A-GLANCE

The course summary below lists the assignments. Due dates are also posted on the course Canvas site.

COURSE CONTENT OUTLINE (TOPIC OUTLINE)

Unless otherwise assigned:

Initiation of Learning Module: **Tuesdays**

Discussion Boards: Initial posting due **Thursdays by 11:59PM** and response posting due **Sundays by 11:59PM**

Assignments: Usually due **Sundays by 11:59PM** unless otherwise indicated.

Quizzes: Due **Sundays by 11:59PM**

WEEK	Format	Content/Readings	Assignments	Learning Outcomes
Tuesdays 4:00pm - 6:00pm	Section 1: Synchronous Virtual Section 2: Face to Face, In Person	Read by class time to prepare fully for class. Watch videos by class time. Some assignments are due by 4:00pm/1600 class time- check assignment due date & time. Review PowerPoint slides that will be discussed in class.	Due: Sunday by 11:59pm or 2359, unless otherwise indicated.	Student Learning Outcomes (SLOs) for the week.
Week 1 8/29/23	Section 1: Virtual Online Section 2: Face to Face	Catalyst & Assess/Cultivate Spirit of Inquiry - Review: Course Syllabus - Review: GNSG 6023 Course Canvas Site- Home, Syllabus, Meet my Instructor, Modules, Assignments, Quizzes - Read: Melnyk & Fineout-Overholt, Chapter 1 - Read Melnyk & Fineout-Overholt, Chapter 2: pages 47-50 (Table 2.3- Comparison of Research, EBP, QI) - Read: Melnyk & Fineout-Overholt, Chapter 4: pages 153-160 (Comparison of Research, EBP, QI) & Table 4.1 on pages 159 - Sources where to identify gaps in practice Melnyk & Fineout-Overholt Chapter 10- Subheading Sources of	Assignment: Verification quiz (Academic Honesty) Problem Statement & Introduction (Problem to choose- nursing problem where you apply nursing intervention that nursing implements) Self- Intro Discussion Board Open Book Quiz Plan: Sign Up for 12/5/23 Oral Presentation	1. Describe the role of evidence-based, research, and quality improvement in adopting practice changes 2. Identify evidence-practice/ policy gap in the clinical setting 3. Explain the implications of evidence-practice/ policy gap to stakeholders within the context of healthcare system 4. Propose an evidence-based practice or EBP Project to bridge research-practice or policy gap.

		<p>Internal Evidence pages 370-376</p> <ul style="list-style-type: none"> - Access website with benchmarks https://www.medicare.gov/care-compare/#search - Read and Navigate the following sources to identify a clinical problem: - Review: Patient Safety Indicators Benchmark Data Tables - Review: Medicare.org - Read: The Seven Steps of Evidence-Based Practice (article) - Review: WK1 Research, EBP, and QI (PowerPoint Slides) PPT <p>Supplemental Articles: Beckerleg et.al. (2020) Chan (2019) Cullen et.al. (2020) Kondra et.la. (2020) Lena (2019) Saqe- Rokoff (2018) You tube from IHI website</p>		
Week 2 9/5/23	<p>Section 1: Virtual Online</p> <p>Section 2: Face to Face</p>	<p>Assessing the Clinical Problem & Asking a Burning Clinical Focused Question</p> <ul style="list-style-type: none"> - Read: Melnyk & Fineout-Overholt: Chapter 2, pages 19-26 Steps of EBP - Read: Page 45 (Table 2.2 PICO Components) - Read: Page 50 (Box 2.2- Use Intervention Template for Developing PICO Question) - Read: Melnyk & Fineout-Overholt, Chapter 1 pages 28-30 (Barriers and Facilitators of EBP) 	<p>Assignment:</p> <p>PICO Question Discussion Board</p> <p>Open Book Quiz</p>	<ol style="list-style-type: none"> 1. Apply the steps of EBP process 2. Formulate a PICO Question 3. Utilize an EBP Survey Tool to evaluate organizational culture and readiness in adopting practice changes 4. Identify barriers and enablers from a completed EBP Survey Tool

