



NUR 3666:

Evidence-Based Nursing and Research in Global Health Care Sections RVCC RVDC RVEC 1225



**Instructor: Dr. Carmen Caicedo
Information**

- **Email:**
- **Phone:**
- **Office:**
- **Office Hours:** Tuesday @ 9-3 pm or by appointment Zoom conference call

**Course Time Zone | Eastern Standard Time (EST).
Course due dates are according to this time zone.**

Review your course syllabus for essential information regarding university policies, course expectations and important information about assignment guidelines. Your course assignments are chronologically listed below by the due date. The syllabus can be downloaded and printed.

If you encounter any technical difficulties, please contact [LMS Help Support Services](#).

Course Description

Develop research knowledge and skills for evidence-based nursing care delivery. Evaluate evidence for use in practice with diverse groups in a global environment.

This is a Discipline-specific **Global Learning** course that counts towards your FIU Global Learning graduation requirement.

Course Purpose

The purpose of this course is to introduce students to research methods and evidence-based practice for nursing around the world (global perspective). A major focus of this course is for students to critically evaluate research studies and to evaluate evidence for use in practice with diverse groups in a global environment. In addition to the course objectives found below, this course supports the University's quality enhancement plan (QEP) which focuses on global learning for global citizenship. This course is also designated as a writing intensive course (20 or more pages of writing assignments).

Course Objectives

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

1. Describe historical and contemporary trends and issues in nursing and their impact on the practice of nursing within a multicultural global environment.
 - **Domain 1: Knowledge for Nursing Practice**
 - i. **1.3 Demonstrate clinical judgment founded on a broad knowledge base (1.3a – 1.3c)**
 - *Evaluation: Writing assignments, discussions; quizzes*
2. Describe the scope of nursing practice, as articulated in ethical, legal, and professional documents (e.g., Scope and Standards of Nursing Practice, Nursing Codes of Ethics, Nurse Practice Acts, and Nursing Process).
 - **Domain 9: Professionalism**
 - i. **9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society (9.1a – 9.1g)**
 - *Evaluation: Writing assignments, discussions; quizzes*
3. Examine the culture of professional nursing including values, beliefs, behaviors, attitudes, and professional nursing organizations.
 - **Domain 6: Interprofessional Partnerships**
 - i. **6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values (6.4a – 6.4d)**
 - *Evaluation: Writing assignments, discussions; quizzes*
4. Employ theoretical foundations of nursing including selected nursing theories and theories from other disciplines that support nursing knowledge and evidence-based practice.
 - **Domain 1: Knowledge for Nursing Practice**
 - i. **1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences (1.2a – 1.2d)**
 - **Domain 3: Population Health**
 - i. **3.1 Manage population health (3.1a – 3.1i)**
 - *Evaluation: Writing assignments, discussions; quizzes*
5. Examine one's own beliefs, values, biases, health, and risks as they relate to personal health and professional practice and the ability to provide quality care to diverse populations.
 - **Domain 1: Knowledge for Nursing Practice**
 - i. **1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences (1.2d)**
 - **Domain 9: Professionalism**
 - i. **9.3 Demonstrate accountability to the individual, society, and the profession (9.3a – 9.3h)**
 - *Evaluation: Writing assignments, discussions; quizzes*
6. Compare and contrast the roles, functions, and perspectives of the nurse professional with other care professionals on the healthcare team.
 - **Domain 6: Interprofessional Partnerships**
 - i. **6.3 Use knowledge of nursing and other professionals to address healthcare needs**
 - *Evaluation: Writing assignments, discussions; quizzes*
7. Discuss the inter- and intra-professional communication, collaborative and advocacy skills needed to deliver patient-centered-nursing care.
 - **Domain 6: Interprofessional Partnerships**

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i. 6.2 Perform effectively in different team roles, using principles and values of team dynamics (6.2a – 6.2f)

- *Evaluations: Writing assignments, discussions, quizzes*

8. Explore the delivery of nursing and health care in the United States and globally.

- **Domain 7: Systems-Based Practice**

i. 7.1 Apply knowledge of systems to work effectively across the continuum of care (7.1a – 7.1d)

- *Evaluation: Writing assignments, discussions; quizzes*

9. Differentiate technologies that assist the nurse to deliver safe, quality care, including search and retrieval information, telecommunications, patient care, decision-making and clinical information systems (CIS).

