COURSE NUMBER
NUR 6312

COURSE TITLE
Evidence-Based Practice and Theory for Advanced Nursing

COURSE DESCRIPTION
This course focuses on nursing knowledge synthesis and application of research evidence into best practice. Theoretical constructs that guide nursing research and inform nursing practice are explored. Critical appraisal and evidence synthesis provide the basis for a research utilization/scholarship project designed to change policy, improve patient/educational outcomes, or implement best-practice guidelines.

CREDITS
Three Semester Credit Hours (3-0-0)

PREREQUISITE COURSES
NUR 6323

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the program name. Computer access requirements are further delineated in the graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Student Handbook should be reviewed before taking this course.

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU’s Blackboard Learning Management System

GENERAL GUIDELINES RELATED TO THIS COURSE
All students are required to follow the guidelines presented in the following documents:

- Angelo State 2018-2019 Student Handbook also located on the ASU website
- ASU Graduate Catalog and ASU Graduate Nursing Handbook, also located on the Nursing website

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Faculty: Kelly Michael EdD, MN, RN, PPCNP-BC
Office: Virtual Faculty
Fax: (325) 942-2236
Email: robert.michael@angelo.edu (Preferred method of communication)
Office hours: CST/USA (Virtual) By Appointment. I strive to respond to messages within 24 to 36 hours during the work week. If you have a question and an email response would suffice, then simply let me know this when you contact me. Weekend messages may not be returned until Monday. Depending on the nature of the meeting we may employ use of the telephone or Blackboard Collaborate.
**MSN PROGRAM OUTCOMES**

Upon program completion, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives.
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams.
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
</table>
| 1. Integrate models and theories from nursing and related sciences into evidence-based advanced nursing practice | • Concept Map  
• Nursing Theory Summary  
• Discussion Boards | 1, 9 | 1, 1.1, 4.1 | SF2 |
| 2. Explore concepts of evidence-based practice and theory as they relate to the role of the nurse in an advanced practice role | • Application of Theory in Nursing Research Table  
• Nursing Theory Summary | 1, 3, 9 | 1, 1.1, 3.4, 9.11 | SF2 |
| 3. Evaluate outcome data to identify a clinical or education problem impacting patient or student outcomes | • Needs Assessment Tool  
• Concept Map  
• Synthesis of Evidence Tables  
• Synthesis Paper  
• Discussion Boards | 1, 3, 5, 9 | 1.6, 3.1, 5.2, 9.1, 9.4 | PI4 |
| 4. Apply appropriate strategies to identify relevant evidence from selected sources to guide evidence-based advanced nursing care | • Needs Assessment Tool  
• Concept Map  
• Synthesis of Evidence Tables | 4, 7 | 4.3, 7.3 | SF3, PI6 |
| 5. Perform rigorous critique of evidence derived from databases to determine level and quality of evidence for nursing practice | • Synthesis of Evidence Tables | 4, 9 | 4.6, 9.4 | SF1, SF3, PI4, PI6 |
| 6. Integrate level and quality of evidence, health care resources, clinical judgment, and patient concerns and preferences when making “best practice” recommendations. | • Synthesis Paper  
• Best Evidence Presentation with Practice Recommendation  
• Discussion Board | 1, 2, 4, 7, 9 | 1.5, 2.1, 4.1, 4.3, 4.4, 4.6, 6.4, 7.3, 9.4 | SF3, PI1, PI4 |
| 7. Disseminate to stakeholders synthesized best evidence to improve practice and associated patient or student outcomes. | • Best Evidence Presentation with Practice Recommendation | 2, 3, 4, 5, 6, 7, 9 | 2.2, 2.4, 3.2, 4.3, 4.4, 5.5, 5.6, 6.4, 7.3, 7.4, 9.4, 9.12 | SF3, PI1, PI4, PI5 |
REQUIRED TEXTS AND MATERIALS

OTHER REQUIRED MATERIALS
- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam
- Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University’s Distance Education Website