		<ul style="list-style-type: none"> - Review: EBP Survey Tool found on page 865 of Melnyk & Fineout-Overholt - Watch the Library Resource Videos in Canvas Course Resources Modules: Evidence Searches - Review: WK2 PICO Questions for EBP and QI Projects PPT 		
Week 3 9/12/23	Section 1: Virtual Online Section 2: Face to Face	<p>Acquiring Relevant Evidence Searching, Collection & Synthesis</p> <ul style="list-style-type: none"> - Read: Melnyk & Fineout-Overholt, Chapter 3 - Review: Figure 3.1 on page 64 - Read: Page 197-198 (Figure 6.2 Evidence Hierarchy) - Read: Pages 146-150 (Tables- Examples of Evidence Synthesis) & Appendix D - Read: Melnyk & Fineout-Overholt, Chapter 4 - Read: Pages 155-157 (PDSA Model) - Read: Melnyk & Fineout-Overholt, Chapter 14 (EBP Models) - Review: Levels of Evidence Comparison Tool - SHH version.pdf - Read: EBPI 8 A's Model Primary Source Article - Watch: 8- Minute Video on PDSA Cycle on the AHRQ website - Review: WK3 EBP Models PPT <p>Supplemental Resources:</p>	<p>Assignment:</p> <p>PICO Question, Evidence Evaluation Table with 5 pieces of evidence</p> <p>Open Book Quiz</p> <p>Read Article, Ready to Critique: - RCT</p>	<ol style="list-style-type: none"> 1. Describe the search strategy for retrieving pertinent evidence to answer PICO Question 2. Conduct the search for evidence 3. Utilize evidence hierarchy in ranking the relevant evidence 4. Formulate Synthesis: Levels of Evidence Table 5. Distinguish the appropriate EBP/QI model to guide implementation of proposed EBP Project

		<p>-Sample EBP Project in building EBP competencies among nursing team leaders using the ARCC Model (Gorsuch et al., 2020)</p> <p>-Sample EBP Project on implementing Fall Assessment tool in pediatric patients using IOWA Model by (Ram & Wilson, 2018)</p> <p>-Sample EBP Project for preventing foot ulcer using Stetler Model (Pratama et.al., 2022)</p> <p>-Sample QI Project to improve timeliness of Internal Medicine consults in the ED using PDSA Model (Beckerleg et al., 2020)</p> <p>-Comparison of IOWA, ARCC, and PARIHS Models (Tucker et al., 2021)</p>		
<p>Week 4 9/19/23</p>	<p>Section 1: Virtual Online Section 2: Face to Face</p>	<p>Appraising/Critiquing Quantitative Evidence</p> <p>1600 DUE: Readings & Article Review & Critique Form/CASP-RCT</p> <p>- Come prepared having read the quantitative article and completed the critique form- the CASP checklist for the RCT (Randomized Controlled Trial).</p> <p>- Read: Melnyk & Fineout-Overholt, Chapter 6, specifically pages 227-236</p> <p>- Review: the checklist for critiquing quantitative studies available on pages 842-846 of Melnyk &</p>	<p>Assignment:</p> <p>Evidence Evaluation Table (with total of 7 pieces of evidence + 2 critiques of Validity, Reliability, Applicability)</p> <p>Open Book Quiz</p> <p>Read Article, Ready to Critique: - SR</p>	<p>1. Utilize critical appraisal checklists to evaluate the quality of the evidence of quantitative studies</p> <p>2. Discuss the necessary components of research studies to be displayed in Evidence Evaluation Table</p> <p>3. Practice completing an Evidence Evaluation Table</p> <p>4. Complete an Evidence Evaluation Table with critique of two quantitative studies</p>