- **Domain 8: Informatics and Healthcare Technologies**

i. 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations (8.1a – 8.1f)

- *Evaluations: Writing assignments, discussions, quizzes*

Global Learning Course Outcomes

Global Awareness

1. Students will explore the state of evidence-based nursing practice locally, nationally, and globally, and analyze factors that influence evidence from a local, state, national, and global perspective.
 - Students will evaluate evidence for use in practice with diverse groups in a global environment as they pertain to contemporary nursing research and practice in a turbulent, complex, and changing health care system.
- **Domain 1: Knowledge for Nursing Practice**
 - i. 1.3 Demonstrate clinical judgment founded on a broad knowledge base (1.3a – 1.3 c)*
 - *Evaluations: Writing assignments, discussions, quizzes*

Global Perspective

2. Students will explain how evidence-based practice and practice guidelines may be modified to meet resource availability and socio-cultural norms of specific group and populations at the local, state, national and global levels.
 - Students will evaluate critically research studies (USA and non-USA) and to evaluate evidence for use in practice with diverse groups by analyzing factors that influence evidence from a global perspective.
- **Domain 4: Scholarship for the Nursing Practice**
 - i. 4.1 Advance the scholarship of nursing (4.1a – 4.1g)*
 - *Evaluations: Writing assignments, discussions, quizzes*

Global Engagement

3. Students will collaborate in the collection, documentation, and dissemination of evidence and best practices within local, state, national, and global arenas.
 - Students will demonstrate a willingness to collaborate in the collection, documentation, and dissemination of evidence and best practices within local, state, national, and global arenas.

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- **Domain 8: Informatics and Healthcare Technologies**
 - i. **8.2 Use information and communication technology to gather data, create information, and generate knowledge (8.2a – 8.2e)**
- *Evaluations: Writing assignments, discussions, quizzes*

Course Prerequisites

This course has a prerequisite admission to Nursing Major.

Policies

Before starting this course, please review the following pages:

- [Policies](#)
- [Netiquette](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)
- [Inclusivity Statement](#)

FIU Library Support

The FIU library provides several services to distance learning students. For example:

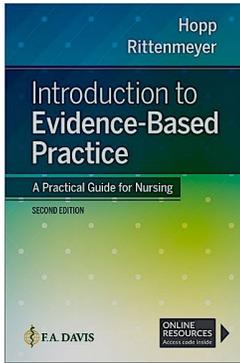
1. Students can request a chat session in Canvas for an explanation on how to access library resources.
2. Students can request detailed instructions on how to access library resources.
3. One-on-One assistance from the Distance Learning Librarian.

Do not struggle through your library research alone! Help is available. For further information, Email your question to asklib@fiu.edu or call 305-48-2454. Visit the [FIU Library](#). Also, see additional [Library Resources for Nursing](#)

Panther Book Pack

FIU has implemented the Panther Book Pack rental program, which provides your required print and digital course materials at a flat rate of \$20 per undergraduate credit hour. When you registered for your classes this session, you were notified via email of the required course materials that are included in the Panther Book Pack. The Panther Book Pack program applies to all undergraduate credit hours per academic session. I recommend that you review the pricing for all materials across your classes this session compared to the Panther Book Pack flat rate. If the Panther Book Pack is not your best option, you may opt out up to three days after the add/drop deadline. You may opt back into the Panther Book Pack up to three days after the add/drop deadline. If you do not opt out of the Panther Book Pack rental program, you will be charged \$20 per credit hour and the course materials will be reserved for you for the undergraduate courses for which you are registered. For more details, visit bookpack.fiu.edu