RECOMMENDED TEXTS

TOPIC OUTLINE
- Week 1: Introduction to Evidence Based Practice and Nursing Theory
- Week 2: Identifying Evidence Based Practice Problems
- Weeks 3: Nursing & Borrowed Theories Part I
- Weeks 4: Nursing & Borrowed Theories Part II
- Weeks 5: Concept Mapping with Theoretical Applications
- Week 6: Searching the Literature for Best Evidence
- Week 7: Critically Appraising the Evidence
- Week 8: Synthesizing the Evidence
- Week 9: Best Evidence and Evidence Based Practice Models
- Weeks 10-11: Leading for Transformation
- Weeks 12-13: Disseminating the Findings
- Weeks 14-16: Putting Evidence into Action

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. The following grading scale is in use for this course:
- A = 90-100 percent
- B = 80-89 percent
- C = 70-79 percent
- F = <70 percent

EVALUATION AND GRADES

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Percent of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment Tool</td>
<td>5%</td>
</tr>
<tr>
<td>Application of Theory in Nursing Research Table</td>
<td>15%</td>
</tr>
<tr>
<td>Concept Map</td>
<td>10%</td>
</tr>
<tr>
<td>Nursing Theory Summary</td>
<td>10%</td>
</tr>
<tr>
<td>Synthesis of Evidence Tables</td>
<td>15%</td>
</tr>
<tr>
<td>Synthesis Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Best Evidence Presentation with Practice Recommendation</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Boards (5 at 2% each)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
TEACHING STRATEGIES

- Recorded lectures
- Assigned textbooks / article readings
- Concept map development
- Peer review
- Review of literature
- Rapid critical appraisal
- Presentation

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. A Discussion Board is provided in Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and clinical experiences relevant to the course topics. Group discussion forums will be provided for student engagement.

ASSIGNMENT DESCRIPTIONS

(Please note: that Rubrics for all assessments are located at the end of this syllabus.)

Needs Assessment Tool – This tool is being provided to offer guidance through the first few steps of the EBP process.

Application of Theory in Nursing Research Table – This table is designed to help students recognize the use/application of theory in research.

Concept Map – In this assignment students will create a concept map, a type of graphic organizer, useful to represent knowledge or relationships among subjects in a non-linear image. This assignment entails a pictorial describing the evidence for a clinical facility- or educational-based problem.

Nursing Theory Summary – This assignment entails students selecting and describing the elements of a nursing theory they will use to guide their EBP project.

Synthesis of Evidence Tables - In developing these tables, students will engage the process of searching academic databases for ‘Best’ evidence in published literature and begin organizing selected evidence according to level of evidence and desired outcome and synthesizing that evidence towards resolving an identified nursing problem.

Synthesis Paper - In writing this paper, students will present a critical analysis of the current literature related to an identified clinical problem and evidence-based solutions to this problem.

Best Evidence Presentation with Practice Recommendation – Students will design a professional presentation regarding the EBP Project.

Discussion Boards (5 at 2% each) Discussion Boards will be used to foster collaborative learning experiences in this course.

IMPORTANT UNIVERSITY DATES

Students are responsible for adhering to all dates set forth in the ASU Academic Calendar for the semester.

Select dates:
January 14  1st day of class
January 21  Martin Luther King Jr. Holiday
March 11-15  Spring Break
April 19  Last day to drop a class or withdraw from regular spring 2019 semester
notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.
May 6-10  Final Exams
May 11  Graduation

Special Notes:

a) If you are graduating this semester, please make sure you complete your application for graduation.

b) If you are taking the Comprehensive Exam this semester, please register for this exam.
COMMUNICATION

Students are encouraged to contact faculty with questions or problems associated with the course. Faculty are available during the work week and encourage students to call, email or post questions in the discussion forum “I Have a Question”. Faculty will respond to email and/or telephone messages within 24 -36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- **Written communication via Blackboard:** It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing. When making a contribution to the course discussion assignments, use references to support your ideas. Personal observations are acceptable if they contribute to the discussion assignment. Do not copy and paste into the Bb discussion or use frequent links without summarizing the resource points relevant to the discussion. You are expected to synthesize and summarize from your study. Repeating what is easily available in your textbook is time consuming and not the purpose of the exercises.

