

**UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF NURSING
COURSE SYLLABUS**

Course Number: NGR 7xx1

Course Title: Evidence for Practice

Credit Hours: 3(3.0)

Prerequisites or Co-requisites: Admission to Doctor of Nursing Practice Program or C.I.

Catalog Description: Critique and synthesis of evidence for practice related questions. Includes analysis of the context where evidence will be applied.

Faculty:

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Course Objectives:

1. Analyze contexts of nursing practice to identify gaps in practice quality.
2. Develop search strategies to obtain evidence related to practice problems
3. Critique studies as to applicability and rigor.
4. Synthesize knowledge from published evidence to recommend practice changes.
5. Consider perspectives of multiple disciplines in approaching health problems.
6. Align questions with national policy recommendations.
7. Demonstrate academic writing fluency.

Required Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Melnyk, B.M. & Fineout-Overholt, E. (Eds.). (2010) *Evidence-based practice in nursing and healthcare: A guide to best practice* (2nd ed.). Philadelphia: Lippincott, Williams & Wilkins.

Olsen, L.A. & McGinnis, J.M. (2010). Redesigning the clinical effectiveness research paradigm: Innovation and practice-based approaches: Workshop Summary, Roundtable on Value & Science-Driven Health Care; Institute of Medicine. Washington, D.C.: National Academies Press. Retrieved from <http://www.nap.edu/catalog/12197.html>

Additional literature sources.

Evaluation Methods:

Students will develop a series of papers directly related to course objectives:

- 15 % Practice analysis in context
Include national policy recommendations and local data if available
Formal paper, APA requirements.
- 10% Bibliographic strategy
Posting
- 15% Critique of three studies
Formal paper, APA requirements.
- 10% Synthesis of three studies
First Draft
Formal paper, APA requirements.
- 20% Synthesis of three studies
Second Draft
Formal paper, APA requirements.
- 30% Online postings biweekly

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	75-76
C-	70-74
D	69
F	0-68

Methods of Learning:

Class meets in first week of class and then by Webcourses.

Reading and preparation required each week.

Expression of ideas through academic writing is a key component of the course.

Grading Rubrics

1. Practice Analysis 20%

Describe an issue in practice that is related to improvement in quality, an opportunity to improve outcomes, or to restructure the environment of care. Justify the importance of this issue in terms of measurable outcomes: prevalence, reducible costs, and improved outcomes. Link this issue to a national organization or policy group.

1. Critique of 2 studies 20%

Identify two research papers in your area of interest, one quantitative, one qualitative. Critique each paper. What did it set out to do? What research design/method was chosen? Was it appropriate? What data sources were used? How was analysis approached? Were issues of rigor (qual) and reliability/validity (quant) addressed adequately? What findings were generated? How do these findings extend what is known in the area? How do the findings relate to your own research? Is there a link that each study has with the other? In other words, begin a synthesis. Limit 10 pages. APA format. This is not an annotated bibliography. It is a single paper that needs to unify ideas.

Present a beginning “state of the science” statement in the area of your interest. Delineate the concept that you are concerned with and its prevalence or salience (1 page). What human problem exists related to this concept/phenomenon? (consider this the rationale or justification (1 page) Review three important research studies in the area. If your area has not changed since paper one, use the two you have already reviewed, and add one additional paper. Summarize what is known. Use a critique similar to that used in paper one. Tables may help to show how research integrates, but do not put all the essential information in the tables. The text must carry the meaning (about 7 pages). End with what is yet to be researched (one page).

Obviously this will require a narrow view of a problem. For example, nursing approaches to childhood obesity would need to be narrowed to an age group or an ethnic group or a practice setting. Feel free to contact me to discuss how to narrow and select your topic. APA format; limit 15 pages. Parenthetic page number suggestions are a guide. Page numbers approximate!!