Textbooks



Introduction to Evidence Based Practice 1st edition. (Required)

Lisa Hopp, PhD, RN, FAAN

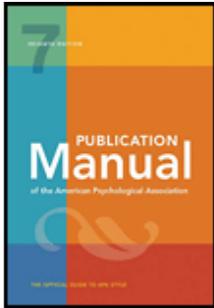
Leslie Rittenmeyer, PsyD, RN, CNE

F.A. Davis Company; Second edition; October 1, 2020

ISBN-10: 9780803666634

ISBN-13: 0803666632

You may purchase your textbook online at the [FIU Bookstore](#)



PUBLICATION MANUAL OF THE AM. PSY. ASSOCIATION (Required)

American Psychological Association

ISBN- 978-1-4338-3216-1

You may purchase your textbook online at the [FIU Bookstore](#)

Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online.

Expectations for performance in an online course are the same as a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the getting started page** located in the course modules;
- View the academic misconduct policy and accept the policy conditions in the first week of class;
- **Introduce yourself to the class** during the first week by posting a "introduce your clinical health topic area of interest" in the appropriate discussion;
- **Take the practice quiz** to ensure that your computer is compatible with the learning management system, canvas;
- **Interact** online with instructor and peers;
- **Review** and follow the course calendar and weekly outlines;
- **Log in** to the course **3 - 4 times** per week;
- **Respond** to discussions by the due date specified. **No late work will be accepted;**
- **Respond to emails** within **1 to 2 days;**
- **Submit** assignments by the corresponding deadline. **No late work will be accepted.**

The instructor will:

- Log in to the course **daily;**
- Respond to discussion postings within **3 days of the deadline;**
- Respond to **emails** within **24 hours;**
- Grade assignments within **5 to 10 days** of the assignment deadline.

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Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within **24 hours**.

Teaching Strategies

Assigned reading, Library Assignment, writing assignments Papers 1 & 2, Appraisal Synopsis #1-2, and Final Paper, Discussions, Evidence-Based Project Parts 1-2, Human Subjects Protection Certification (CITI), EBP Poster Presentation and poster peer reviews, Podcasts, PowerPoint slides and lecture recordings, videos, library literature search with search history documentation.

Evaluation Methods

Library assignment, APA Style quiz, Quiz assessments, Discussions and using Discussion Rubric, writing assignments Paper 1 & 2, Appraisal Synopsis #1-2, Final Paper using Written Communication Rubric, Evidence-Based Project Parts 1-2 using individual rubrics for each part, CITI certification, EBP Poster with 2 peer reviews.

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

There will be a total of five (5) Discussions with Postings throughout the semester.

- Discussion 1 - Introduce Yourself and Identify a BSN Clinical Issue
- Discussion 2 - Relationship between Evidence-Based Practice and Clinical Decision Making
- Discussion 3 - EBP Poster Presentation
 - The purpose of a poster is to disseminate your evidence to other colleagues. It is a picture representation of your work done on your literature review Final Paper; to provide (and receive) a peer-reviewed appraisal.
- Discussion 4 - Poster Peer Review post

A **grading rubric** is associated with each one and can be located within the **instructions of the discussion**.

Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the [Practice Quiz](#) from each computer you will be using to take your graded quizzes and exams. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet.

All quizzes are 30 minutes, 10 questions, one question at a time with no backtracking.