- **Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy/guideline changes. Please check your email daily.

- **Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone or Blackboard Collaborate.

- **Use Good "Netiquette":**
  - Check the discussion frequently and respond appropriately and on subject. Focus on one subject per message and use pertinent subject titles.
  - Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
  - Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach. Cite all quotes, references, and sources.
  - When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
  - Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.
  - It is acceptable to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.
  - (The above "netiquette" guidelines were adapted from Arlene H. Rinald’s article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

STUDENT RESPONSIBILITY & ATTENDANCE

This class is asynchronous, meaning you do not have to be on-line at a certain time. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course assignments, etc. Students are expected to engage in course activities and submit work by due dates and times. Scholarly contribution is an expectation.

- **Individual Work and Collaborative Work -** An expectation of this course is that you submit original work that reflects your ideas.
  - You are expected to work together on group assignments in the spirit of collaboration. Every member is expected to make a reasonable contribution. Because this is an on-line course, you must participate and contribute to receive credit.

- **Absences** - This class has many graded activities. Should you choose to travel during this class, you are held responsible for making arrangements for Internet access. Generally, this is not a problem. Planning ahead will help to avoid unexpected problems with technology and/or assignment submission. Contact your section faculty should you have problems meeting course objectives due to serious illness or extreme hardship. The ASU Student Handbook provides guidelines:

ASSESSMENT SUBMISSION

In this class, all assessments must be submitted through the Assessments link in Blackboard. Assignments submitted through email will not be accepted or graded. This is for grading purposes and not meant to be punitive. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email your instructor, attach a copy of what you are trying to submit, and call IT Service Center at 325-942-2911 to request that a ticket be opened and add my name as your instructor to the ticket. This lets your faculty know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.
LATE WORK OR MISSED ASSESSMENTS
The course is set up in modules. The week begins on Tuesday and ends on Monday at 11:59 PM CST. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. **Late work will incur a 5% grade deduction per day up to one week.** Papers or assignments more than one week past the due date will not be accepted and will receive a zero for a grade.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Archer College of Health and Human Services adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook: [Angelo State University's Academic Integrity Policy](http://www.angelo.edu/dept/writing_center/academic_honesty.php). The University “faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.”

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers may be evaluated for originality via Turnitin or Safe Assign. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”
2. “Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at Student.Life@angelo.edu to begin the process.”

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

INCOMPLETE GRADE POLICY ([OP 10.11 Grading Procedures](http://www.angelo.edu/dept/writing_center/academic_honesty.php))
Following University policy, incomplete grades are reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation will be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

COURSE DISCLAIMER:
Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone’s ideas or opinions shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other’s works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to “indoctrinate” you into any particular point of view, persuade you to adopt any specific position, or even “challenge” your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.

COURSE EVALUATION
Students are provided the opportunity and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

- Learning to apply course material (to improve thinking, problem solving, and decisions) (Essential)
- Gaining a basic understanding of the subject. (Factual knowledge, methods, principles, generalizations, theories) (Important)
- Learning how to find, evaluate, and use resources to explore a topic in depth. (Important)

Rubrics for assessments begin on next page
The grading rubric for this assignment is below. In all cases:

- Excellent work will be awarded full points
- Good work will be awarded 80-90% of points
- Satisfactory work will be awarded 70-80% of points
- Unsatisfactory work will be awarded 60-70% of points
- Missing work will receive no points

### NUR 6312: Evidence Based Practice and Theory in Advanced Nursing

**Discussion Board – Grading Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ / 50</td>
<td><strong>Initial Posting</strong> Posts a well-developed answer to the assessment Fully addresses all aspects of the assigned topic / questions to be addressed.</td>
</tr>
<tr>
<td>___ / 40</td>
<td><strong>Follow-up Postings</strong> Posts well-developed responses the number of required times to peers and answers questions related to initial posting</td>
</tr>
<tr>
<td>___ / 10</td>
<td><strong>Scholarly writing and formatting</strong> Always uses consistent citation style and cites all sources. No mistakes noted.</td>
</tr>
</tbody>
</table>