Case Studies

1. Attributing Authorship
 - a. Objectives

- i. Compare journals in student's content area regarding authorship guidelines
 - ii. State guidelines set out by APA for authorship standards
 - iii. Role-play a conversation with faculty advisor regarding planning authorship for a paper.
 - b. Assignment
 - i. Review APA suggestions for authorship (APA Chapter 1)
 - ii. Post to course three links to authorship guidelines from journals that are cited in your literature
 - iii. Review the attached case for discussion:
<http://www.actsi.org/areas/erks/ethics/documents/tyrannical.pdf>
2. Avoiding Plagiarism
- i. Objectives
 - 1. Compare and contrast quotes, paraphrases and plagiarized material
 - 2. Describe publications guides for ownership of authored material
 - 3. In a group setting, critique samples of writing for their level of fidelity to standards of scholarship
 - 4. Use Turnitin for analysis of own writing.
 - ii. Assignments
 - 1. Review APA guidelines (APA Chapter 6)
 - 2. Review module
<http://ori.hhs.gov/education/products/plagiarism/plagiarism.pdf>
3. Integrity in Data Collection
- a. Objectives
 - i. Discuss ownership of research data
 - ii. Describe methods to protect research participants' confidentiality
 - iii. List ways in which data can be mis-interpreted
 - b. Assignments
 - i. Complete CITI training
 - ii. Role Play a conversation with advisor regarding questionable data usage practice.
 - iii. Review one case study from the Emory site and bring to class for discussion: <http://www.actsi.org/areas/erks/ethics/index.html>
 - iv.
4. Personal Integrity in Academia
- a. Objectives
 - i. Explore through dialog the nature of the doctoral student-advisor relationship
 - ii. Analyze roles and standards for faculty appointments
 - iii.
 - b. Assignments

- i. Review APA guidelines (APA chapter 8)
- ii. Review link from Carnegie Foundation:
http://www.carnegiefoundation.org/sites/default/files/ethics_of_inq-fore.pdf

Course schedule

Week 1 Face	Orientation to Course Asking practice questions Contexts of care National policy sources Reading Research Case 1 Authorship, credit and collaboration	
Week 2	Post a beginning question with justification for its importance	Melnyk Unit 1 Getting Started
Week 3	Search Strategies Guest	Submit Practice Analysis
Week 4	Search at least three bibliographic sources	Post Search Strategy
Week 5	Critiquing published sources	Melnyk Unit 2 Critically Appraising Evidence
Week 6	Share critique strategies	
Week 7	Synthesis Strategies Uses and limitations of evidence tables	Critique of 3 papers due
Week 8	Post an evidence table for selected studies Case 2 Avoiding Plagiarism	
Week 9	Writing strategies	Melnyk Unit 3 Applying the Evidence
Week 10	Begin Synthesis writing	First Draft of Synthesis due
Week 11	Interdisciplinary Perspectives Guests Case 3 Integrity in Data Collection	Comments back to you
Week 12	Share interdisciplinary connections Organizations, Policy Practice Integration Case 4: Personal Integrity in academia	Unit 4 Generating and Disseminating Evidence
Week 13	Writing and redrafting	

Week 14	Applying comments in revisions of papers	Second Draft of Synthesis due
Week 15	Course reflection	

Writing assistance:

- The following resources may be helpful with writing, citations and avoiding inadvertent plagiarism:
 - UCF Writing Center: Orlando: 407-823-2197, Cocoa: 321-433-7873, Daytona Beach: 386-506-4025 or online at <http://www.uwc.ucf.edu/>
 - UCF Library resources <http://infolit.ucf.edu/students/>
 - College of Nursing Writing Skills Online Tutorial ([self-registration instructions](#))

Additional Policies

Deadlines

All work is expected to be submitted on time (see course schedule). Late assignments may result in the forfeiture of points.

Academic Integrity

Please refer to the UCF College of Nursing Masters Students Handbook and the UCF Student Handbook, [The Golden Rule](#), for class conduct expectations.

Plagiarism Statement

Cheating or plagiarism will not be tolerated and may result in a failing grade and/or dismissal from the program. Any online quizzes are to be completed independently. Students may be requested to turn in papers to Turnitin.com or they may be submitted to Turnitin.com by the instructor. Plagiarism includes copying text from any source without attributing the words to the author.

Professionalization and Personal Conduct

Please refer to the UCF College of Nursing DNP Students Handbook and the UCF Student Handbook, [The Golden Rule](#), for course conduct expectations. Respect for instructors and classmates is expected. Use caution in your online communication as this mode of communication can be misinterpreted if not written clearly.

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services (SDS), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. Students who are registered with SDS and need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. This syllabus is available in alternate formats upon request.

College of Nursing Policies Regarding Grades in Graduate Courses:

Please refer to the UCF College of Nursing Doctor of Nursing Practice Handbook and Graduate Catalogue.

The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity

I will practice and defend academic and personal honesty.

Scholarship

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity

I will use my talents to enrich the human experience.

Excellence

I will strive toward the highest standards of performance in any endeavor I undertake.