- **Quiz: APA Style** available from Monday, May 10 at 12:01 AM to Sunday, May 15 at 11:59 PM; Duration: 30 minutes
- **Quiz: Chapters 1 -3** available from Monday, May 10 at 12:01 AM to Sunday, May 29 at 11:59 PM; Duration: 30 minutes
- **Quiz: Chapters 4 - 6** available from Monday, May 10 at 12:01 AM to Sunday, June 5 at 11:59 PM; Duration: 30 minutes
- **Quiz: Chapters 7 - 9** available from Monday, May 10 at 12:01 AM to Sunday, June 12 at 11:59 PM; Duration: 30 minutes

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- **Quiz: Chapters 10 - 11** available from Monday, January 10 at 12:01 AM to Sunday, June 19 at 11:59 PM; Duration: 30 minutes
- **Quiz: Chapters 12 - 16** available from Monday, January 10 at 12:01 AM to Tuesday, July 5 at 11:59 PM; Duration: 30 minutes

Students are able to see the score after each quiz is closed. No make-up quizzes. For more information, please review the [important information about quizzes page](#).

CITI Web-based Training Module

The Collaborative Institutional Training Initiative (CITI) Human Subject Protection Course: Register Early; Save work until completed.

1. Go to [CITI Program \(Links to an external site.\)](#) (Links to an external site.)
2. Click on the "register" link in the upper right corner. **You are affiliated with Florida International University - you are Not an independent learner (unless you want to pay)** Provide the information in the required fields on the registration form. Use your username and password for your records; you may access this information later. After making an account, you need it will ask you the type of research.
3. Select "Human Subjects Research" Then it will ask you the type of Human Subjects Research
4. Select **Social & Behavioral Human Research Investigators Course**. Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social and Behavioral research with human subjects. There are seven (13 total sections to read) with a quiz. You must complete all seven chapters to receive both certificates. Keep copies for yourself.

Submit copies of both (2) certificates to the Citi Human Subjects Protection Course Certificate Assignment Canvas page. **To receive the score achieved from the modules, you will need to submit both certificates.**

Assignments

This course is a writing-intensive course (20 or more pages of writing assignments).

All papers must be submitted as Word files with the extension .doc or .docx. If you do not have Word or have an "older" version of Word, students can download a free version of Microsoft Office (which contains Word) from FIU.

All writing assignments follow the reading assignments. It is your opportunity to apply your newly acquired knowledge to specific evidence-based practice scenarios and research studies. **Do not email any assignment.** All writing assignments are submitted through [Turnitin](#). Turnitin is the anti-plagiarism software being used in Canvas. Turnitin compares papers submitted against a vast repository of articles in periodicals, journals, and publications as well as previously submitted papers. This document details the matching or similar text between a submission made on Turnitin and others from the repository. The Originality Report icon shows a percentage reflecting that portion of a paper that is like other written sources of information. Written submissions that have high similarity percentages suggest little original contributions of the student. Papers with originality reports of twenty-five percent (25%) or greater similarity will receive have a letter grade deduction. Papers may be re-submitted as often as necessary to rectify originality up to the due date. An originality report may take up to 24 hours to generate after submission.

The AI writing indicator that has been added to the Similarity Report will show an overall percentage of the document that may have been AI-generated. The percentage generated by Turnitin's AI writing detection model, is different and independent from the similarity score, and the AI writing highlights are not visible in the

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Similarity Report. Turnitin's AI writing detection model only highlights text that is highly likely to be AI-generated. The final decision on whether any misconduct has occurred rests with faculty.

All written assignments should follow [APA \(7th edition\) format \(Links to an external site.\)](#) including a running head, the title page, abstract page, narrative, and reference page. Adhere to APA format including margins, paragraphs, spacing, headings, font type, and size. If you need any assistance with writing, please go [FIU Center for Excellence in Writing \(Links to an external site.\)](#).

Paper #1 Creating a Supportive EBP Environment

Read this article: Melynk, B. M. (2014). Building Cultures and Environments That Facilitate Clinician Behavior Change to Evidence-based Practice: What Works? *Worldviews on Evidence-Based Nursing*, 11(2), 79–80.

<https://doi.org/10.1111/wvn.12032>

Write a 3-page narrative (3-pages – 5-point deduction for over/under page limit as submitted in Turnitin) in 7th edition APA formatting. Identify 4 attributes essential to creating a supportive EBP culture and provide the rationale for each selection. Choose one attribute and identify 3 specific measures or steps that must be taken to build, support, enrich, or sustain that attribute.