		<p>Fineout-Overholt- specifically page 844</p> <ul style="list-style-type: none"> - Review: Evidence Evaluation Table found on page 848-850 of Melnyk & Fineout-Overholt - Download and review this document on, "Evidence of Validity and Reliability of Instruments/Tools" - Review: WK4 Critically Appraising Quantitative Evidence for Clinical Decision-Making PPT - Read RCT Article provided and complete the CASP (online) for Quantitative Study- RCT - Will complete the Evidence Evaluation Table with critiqued article info with class & review each column's purpose 		
<p>Week 5 9/26/23</p>	<p>Section 1: Virtual Online Section 2: Face to Face</p>	<p>Appraising/Critiquing Quantitative Evidence</p> <p>1600 DUE: Readings & Article Review & Critique Form/CASP-SR</p> <ul style="list-style-type: none"> - Come prepared having read the quantitative article and completed the critique form- the CASP checklist for the SR (Systematic Review). - Read: Melnyk & Fineout-Overholt, Chapter 6, specifically pages 218-227 - Review: WK5 Critically Appraising Systematic Reviews for Clinical Decision-Making PPT - Review: the checklist on critiquing systematic 	<p>Assignment: Evidence Evaluation Table (with total of 8 pieces of evidence + 4 critiques of Validity, Reliability, Applicability) and 4 Narrative Summaries</p> <p>Open Book Quiz</p> <p>Read Article, Ready to Critique: - Qual</p>	<ol style="list-style-type: none"> 1. Utilize critical appraisal checklists to evaluate the quality of the evidence of quantitative studies 2. Discuss the necessary components of research studies to be displayed in Evidence Evaluation Table 3. Practice completing an Evidence Evaluation Table 4. Complete an Evidence Evaluation Table with critique of two quantitative studies

		<p>review from Melnyk & Fineout-Overholt, page 843</p> <ul style="list-style-type: none"> - Read: CASP checklist (online) of Systematic Review <p>Review: Evidence Evaluation Table from Melnyk & Fineout-Overholt, pages 721-723</p> <ul style="list-style-type: none"> - Read SR Article provided and complete the CASP for SR - Will complete the Evidence Evaluation Table with critiqued article info with class & review each column's purpose- using 2 strongest bullet points for validity, reliability & applicability 		
<p>Week 6 10/3/23</p>	<p>Section 1: Virtual Online Section 2: Face to Face</p>	<p>Appraising/Critiquing Qualitative Evidence</p> <p>1600 DUE: Readings & Sample Paper & Article Review & Critique Form/CASP- Qualitative</p> <ul style="list-style-type: none"> - Read: Melnyk & Fineout-Overholt, Chapter 7, specifically 283-287 - Review: WK6 Critically Appraising Qualitative Evidence for Clinical Decision Making PPT- Review: the checklist on critiquing qualitative study available on pages 845 - Read Qualitative Article provided and complete the CASP for Qualitative Evidence - Read Examples of Evidence of Synthesis Table from Melnyk & 	<p>Assignment:</p> <p>Evidence Synthesis Table with outcome themes (+ 3 synthesis sentences)</p> <p>Open Book Quiz</p> <p>Extra Credit: Grade Sample Paper with Grading Rubric for Sample EBP Phase I Paper</p>	<ol style="list-style-type: none"> 1. Utilize critical appraisal checklists to evaluate the quality of the evidence of qualitative studies 2. Examine key findings or outcomes from the completed Evidence Evaluation Table in week 6 for common and recurring themes or concepts 3. Utilize Evidence Synthesis Table in arranging common and recurring outcomes into themes or concepts 4. Synthesize the key findings in the evidence from the included review into narrative format 5. Interpret the implications of findings to the proposed EBP Project

