

University of Toledo

Existing Graduate Course Modification Form

Contact Person Phone (XXX-XXXX)

Email

Present

College

Dept/Academic Unit

Course Alpha/Numeric

Course title

Credit hours: Fixed or Variable: to

Proposed

College

Dept/Academic Unit

Course Alpha/Numeric

Course title

Credit hours: Fixed or Variable: to

Cross Listings:

Cross Listings:

Prerequisites(s) (if more than 50 characters, please place it in Catalog Description)

No change

Prerequisites(s) (if more than 50 characters, please place it in Catalog Description)

No change

Co-requisites(s) (if more than 50 characters, please place it in Catalog Description)

No change

Co-requisites(s) (if more than 50 characters, please place it in Catalog Description)

No change

Catalog Description (*only if changed*) 75 words max:

This course is an extension of basic research and utilization methods. The focus is on preparing the student for leadership in clinical research, and research utilization.

Catalog Description (*only if changed*) 75 words max:

This course builds on knowledge of research and clinical practice with emphasis on evidence-based practice. Students learn to critically examine and apply nursing research within the practice setting

Date Added: 5-14-13
 Council Approved: 8-21-13
 To Provost: 8-23-13

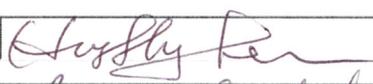
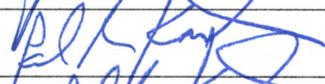
Has course content changed? If yes, give a brief topical outline of the revised course below (less than 1500 words)

The course objectives were re-written to better meet the AACN DNP Essentials, and to more clearly identify student learning expectations. See attached syllabus.

Proposed Effective Term List any course(s) to be deleted Date
 Date

Attach new syllabus reflecting course modifications.
Attach additional documents if necessary.

Course Approval

Department Curriculum Authority	<input type="text"/>	Date	<input type="text"/>
Department Chairperson		Date	<input type="text" value="4/23/2013"/>
College Curriculum Authority or Chair		Date	<input type="text" value="4/23/2013"/>
College Dean		Date	<input type="text" value="5/2/2013"/>
Graduate Council		Date	<input type="text" value="8-21-2013"/>
Dean of Graduate Studies		Date	<input type="text" value="8-21-2013"/>
Office of the Provost	<input type="text"/>	Date	<input type="text"/>

For Administrative Use Only

Effective Date

CIP Code

Subsidy Taxonomy

Program Code

Instruction Level

COURSE NUMBER: NURS 7040

COURSE TITLE: Applied Nursing Research

PLACEMENT IN CURRICULUM: Doctor of Nursing Practice

COURSE LOCATION & CLASS TIMES: ONLINE

FACULTY:

Huey-Shys Chen, RN, PhD, MCHES, FAAN

Associate Professor

University of Toledo College of Nursing

Office: Collier Building, Room 4412

Office Hours: contact via email to schedule individual appointments

Office Phone: 419-383-5893

Email: hueyshys.chen@utoledo.edu

Phyllis M. Gaspar, PhD, RN

Assistant Professor

Part-time Faculty

University of Toledo College of Nursing

Office: Collier Building –3311

Office Hours: contact via email to schedule individual appointments

Office Phone: 419-383-5825

Email: Phyllis.Gaspar@utoledo.edu

PREREQUISITES: Admission to the DNP program; MSN-DNP pre-requisites: NURS 7010 and a graduate level statistics course; BSN-DNP pre-requisites: NURS 7011 and INDI 8000.

CATALOG DESCRIPTION: This course is an extension of basic research and utilization methods. The focus is on preparing the student for leadership in clinical research, and research utilization.

CREDIT ALLOCATION: 3 Semester Hours

COURSE OBJECTIVES:

1. Appraise the role of the DNP prepared nurse relative to the participation and translation of research into clinical practice.
2. Apply knowledge of electronic bibliographic databases to support an evidence based project.
3. Appraise existing evidences (internal, external, and patient preferences) to support recommendations for practice change.
4. Synthesize existing external and internal evidence to support recommendations for practice change.
5. Apply models applicable to the evidence based practice change process.
6. Examine the contributions of ethical, legal, economic, and diversity factors on the translation of evidence into practice.
7. Explore strategies to disseminate findings from evidence based practice and research to improve health care outcomes.