### NUR 6312: Evidence Based Practice and Theory in Advanced Nursing

**Needs Assessment Tool – Grading Rubric**

The grading rubric for this assignment is below. In all cases:

- Excellent work will be awarded full points
- Good work will be awarded 80-90% of points
- Satisfactory work will be awarded 70-80% of points
- Unsatisfactory work will be awarded 60-70% of points
- Missing work will receive no points

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ / 10</td>
<td>Mentor Name / Credentials / Practice Site-Agency provided</td>
</tr>
<tr>
<td>___ / 30</td>
<td>Thorough <strong>Focal Problem Description</strong> Present</td>
</tr>
<tr>
<td>___ / 30</td>
<td>Student/Mentor Problem Validation –Internal Data and key variables and outcome measures present</td>
</tr>
<tr>
<td>___ / 30</td>
<td>Well-developed <strong>PICOT Question</strong> present</td>
</tr>
</tbody>
</table>
**NUR 6312: Evidence Based Practice and Theory in Advanced Nursing**  
*Concept Map - Grading Rubric*

The grading rubric for the assignment is below. In all cases:
- Excellent work will be awarded full points
- Good work will be awarded 80-90% of points
- Satisfactory work will be awarded 70-80% of points
- Unsatisfactory work will be awarded 60-70% of points
- Missing work will receive no points

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ /10 Problem Identified: Concept map identifies a problem/need for change in a local health care facility, unit of a facility, or educational setting. The problem should involve patient/student outcomes &amp; be based on weakness or failure to achieve quality initiatives from one of the following</td>
<td></td>
</tr>
<tr>
<td>___ /10 Evidence to Prove Problem Exists: Concept map demonstrates relationships between aggregate data, and/or other sources validating the identified problem are really a problem within the healthcare organization.</td>
<td></td>
</tr>
<tr>
<td>___ /10 Significance/Impact of Problem: Concept map demonstrates how the current problem is impacting patient/student outcomes.</td>
<td></td>
</tr>
<tr>
<td>___ /10 Need for Change: Concept map clearly specifies what needs to be changed.</td>
<td></td>
</tr>
<tr>
<td>___ /10 PICOT Question: Concept map clearly identifies an intervention question written in PICOT format that is researchable in the literature. The intervention PICOT question must be clear, succinct, and specify: Population, Intervention, Comparison, Outcome, Timeframe. The question directly addresses the problem identified.</td>
<td></td>
</tr>
<tr>
<td>___ /10 Stakeholders: Concept map identifies stakeholders and relationships with how they may be invested in or may be involved with this problem.</td>
<td></td>
</tr>
<tr>
<td>___ /10 Structure: Non-linear structure provides a complete picture of student’s ideas.</td>
<td></td>
</tr>
<tr>
<td>___ /10 Relationships: Relative importance of ideas is indicated and both simple and complex relationships are very effectively mapped.</td>
<td></td>
</tr>
<tr>
<td>___ /10 Critical Thinking: Map shows complex thinking about the meaningful relationships among problem, stakeholders, PICOT question, intervention &amp; patient care outcomes. Significance of the problem is verified with quality sources.</td>
<td></td>
</tr>
<tr>
<td>___ /10 References: Well-chosen to support problem exists with relevant statistical evidence to describe the significance to health care outcomes.</td>
<td></td>
</tr>
</tbody>
</table>
# NUR 6312: Evidence Based Practice and Theory in Advanced Nursing