This paper is to reinforce what you just learned about the 7th edition APA Manual and to provide practice in demonstrating the appropriate mechanics of writing style for a baccalaureate-prepared nurse including grammar, spelling, punctuation, capitalization, abbreviations, and numbers within text and the correct use of the four elements of a reference page citation (author(s), year of publication, title, and source) for a book, web site, and an article.

A grading rubric is associated with the assignment and can be located within the instructions.

For more information, please review the [important information about the assignments](#) page.

Quantitative Research Appraisal Synopsis #1

The purposes of this assignment are to read a quantitative research study article which is provided and to demonstrate a critical appraisal of the evidence. Write a 3-page narrative plus the title, abstract (for your written paper), and reference page. Use 7th edition APA format.

Qualitative Research Appraisal Synopsis #2

The purposes of this assignment are to read a qualitative research study article which is provided and to demonstrate a critical appraisal of the evidence. Write a 3-page narrative plus the title, abstract (for your written paper), and reference page. Use 7th edition APA format.

Criteria for Success: See **Written Communication Rubric**.

For more information, please review the [important information about the assignments](#) page.

Final Paper – Literature Review/Research Utilization Paper (Research/Global Health)

The purpose of this literature review is to answer your PICO question using research evidence. Discuss how your selected BSN practice problem is applicable in both the USA and non-USA countries, and critically appraise four research studies on your topic. This is a scholarly paper, written as a “Review of the Literature” article publishable in a nursing journal.

Write an 8-page narrative (8 pages maximum – 5-point deduction for over/under page limit as submitted in Turnitin) plus a title page, abstract page, and reference page. A **grading rubric** is associated with the assignment and can be located within the **instructions**.

For more information, please review the [important information about the assignments](#) page.

Clinical Group Discussions - Evidence-Based Practice (EBP) Project

The purpose of this project is to begin preparing material for Paper #4 and your EBP Poster.

Part 1: Asking the (Clinical) PICO Question

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- Identify a problem that may exist in a clinical setting. This problem may involve patients, staff, or the operating functions in a health care system. Complete the first 7 sections of EBP PART 1 document. Develop a PICO question of effect of intervention (population, intervention, comparison, and outcome) Using the EBP Part 1 Question Development Tool.

Part 2: Searching for Evidence

- Conduct an electronic literature search on the chosen topic, save the search history, select at least eight (8) articles of evidence per clinical group. Critique each article using the EBP PART 2 - Appraisal Tool and complete the Summary Table.

A **grading rubric** is associated with each one and can be located within the **instructions** of each part of the **EBP Project**.

For more information, please review the [important information about the assignments](#) page.

Zoom Video Conference

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. Zoom meetings can be accessed via the Zoom link in the course navigation menu. Once you click on the Zoom link, it will route you to join the meeting for the respective class session. You will also be able to view upcoming meetings, previous meetings that you have already joined, and meeting recordings. Before joining an actual class session:

- Reference the [Zoom Student Tutorials \(Links to an external site.\)](#) to learn about the tool, how to access your meeting room, and share your screen.
- Access the [Zoom Test Meeting Room \(Links to an external site.\)](#) to test out the software before joining an actual session.

If you encounter any technical difficulties, please contact the [FIU Canvas Help Team \(Links to an external site.\)](#). Please ensure you contact support immediately upon the issue occurring.