		<p>Fineout-Overholt, pp. 259-261; pp.848-850</p> <ul style="list-style-type: none"> - Will complete the Evidence Evaluation Table with critiqued article info with class & review each column's purpose - Will review Synthesis Table & Sentences - Will review sample paper & EBP Phase I Paper Grading Rubric 		
<p>Week 7 10/10/23</p>	<p>Section 1: Virtual Online Section 2: Face to Face</p>	<p>Appraising Evidence</p> <ul style="list-style-type: none"> - Discuss EBP Phase I Grading Rubric & Working on EBP Phase I Paper & Peer Review that is due - Prepare to do Peer Reviews by: Watch You tube videos x5: <ul style="list-style-type: none"> +Benefits of Peer Review for Students by Cornell Center for Teaching Innovation on YouTube +How to write effective peer review comments by Odyssey Learning project on YouTube +The secret to giving great feedback The way we work, a TED series by TED on YouTube +5 words that will improve your ability to receive feedback by John Izzo on YouTube +Receiving Feedback by Erik Jentges on YouTube 	<p>Assignment:</p> <p>Submit EBP Paper Phase I (Draft) into turnitin.com- do not store in repository & check for similarity, spelling & grammar.</p> <ul style="list-style-type: none"> + Revise paper based on feedback from turnitin.com- must have <20% similarity index with bibliography excluded. + Sunday, 10/16- Submit revised draft to peers for review + Peer reviews must be completed by Wednesday, 10/18 2359- use grading rubric feedback, not scoring and use actionable comments for feedback. 	<ol style="list-style-type: none"> 1. Write a scholarly EBP Paper 2. Conduct peer-review on peer's EBP Paper Phase II 3. Evaluate own performance in scholarly writing from the peer-review process 4. Revise peer-reviewed sections of EBP Paper

			+ Student to finalize paper based on feedback and submit on Sunday, 10/22.	
Week 8 10/17/23	Section 1: Virtual Online Section 2: Face to Face	<p>Applying Evidence</p> <ul style="list-style-type: none"> - Review EBP Phase I Paper & Grading Rubric - Discuss SWOT blank template & results of their EBP Survey tool from Week 1- page 865 - Read: Melnyk & Fineout-Overholt, Chapter 1 pages 28-30 (Barriers and Facilitators of EBP) - Read: Melnyk & Fineout-Overholt, Chapter 5 - Read: Melnyk & Fineout-Overholt, Chapter 9, pages 350-362- (strategies how to eliminate barriers) - Review: WK8 SWOT Analysis PPT - Read: the pages from the following articles referenced in the SWOT Analysis PowerPoint Sustainable Hospital Management by a Cross SWOT Analysis Applications: An integrative literature review <p>Supplemental Resources:</p> <ul style="list-style-type: none"> -Qualitative Research Study on Barriers to EBP in Community Hospital Setting Qualitative Research Study on Determinants of EBP Environment in 	<p>Assignment:</p> <p>Revision of your own EBP Phase I Paper-Final</p> <p>Peer Review of EBP Phase I Paper</p> <p>SWOT Analysis</p> <p>Open Book Quiz</p>	<ol style="list-style-type: none"> 1. Describe the importance of SWOT analysis in assessing the baseline indicators and enabling factors in the success of adopting innovations in the clinical environment (pre-change) 2. Identify the key components of SWOT analysis 3. Utilize the SWOT analysis tool to identify barriers and facilitators in the implementation of EBP Project in the clinical environment (pre-change) 4. Construct ways to mitigate barriers and optimize facilitators in the clinical environment 5. Revise peer-reviewed section of EBP Paper

		an Large Teaching Hospital -SWOT Analysis in Pediatric Pre-Anesthesia Program (Hospital Setting)		
Week 9 10/24/23	Section 1: Virtual Online Section 2: Face to Face	Applying Evidence - Read: Melnyk & Fineout-Overholt, Chapter 9, specifically pages 358-361 - Review: WK9 Implementation of EBP Project in Clinical Settings PPT - Read: A practical, multidisciplinary approach for assessing leadership in project management education - Review: Page 361, Table 9.1 & Page 851 Appendix E - Review: the EBP Model you have selected - Read Chapter 10 - Review: Pages 155-157 (PDSA Model) - Review: the PDSA cycle video from the AHRQ website - Website on PDSA: https://www.ahrq.gov/health-literacy/improve/precutions/tool2b.html - Read: Article by Mazzetto	Assignment: Intervention Plan with Aims, Outcomes, and Timeline of EBP Model Action Plan Open Book Quiz	1. Identify the responsibilities of professional practitioner in managing project or adopting practice change 2. Describe the required skills, processes, and technology in the planning of project implementation. 3. Analyze stakeholders' expectations and engagement to ensure a successful project outcome 4. Describe the differences in the implementation of EBP and QI 5. Create an Intervention Plan to implement the EBP Project
Week 10 10/31/23	Section 1: Virtual Online Section 2: Face to Face	Applying Evidence - Review: Kirkpatrick Model in class- pertinent for Nurse Outcomes on Outcomes Measurement Table- Intro: Kirkpatrick Model https://kirkpatrickpartners.com/the-kirkpatrick-model/	Assignment: Cost-benefit Analysis Open Book Quiz	1. Discuss the rationale and techniques for applying cost-benefit analysis in adopting innovations and policy changes within the healthcare context 2. Apply the cost-benefit analysis tool to assess the cost-benefit of EBP Project