COURSE DESCRIPTION: This course builds on knowledge of research and clinical practice with emphasis on evidence-based practice. Students learn to critically examine and apply nursing research within the practice setting.

REQUIRED TEXTBOOKS:

Melnyk, B.M., & Fineout-Overholt, E. (2011). *Evidence-Based Practice in Nursing and Healthcare: A Guide to Best Practice*. (2nd ed.) Philadelphia, PA: Lippincott Williams & Wilkins.

REQUIRED ARTICLES WILL BE MADE AVAILABLE BY FACULTY WITHIN COURSE CONTENT MODULES

ADDITIONAL TEXTBOOKS FOR REFERENCE:

Burns, N. & Grove, S.K. (2009). *The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence*. (6th ed.) St. Louis, MO: Saunders Elsevier

(If you have an older edition or different nursing research book you will be fine, just so you have a nursing research book published within the past 5 years)

AMERICAN WITH DISABILITIES ACT:

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact the instructor of this course at the beginning of the semester to discuss any necessary accommodations.

ACADEMIC HONESTY:

Academic dishonesty will not be tolerated. **University of Toledo:** See current UT [Academic Policies and Procedures](#) and the current [College of Nursing Handbook](#) Please read the [Policy Statement on Academic Dishonesty](#).

Penalties for academic dishonesty and student procedure in academic dishonesty prosecution are clarified in the [Wright State University School of Graduate Studies catalog online and on the Office of Community Standards and Student Conduct website \[www.wright.edu/students/judicial\]\(http://www.wright.edu/students/judicial\)](#). Please be aware that a sentence which is minimally paraphrased (you changed a word here and there) must be cited appropriately and the page number must be given as reference. The citation may require quotation marks if only a few words are changed, added, or subtracted. **See APA 6th edition pp. 16-17 regarding plagiarism and pp.169-192 regarding quotations, paraphrasing, and citations.** Material downloaded from the Internet must be properly cited, referenced in the reference list, and must come from a reputable web site. **Wikipedia is NOT a reputable source for your academic work.** You are expected to **review the current literature on the topic from published articles in referred journals as assigned.**

TECHNICAL SUPPORT:

UT students please visit <http://www.utoledo.edu/dl/students/tech.html> to tune up your browser for this course. If you have technical difficulties, please contact the [eLearning Help Desk](#) at (419) 530-8835. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems.

Wright State University Students if you are having technical difficulties please contact the HELP Desk at 937-775-4827 or 1-888-775-4827 or email to: helpdesk@wright.edu

The Help Desk is available can be found at: <http://www.wright.edu/cats/contact.html>

COMMUNICATION GUIDELINES:

Email:

Please use the email tool in Blackboard for all course related inquiries. Faculty will respond to email within 2 business days. Students are expected to check their email frequently in Blackboard for important course information. In addition, please place NUR 7040/78003 in the subject line for all corresponding course emails. You are expected to also **check and use your official UT or WSU email accounts**. No emails will be accepted or sent to personal email accounts.

Netiquette:

It is important to be courteous and civil when communicating online with others. Students taking online courses are subject to the communication regulations outlined in the Wright State University College of Nursing and Health and The University of Toledo College of Nursing Doctor of Nursing Practice Program Handbook. To ensure your success when communicating online, take time to familiarize yourself with the “dos” and “don’ts” of internet etiquette.

Questions:

Please make sure you ask questions. If you have a question, you are probably not alone. Please post any questions that you may have at the forum of “Asking Instructor” under the “Q & A” found in course menu in Blackboard or email your course faculty.

Participation:

As a distance learning course, active participation is required and vital to your success. On-line discussions will take place either in the discussion board or during the predetermined Adobe Connect sessions. The course modules will include the dates, times, and type of discussion assignment. The quality of the postings will be determined based on the synthesis of the required readings, and the ability to express a professional response to the question/issue posed as well as to the responses of colleagues.