Grading Components

Course Requirements	Due Date	Weight
Final Paper - Research Utilization Paper (Research/Global Health) [8-pages]	Sunday 7/10 @11:59pm	20%
Appraisal Synopsis #1 [3-pages]	Sunday 6/19 @ 11:59 pm	15%
Appraisal Synopsis #2 [3-pages]	Sunday 7/5 @ 11:59 pm	15%
Paper #1 [3-pages]	Sunday 5/22 @ 11:59pm	10%
Paper #2 [4-pages]	Sunday 6/5 @ 11:59 pm	10%
EBP Project Part 1 Asking the PICO Question Part 2 Searching the Evidence	Sunday 6/12 @ 11:59 pm Saturday 6/26 @ 11:59pm	10% Total
Discussions	Initial post due Friday @ 11:59 pm Responses due Sunday @ 11:59 pm	10% Total

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Discussion 1 – Introduce Yourself and Identify a BSN Clinical Issue	5/13 & 15 @ 11:59 pm	
Discussion 2 – Relationship btw EVP and Clinical Decision Making	5/27 & 29 @ 11:59 pm	
Discussion 3 – EBP Poster Presentation	7/22 @ 11:59 pm	
Discussion 4- Peer Reviews	7/24 @ 11:59 pm	
Library assignment	Sunday 5/16 @ 11:59 pm	10%
Quiz 2 APA Style	Sunday 5/22 @ 11:59 pm	
Quiz 3 Chapters 1-3	Sunday 5/29 @ 11:59 pm	
Quiz 4 Chapter 4-6	Sunday 6/5 @ 11:59 pm	
Quiz 5 Chapters 7-9	Sunday 6/12 @ 11:59 pm	
Quiz 6 Chapters 10-11	Sunday 6/19 @ 11:59 pm	
Mid-tern Survey	Sunday 6/19 @ 11:59 pm	
Quiz 7 Chapters 12-16	Tuesday 7/ 5 @ 11:59 pm	
CITI Certification	Sunday 7/17 @ 11:59 pm	
Total		100%

*Dates are not in chronological order, please plan accordingly.

Grading Scale

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	93-100%	B	85-88%	C	77-80% Passing
A-	91-92%	B-	83-84%	D	68-76%
B+	89-90%	C+	81-82%	F	0-68%

Panthers-Protecting-Panthers (P3) App

Students are required to submit the screening questionnaire every time they plan to visit any of FIU’s campuses. It is your responsibility to notify your instructor and coordinate any follow-up related to class instruction, either through email or Canvas, with the result of the P3 screening.

If the P3 screening results in a recommendation to stay home and get tested for COVID-19 (REDresult), a member of the COVID Response Team will contact you directly. Additionally, you will have the option to have the COVID Response Team notify your professor as well.

The Panthers Protecting Panthers Training Course has now been launched and may be accessed via FIU Develop (if needed, login instructions are available).

Course Calendar Weekly Schedule*

Date	Assignments
Week 1 5/9 -5/15	<p>Readings & Video:</p> <p>Welcome Orientation and Syllabus Review (Links to an external site.) - Video</p> <p>Writing in Nursing.docx</p> <ul style="list-style-type: none"> Nurses are primarily concerned about providing quality care to patients and their families, and this demands both technical knowledge and the appropriate expression of ideas. As a result, nursing students are expected to learn how to

Date	Assignments
	<p>present information succinctly, and even though they may often use technical medical terminology, their work should be accessible to anyone to read it.</p> <p>Online Research Guide for Students (Links to an external site.) Not All Plagiarism is Created Equal.pdf</p> <ul style="list-style-type: none"> • How Instruction can Protect Institutional Reputation <ul style="list-style-type: none"> ◦ Plagiarism-free writing is no accident, but it requires skills and knowledge that many students simply do not have and to which they do not have ready access. Placing focus on helping students acquire these skills will lead to great benefits for educational institutions, including instructors who feel more secure that they and their students are protected by the school's policies, stronger student engagement, lower attrition rates, and more robust reputations. <p>Tasks:</p> <ul style="list-style-type: none"> • Syllabus Contract Quiz <ul style="list-style-type: none"> ◦ due by 11:59 pm on January 16 • Library Assignment <ul style="list-style-type: none"> ◦ due by 11:59 pm on January 16 • Discussion 1 <ul style="list-style-type: none"> ◦ due by 11:59 pm on January 16
<p>Week 2 5/16-5/22 5/16 last day to add/drop.</p>	<p>Readings & Video:</p> <p>What's New in APA 7th Edition Manual (Links to an external site.) - Video</p> <p>What's New in the 7th Edition APA Manual.pptx APA Style Made Easy.pptx FIU Library Citations & Plagiarism (Links to an external site.)</p> <p><i>Publication Manual of the American Psychological Association (7th ed.):</i></p> <ul style="list-style-type: none"> • Chapter 2 pages 29-67 • Chapter 4 pages 111-127 • Chapter 6 pages 153-191 • Chapter 8 pages 253-278 • Chapter 9 pages 281-312 • Chapter 10 pages 313-354 <p>Scientific Literature Review or Scientific Writing for Literature Review (Links to an external site.) - Video Scientific Writing lecture.pptx</p> <p>Nursing Student Writing Guidelines Checklist.docx</p> <p>How to Read an Academic Paper (Links to an external site.) - Video</p> <p>Task:</p> <ul style="list-style-type: none"> • Quiz: APA Style