		<ul style="list-style-type: none"> - Review poster example on UCSD outcomes of patient CLABSI & nurse knowledge/compliance - Read: Melnyk & Fineout-Overholt, Chapter 10, page 376 (Ethics & IRB) - Review: WK10 Cost-Benefit Analysis EBPI PPT - Download and Review: this document (on page) on Evidence of Validity and Reliability of Instruments/Tools as a guide in selecting valid and reliable tools - Read article on: Comparing two methods of health economic analyses used in nursing research 		<ol style="list-style-type: none"> 3. Prepare a cost-benefit analysis report of the EBP Project 4. Summarize the cost versus benefit of the proposed EBP Project 5. Describe IRB process pertinent to the EBP Project
Week 11 11/7/23	<p>Section 1: Virtual Online</p> <p>Section 2: Face to Face</p>	<p>Analyzing/Evaluating</p> <ul style="list-style-type: none"> - Guest Lecturer (Dr. Federe or Dr. Deleon) on Outcome Measures & Data Strategies- create spreadsheet & extract data - Read: Melnyk & Fineout-Overholt, Chapter 10 & PPT - Review: WK 11 Outcome Measurements PPT WK11 Leadership Strategies PPT - Download and Review: Evidence of Validity and Reliability Instruments/Tools as a guide in selecting valid and reliable tools - Read: WK11 Statistical Tests- see handout on analysis - Review: the following articles referenced in the PowerPoints 	<p>Assignment:</p> <p>Outcomes Measurement Plan Table</p> <p>Open Book Quiz</p>	<ol style="list-style-type: none"> 1. Identify the components of Outcome Measurement Plan 2. Practice how to use Excel spreadsheet to manage outcomes targets for an EBP Project 3. Develop an Outcome Measurement Plan for the EBP Project 4. Identify ways to adapt/adopt the change after analysis 5. Identify successful ways to sustain the practice change <p>2 outcomes (1 patient and 1 for patient/nursing/organization)- Show students the Table of Outcomes Measurement</p>

		<p>+ Topic: Quality Measures</p> <p>+ Measurement for Quality Improvement, AHRQ website https://qualityindicators.ahrq.gov/</p> <p>+ Measures: Institute for Healthcare Improvement, IHI website http://www.ih.org/resources/Pages/HowtoImprove/ScienceofImprovementEstablishingMeasures.aspx</p> <p>+ The Kirkpatrick Model, https://kirkpatrickpartners.com/the-kirkpatrick-model/</p>		
Week 12 11/14/23	<p>Section 1: Virtual Online</p> <p>Section 2: Face to Face</p>	<p>Advancing & Adopting/ Disseminating</p> <ul style="list-style-type: none"> - Read: Melnyk & Fineout-Overholt, Chapter 21 - Review: WK12 <p>Disseminating evidence through presentation and publication PPT</p> <ul style="list-style-type: none"> - Review EBP Phase II Paper Grading Rubric - Review Oral Presentation Grading Rubric & examples that will take place during week(s) 15 and/or 16; <p>Complete Sign Up Sheets</p> <ul style="list-style-type: none"> - Watch the following videos: +How to start a presentation by Expert Academy on YouTube +Do's and Don'ts in making presentation more effective by Gila Daisery on YouTube +Great Openings and Closings by Deborah 	<p>Assignment:</p> <p>Poster Presentation with Audio</p>	<ol style="list-style-type: none"> 1. Discuss the several methods to disseminate results of EBP Project 2. Identify the pertinent sections in an evidence-based poster 3. Describe effective strategies in presenting evidence-based poster 4. Create a virtual poster presentation to disseminate the EBP practice project