## Application of Theory in Nursing Research Table - Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Competent</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>Thoroughly addresses all elements of table sections appropriately; demonstrates insightful evaluation</td>
<td>Thoroughly addresses a majority but not all elements of table sections appropriately; occasionally demonstrates insightful evaluation</td>
<td>Elements of table sections are poorly developed; lacks evidence of insightful evaluation</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Correctly identifies three different studies’ use of a grand, middle range, and practice or borrowed nursing theory</td>
<td>Correctly identifies only two different studies’ use of a grand, middle range, and practice or borrowed nursing theory</td>
<td>Correctly identifies only one study’s use of a grand, middle range, or practice or borrowed nursing theory; student does not correctly identify any studies</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>Scholarly writing and citations using APA formatting.</strong></td>
<td>Assignment is free from grammatical or spelling errors, no APA formatting mistakes present, &amp; citation style consistent</td>
<td>Assignment contains two or less grammatical or spelling errors, two or less APA formatting errors present, &amp; several variations in citation style present</td>
<td>Assignment contains more than two grammatical or spelling errors, more than two APA formatting errors present, &amp; inconsistent citation style</td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td>40-50 points</td>
<td>30-39 points</td>
<td>0-29 points</td>
<td>8-10 points</td>
</tr>
<tr>
<td></td>
<td>30-40 points</td>
<td>21-29 points</td>
<td>0-20 points</td>
<td>6-8 points</td>
</tr>
<tr>
<td></td>
<td>8-10 points</td>
<td>6-8 points</td>
<td>0-5 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>

Total: /100
NUR 6312: Evidence Based Practice and Theory in Advanced Nursing

Theory Summary - Grading Rubric

The grading rubric for this assignment is below. In all cases:
- Excellent work will be awarded full points
- Good work will be awarded 80-90% of points
- Satisfactory work will be awarded 70-80% of points
- Unsatisfactory work will be awarded 60-70% of points
- Missing work will receive no points

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/20</td>
<td>Concepts of theoretical framework portrayed accurately with key elements of theory identified and defined.</td>
</tr>
<tr>
<td>0/20</td>
<td>Concepts of theoretical framework relevant to original content</td>
</tr>
<tr>
<td>0/20</td>
<td>Relationships between concepts and original content clearly demonstrated</td>
</tr>
<tr>
<td>0/20</td>
<td>Relationships between concepts and original content are logical</td>
</tr>
<tr>
<td>0/20</td>
<td>References for theoretical components are from quality sources. Reference list submitted with concept map is updated. Reference citations and listings are in APA format.</td>
</tr>
</tbody>
</table>
The grading rubric for this assignment is below. In all cases:

- Excellent work will be awarded full points
- Good work will be awarded 80-90% of points
- Satisfactory work will be awarded 70-80% of points
- Unsatisfactory work will be awarded 60-70% of points
- Missing work will receive no points

<table>
<thead>
<tr>
<th>Points possible</th>
<th>Description</th>
</tr>
</thead>
</table>
| ___ / 10        | **Introduction to problem**  
|                 | - Provides brief background data/evidence substantiating the need for change.  
|                 | - Provides PICOT Question |
| ___ / 30        | **Levels of Evidence Table**  
|                 | - Uses Level of Evidence Table provided  
|                 | - At least 10 -12 articles represented  
|                 | - Article’s level of evidence is correctly identified  
|                 | - Legend completed in a clear way |
| ___ / 30        | **Outcomes Synthesis Table**  
|                 | - Uses Outcomes Synthesis Table provided  
|                 | - Outcomes of 10 -12 articles represented in a clear way with one outcome per row  
|                 | - Article’s impact is correctly identified  
|                 | - Legend completed in a clear way |
| ___ / 30        | **Summary of Findings**  
|                 | Provides 1-2 page summary that discusses the following:  
|                 | - What evidence jumps out as the “best” evidence?  
|                 | - How did you arrive at this conclusion?  
|                 | - In answer to your PICOT question, what preliminary recommendations would you make?  
|                 | - Documents best evidence with in-text citations and reference list in APA format. |
### Levels of Evidence Table Template

<table>
<thead>
<tr>
<th>X (copy symbol as needed)</th>
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<tbody>
<tr>
<td>Level I: Systematic review or meta-analysis</td>
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<td>Level II: Randomized controlled trial</td>
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<td>Level III: Controlled trial without randomization</td>
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<td>Level IV: Case-control or cohort study</td>
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<td>Level V: Systematic review of qualitative or descriptive studies</td>
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<td>Level VI: Qualitative or descriptive study (includes evidence implementation projects)</td>
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<td>Level VII: Expert opinion or consensus</td>
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**LEGEND** (create a legend for your content)