Date	Assignments
	<ul style="list-style-type: none"> ○ due by 11:59 pm on May 22 • Paper #1 <ul style="list-style-type: none"> ○ due by 11:59 pm on May 22
Week 3 5/23-5/29	<p>Readings:</p> <ul style="list-style-type: none"> • Introduction to Evidence-Based Practice <ul style="list-style-type: none"> ○ Chapter 1: Background and Content – What is Evidence-Based Practice and Who Cares? ○ Chapter 2: Elements of Evidence-Based Practice ○ Chapter 3: Global Perspectives and Borderless Knowledge <p>Task:</p> <ul style="list-style-type: none"> • Discussion 2 <ul style="list-style-type: none"> ○ Initial post due May 27 by 11:59 pm ○ Final post due May 29 by 11:59 pm • Quiz: Chapters 1 - 3 <ul style="list-style-type: none"> ○ due by 11:59 pm on May 29
Week 4 5/30 Memorial Day- no classes 6/1-5/5	<p>Readings:</p> <ul style="list-style-type: none"> • Introduction to Evidence-Based Practice <ul style="list-style-type: none"> ○ Chapter 4: Why Bother with Theory? ○ Chapter 5: A Sampler of Conceptual Frameworks and Models ○ Chapter 6: Common Principles <p>Pearson et al. (2005). A model of Evidence-Base healthcare.pdf</p> <p><i>International Journal of Evidence-Based Healthcare</i>, (8), 207–215. http://doi.org/10.1111/j.1479-6988.2005.00026.x</p> <p>The components of knowledge transfer and exchange in health services.pdf</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Paper #2 <ul style="list-style-type: none"> ○ due by 11:59 pm on June 5 • Quiz: Chapters 4 - 6 <ul style="list-style-type: none"> ○ due by 11:59 pm on June 5
Week 5 6/12-6/13	<p>Readings:</p> <ul style="list-style-type: none"> • Introduction to Evidence-Based Practice <ul style="list-style-type: none"> ○ Chapter 7: Overview of the Evidence-Based Practice Process ○ Chapter 8: Ask and Assess: Questioning