		Grayson Riegel on YouTube		
Week 13 11/21/23	Section 1: Virtual Online Section 2: Face to Face	<p>Advancing & Adopting/ Disseminating</p> <ul style="list-style-type: none"> - Review Grading Rubrics for Oral Presentation & EBP Phase II Paper, Grade Sample Papers/Exemplars - Review the Turnitin student resource guide Prepare to do Peer Reviews by: Watch YouTube videos x5: <ul style="list-style-type: none"> +Benefits of Peer Review for Students by Cornell Center for Teaching Innovation on YouTube +How to write effective peer review comments by Odyssey Learning project on YouTube +The secret to giving great feedback The way we work, a TED series by TED on YouTube +5 words that will improve your ability to receive feedback by John Izzo on YouTube +Receiving Feedback by Erik Jentges on YouTube 	<p>Assignment:</p> <p>Peer Review for 1-2 Poster due on Canvas & emailed to Peer</p>	<ol style="list-style-type: none"> 1. Write a scholarly EBP Paper II rough draft 2. Utilize Turnitin Self-Checker for review of originality, grammar, and APA citations and references 3. Evaluate own quality of writing and similarity index in the EBP Paper II rough draft based on the Turnitin report 4. Create a scientific powerpoint presentation that summarizes the EBP practice project
Week 14 11/28/23	Section 1: Virtual Online Section 2: Face to Face	<p>Advancing & Adopting/ Disseminating</p> <ul style="list-style-type: none"> - Oral Presentation Preparation - Course IDEA Evaluations Discussion 	<p>Assignment:</p> <p>Oral Presentation Slides Peer Feedback/ Reviews IDEA Evaluations</p>	<ol style="list-style-type: none"> 1. Identify personal action steps to improve oral presentation skills 2. Prepare to deliver a professional oral presentation summarizing the EBP practice project 3. Demonstrates effective use of multimedia aids in delivering oral presentation

				<p>4. Prepare to provide feedback to peers on their EBP Project.</p> <p>5. Submit a scholarly EBP Paper II as a final draft</p>
<p>Week 15 12/5/23</p>	<p>Section 1: Virtual Online Section 2: Face to Face</p>	<p>Advancing & Adopting/ Disseminating</p> <ul style="list-style-type: none"> - Oral Presentations - Peer Feedback/Reviews - Course IDEA Evaluations 	<p>Assignment:</p> <p>EBP Phase II Paper- Abstract, Phase II, All References & Appendices</p> <p>Oral Presentations</p> <p>Peer Feedback/ Reviews</p> <p>EBP Discussion Board</p> <p>IDEA Evaluations</p> <p>Quiz- ANCC Sample Quiz due 12/12</p>	<p>1. Identify personal action steps to improve oral presentation skills</p> <p>2. Deliver a professional oral presentation summarizing the EBP practice project</p> <p>3. demonstrates effective use of multimedia aids in delivering oral presentation</p> <p>4. Provide feedback to peers on their EBP practice project</p>
<p>Week 16 12/12/23</p>	<p>Finals Week: Discussion Board</p>	<p>EBP Discussion Board & Final Quiz</p> <ul style="list-style-type: none"> - Oral Presentations - Peer Feedback/Reviews 	<p>Assignment:</p> <p>EBP Lessons Learned Discussion Board</p> <p>Wk 16 ANCC Quiz Final Quiz- Score above 81%</p> <p>CE Meeting with Dr. Kim & Carol- TBA</p>	<p>1. Identify personal action steps to improve oral presentation skills</p> <p>2. Deliver a professional oral presentation summarizing the EBP practice project</p> <p>3. Demonstrates effective use of multimedia aids in delivering oral presentation</p> <p>4. Provide feedback to peers on their EBP practice project</p> <p>5. Evaluate self and others' personal growth and learning in</p>

				developing an EBP Project for improving patients' outcomes
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