### Outcomes Synthesis Table Template

<table>
<thead>
<tr>
<th>↑↓—(select symbol and copy as needed)</th>
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**LEGEND** (create a legend for your content)

Adapted from the AJN Series, Evidence-Based Practice, Step by Step: Critical Appraisal of the Evidence Part III Article. This form may be used for educational & research purposes without permission.
The grading rubric for this assignment is below. In all cases:
- Excellent work will be awarded full points
- Good work will be awarded 80-90% of points
- Satisfactory work will be awarded 70-80% of points
- Unsatisfactory work will be awarded 60-70% of points
- Missing work will receive no points

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Description</th>
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</table>
| ___ / 5 | **Introduction:**
  - Provides background data/evidence substantiating the need for change.
  - Presents need for policy change, improved patient or educational outcome, or implementation of best practice guidelines.
  - Provides justification for change based on best evidence.
  - Identifies key stakeholders and role of each in relation to the change
  - Provides PICOT Question |
| ___ / 5 | **Culture of EBP** (See text Ch. 9):
  - Explores the current environment’s culture of EBP:
    - Vision
    - Engagement
    - Integration
    - Evaluation |
| ___ / 20 | **EBP Model** (See text Unit 3)
  - Identifies a model to guide EBP implementation.
  - Describes how model fits with identified problem, organization and proposed project. |
| ___ / 20 | **Theoretical Model** (See text Unit 4)
  - Incorporates theoretical model to support proposal.
  - Succinctly, describes theoretical concepts and makes appropriate application of theory to project. |
| ___ / 20 | **Synthesis of Evidence**
  - Includes Level of Evidence Table and brief explanation of table content
  - Includes Outcomes Synthesis Table and brief explanation of table content
  - 1-2 page summary of selected evidence / discussion of themes or major findings. |
| ___ / 10 | **Dissemination:**
  - Presents plan to discuss finding with mentor/stakeholders |
| ___ / 10 | **Quality Writing:**
  - Paper follows APA format.
  - Grammar, spelling, critical reasoning, analysis and logic appropriate for MSN level. |
| ___ / 10 | **References:**
  - Quality references (peer reviewed literature)
  - Currency of references (less than 5 years old unless landmark article)
  - Citations in body of paper according to APA format |
| ___ / 100 = Grade | |
# NUR 6312: Evidence Based Practice and Theory in Advanced Nursing