Date	Assignments
	<ul style="list-style-type: none"> ○ Chapter 9: Acquire and Diagnose: Linking the Problem with Finding Best Sources of Evidence • PICO(T) • PICOT: Types of Questions.pdf • Template for PICOT Questions.pdf <p>Asking Clinical Questions: PICOT.pdf</p> <p>This is the third article in a series from the Arizona State University College of Nursing and Health Innovation's Center for the Advancement of Evidence-Based Practice. Evidence-based practice (EBP) is a problem-solving approach to the delivery of health care that integrates the best evidence from studies and patient care data with clinician expertise and patient preferences and values.</p> <p>🔗 To Make your Case, Start with a PICOT Question.pdf</p> <p>What's the optimum way to find the best evidence? This article will help nurses get started by forming a clinical or searchable question with an evidence-based practice framework...</p> <p>🔗 Models by Nurses.pdf</p> <p>Numerous conceptual models of nursing have been developed, and nurse researchers have been inspired by these models in formulating research questions and hypotheses.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Quiz: Chapters 7-9 <ul style="list-style-type: none"> ○ due by 11:59 pm on June 12 • EBP Project Part 1 <ul style="list-style-type: none"> ○ due by 11:59 pm on June 12
<p>Week 6 6/13-6/19</p>	<p>Reading</p> <ul style="list-style-type: none"> • Introduction to Evidence-Based Practice <ul style="list-style-type: none"> ○ Chapter 10: Appraise and Plan I: All Evidence Is Not Created Equal ○ Chapter 11: Appraise and Plan II: Pre-Appraised and Synthetic Sources of Evidence <p>Tasks:</p> <ul style="list-style-type: none"> • Quiz: Chapters 10 - 11 <ul style="list-style-type: none"> ○ due by 11:59 pm on June 19 • Appraisal Synopsis #1 <ul style="list-style-type: none"> ○ due by 11:59 pm on June 19 • Midterm Survey

Date	Assignments
	<ul style="list-style-type: none"> ○ due by 11:59 pm on June 19
<p>Week 7 6/20-6/26</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Introduction to Evidence-Based Practice <ul style="list-style-type: none"> ○ Chapter 12: Apply and Implement I: Decision Making and Integrating Preference and Clinical Expertise ○ Chapter 13: Apply and Implement II: Individual Nurse Implementation ○ Chapter 14: Apply and Implement III: Nursing Systems of Evidence Implementation ○ Chapter 15: Apply and Implement IV: National and International Systems of Evidence Implementation ○ Chapter 16: Assess and Evaluate: Outcome Measurement and Revision of Plan <p>Tasks:</p> <ul style="list-style-type: none"> • EBP Project Part 2 <ul style="list-style-type: none"> ○ due by 11:59 pm on June 17
<p>Week 8 6/27-7/3 Last day to drop course with a "W" 7/27</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Introduction to Evidence-Based Practice <ul style="list-style-type: none"> ○ Chapter 12: Apply and Implement I: Decision Making and Integrating Preference and Clinical Expertise ○ Chapter 13: Apply and Implement II: Individual Nurse Implementation ○ Chapter 14: Apply and Implement III: Nursing Systems of Evidence Implementation ○ Chapter 15: Apply and Implement IV: National and International Systems of Evidence Implementation ○ Chapter 16: Assess and Evaluate: Outcome Measurement and Revision of Plan <p>Tasks:</p> <ul style="list-style-type: none"> • Appraisal Synopsis #2 <ul style="list-style-type: none"> ○ due by 11:59 pm on July 17 • Quiz: Chapters 12 - 16 <ul style="list-style-type: none"> ○ due by 11:59 pm on July 17
<p>Week 9 Independence Day -7/4 no classes 7/5-7/10</p>	<p>Tasks:</p> <ul style="list-style-type: none"> • Final Paper <ul style="list-style-type: none"> ○ due by 11:59 pm on July 10

Date	Assignments
Week 10 7/11-7/17	Tasks: <ul style="list-style-type: none"> • CITI Certification <ul style="list-style-type: none"> ○ due by 11:59 pm on July 17
Week 11 & 12 7/18-7/31	Readings & Videos: How to Create a Poster in PowerPoint (Links to an external site.) - Video Making a better research poster (Links to an external site.) - Video Guidelines for Poster Presentation.doc EBP Poster Example.docx Tasks: <ul style="list-style-type: none"> • Discussion 4 <ul style="list-style-type: none"> ○ Final post due July 22 by 11:59 pm • Discussion 5 <ul style="list-style-type: none"> ○ Final post due July 24 by 11:59 pm Complete SPOT Survey online

***Changes or Modifications:** The Instructor reserves the right to change, alter, add, or delete from the content of this course as deemed appropriate by the instructor based upon students' needs.

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