Grading Rubric for Class Discussion

(Includes Adobe Connect Classes and Discussion Board)

Students are expected to participate in each Adobe Connect class and assigned discussion board activity. Both quality and quantity of participation will be assessed. Participation credit will be given as described below:

Quantity	Quality	Points
Participates several times in each class/discussion.	Thoughtful discussion with well composed questions and responses.	3
Participates several times in each class/discussion.	Superficial discussion and/or vague or unformed questions and responses.	2.5
Participates at least once per class/discussion.	Thoughtful discussion with well composed questions and responses.	2
Participates at least once per class/discussion.	Superficial discussion and/or vague or unformed questions and responses.	1.5
Infrequently or rarely participates in class/discussion	Thoughtful discussion with well composed questions and responses.	1
Infrequently or rarely	Superficial discussion and/or vague or unformed	0

participates in class/discussion	questions and responses.	
----------------------------------	--------------------------	--

TEACHING STRATEGIES:

A variety of teaching strategies will be used in this course. These include online discussion/debate (synchronous and non-synchronous), Blackboard communication, power point presentations, lecture and assigned readings.

EVALUATION STRATEGIES:

- Successful completion of the course requires an overall grade of 80 or higher.
- The grading scale is:
 - A (90-100)
 - B (80-89.99)
 - C (70-79.99)
 - D (60-69.99)
 - F (\leq 59.99)
- Faculty reserves the right to change course requirements in exceptional circumstances with fair notice to students.

EVALUATION METHODS:

- Participation/group discussion online and Adobe Connect sessions
 - (5 discussions/3points per discussion) = 15%
 - Adobe Connect discussion week 1: State of the Knowledge: DNP Lead EBP Initiatives
 - Clinical Issue/Problem Identification & PICOT Question Development Discussion Board
 - Critical Appraisal Qualitative Evidence Survey & Discussion Board
 - Critical Appraisal Clinical Practice Guidelines & Discussion Board
 - Ethical Considerations for Evidence Implementation Discussion Board
- Assignments
 - (as posted in course modules and assignments with varying point value) = 25%
 - Tentative clinical issue/problem, PICOT question, & EBP implementation framework/model draft (9 points of course grade, 9%)
 - Search Strategy draft (10 points assignment grade, 3 points of course grade, 3%)
 - Critical Appraisal of Quantitative Evidence Group Work (30 points assignment grade, 10 points of course grade, 10%)
 - Midterm Project Ideas Presentation (10 points assignment grade, 3 points of course grade, 3%)
- Evidence Based Practice Phase I Paper
 - specific criteria for point allocation posted with assignment (100 points) = 50%
- Evidence Based Practice Phase I Presentation
 - specific criteria for point allocation posted with assignment (25 points) = 10%

ASSESSMENT OF STUDENT OUTCOMES:

1. Criteria will be used for evaluating discussion, assignments, research/evidence-based practice paper and presentation (see criteria with each assignment)

2. Students with less than a **70% mean** at midterm are identified, provided written notice of performance, and actions necessary to improve/pass the course. Referrals are made to the appropriate progression committees and Program Directors at the student's university.

FACULTY RESPONSIBILITIES:

- Be in the course website a minimum of three times per week.
- Foster an environment that stimulates critical thinking and inquiry.
- Provide learners with timely and appropriate response and feedback on written assignments.
- Be available for consultation through appointment times set by learner and faculty.
- Respond to learner e-mails and phone calls as soon as possible.

STUDENT RESPONSIBILITIES:

- Use Blackboard e-mail account. You must also check your UT or WSU email accounts. Personal email accounts will not be used.
- Complete reading assignments, be prepared to ask appropriate questions, and discuss the materials.
- Respond to peers in respectable manner at all times in the course room.
- Notify faculty immediately of circumstances that may interfere with completion of assignments.
- Complete assignments and papers on due date; If unable to meet the due date, you must notify the faculty in writing and have approval for alternate due date.