Evidence Synthesis Presentation w/ Practice Recommendation - Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
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<tbody>
<tr>
<td><strong>Introduction</strong> 6 slides</td>
<td>0%</td>
<td>14%</td>
<td>20%</td>
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</table>
| A variation of the following if present:  
- Title Slide – unrelated to nature of project  
- Objectives Slide - unclear objectives.  
- Problem Slide – unrelated to project objectives  
- PICOT slide – Difficult to understand.  
- Theoretical Framework Slide – guidance to answer question not offered.  
- Impact Slide – No relationship drawn for key stakeholders | All present with the following descriptions:  
- Title Slide – vague regarding nature of project  
- Objectives Slide – marginally representative of the project  
- Problem Slide – unclear or wordy problem statement  
- PICOT Slide – question is vague.  
- Theoretical Framework Slide – guidance to answer question is present but vague  
- Impact Slide – unclear relationship drawn for key stakeholders | - Title Slide - Effectively represents nature of project  
- Objectives Slide - Appropriately written presentation objectives.  
- Problem Slide - Clear, concise, description of the problem tied to a quality/safety and/or patient outcomes issue.  
- PICOT slide  
- Theoretical Framework Slide – guidance to answer question is clear  
- Impact Slide - Impact of the problem on patient outcomes evidence offered and potential impact for key stakeholders |
| **Search Strategy** 1 slide | 0% | 7% | 10% |
| Poor or no description of search strategies. | Vague description of search strategies. | ROL Slide - Detailed description of search strategies: terms, databases, etc. |
| **Synthesis Tables:** 2 slides | 0% | 7% | 10% |
| Level of Evidence table incomplete or not given  
Outcome Synthesis table incomplete or not given | Levels of evidence Table Slide – Incorrectly presents summary of levels of evidence collected  
Outcomes Synthesis Slide- Incorrectly presents Outcomes table | Levels of evidence Table Slide – Appropriately presents summary of levels of evidence collected  
Outcomes Synthesis Slide- Appropriately presents Outcomes table |
| **Summary of Evidence Appraisal** 3—4 slides | 0% | 21% | 30% |
| Does not summarize appraisal findings in a logical manner and does not provide recommendations for practice | Summary Slides - Incorrectly summarizes the appraisal findings from the 10-12 EBP article sources in a logical manner (according to themes)  
Recommendation slides - ineffectively summarizes recommendations for practice | Summary Slides - Effectively summarizes the appraisal findings from the 10-12 EBP article sources in a logical manner (according to themes)  
Recommendation slides - Effectively summarizes recommendations for practice |
| **References** 1 slide | 0% | 7% | 10% |
| 3 or more citation errors on slides.  
6 or more APA formatting errors on reference list. | 1-2 citations may be incorrect.  
3 -5 APA formatting errors on reference list. | All citations correct.  
Less than 2 APA formatting errors on reference list. |
| **Time Management** | 0% | 7% | 10% |
| Presentation runs over 20 minutes | Presentation runs over 15 but less than 20 minutes | Presentation delivered within 15 minutes |
| **Professionalism** | 0% | 7% | 10% |
| Poor lighting available to view presentation.  
Difficulty understanding presenter. Slides lack professional look, following guidelines of 6 lines per slide and 6 words per line; and 18 point font minimum. Slides have numerous grammatical or mechanical errors. Dress is unprofessional. | Fair lighting available to view presenter. Speaks somewhat clearly with fair use of diction. Slides sometimes follow professional look, following guidelines of 6 lines per slide and 6 words per line; and 18 point font minimum. Slides have some grammatical or mechanical errors and a crowded appearance. Dress is semiprofessional. | Good lighting available for view of presenters. Speaks clearly with good use of diction. Slides created with a professional look, following guidelines of 6 lines per slide and 6 words per line; and 18 point font minimum. Contains no grammatical or mechanical errors. Dresses appropriately for professional presentation. |

Total 100%
# Peer Feedback Tool for Best Evidence Presentation

**NUR 6312: Evidence Based Practice and Theory in Advanced Nursing**

<table>
<thead>
<tr>
<th>CRITICAL ASPECT</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td><strong>Title Side &amp; Background</strong></td>
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<td>- Title slide represents project purpose</td>
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<td>- Slides created with a professional look</td>
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<td>- Follow guidelines of 6 lines per slide, 6 words per line, and 18 point font minimum.</td>
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<td>- Contains no grammatical or mechanical errors.</td>
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<td><strong>Introduction</strong></td>
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<td>- Appropriately written presentation objectives</td>
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<td>- Clear, concise, description of the problem is tied to a quality/safety and/or patient outcomes issue.</td>
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<td>- Impact of the problem on patient outcomes &amp; evidence presented</td>
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<td>- Identifies specifically what needs to be changed.</td>
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<td>- Clear/concise PICO Question</td>
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<td><strong>Review of the Literature: Best Evidence</strong></td>
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<td>- Selects and presents best evidence to support recommendation</td>
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<td><strong>Conclusions/Recommendations</strong></td>
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<td>- Identifies which recommendation /solution alternative is best</td>
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<td>- Provides rationale for selection</td>
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<td>- Conclusion is more than repetition of the introduction; provides concise summary of key points; provides a sense of closure</td>
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<td><strong>References</strong></td>
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<tr>
<td>- Follows APA formatting for slide references</td>
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End of Syllabus