



NURS 4342.01B NURSING RESEARCH

Course Syllabus: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Jere Hammer, PhD, RN (Course coordinator)
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Preferred Form of Communication: email
Communication Response Time: 2 business days

COURSE INFORMATION

Course Description

Examines and interprets basic research concepts; Accesses and analyzes nursing research report; Integrates best evidence with clinician expertise and patient preferences and values; Develops and answers a PICOT question using a 7-step problem-solving approach (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010).

Student Learning Outcomes

By the end of the course, the student will be able to:

1. Describe the role of research in evidence-based nursing practice (PLO 1; AACN Essentials 1, 4, 5, 6, 7, 9, 10)
2. Identify qualitative and quantitative approaches to research in nursing. (PLO 1, 2; AACN Essentials 1, 4, 8)
3. Discuss legal and ethical issues related to nursing research. (PLO 5; AACN Essentials 4, 9)
4. Critique evidence from selected research-based publications. (PLO 1, 2; AACN Essentials 1, 2, 4, 8)
5. Apply the 7-step EBP process to a pertinent clinical question. (PLO 1, 2, 5; AACN Essentials 1, 2, 4, 8)

Materials -Textbooks, Readings, Supplementary Readings**Required Textbook:**

Nowak, E. W. & Colsch, R. (2024). *Brown's Evidence-Based Nursing: The Research-Practice Connection* (5th ed.). Jones and Bartlett Learning.

Required Articles:

- Melnyk, B. M., Fineout-Overholt, E., Stillwell, S. B., & Williamson, K. M. (2009). EVIDENCE-BASED PRACTICE Step by Step: Igniting a Spirit of Inquiry: An Essential Foundation for Evidence-Based Practice. *The American Journal of Nursing*, 109(11), 49–52. <http://www.jstor.org/stable/25734232>
- Melnyk, B. M., Fineout-Overholt, E., Stillwell, S. B., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: The Seven Steps of Evidence-Based Practice. *The American Journal of Nursing*, 110(1), 51–53. <http://www.jstor.org/stable/25734261>
- Stillwell, S. B., Fineout-Overholt, E., Melnyk, B. M., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: Asking the Clinical Question: A Key Step in Evidence-Based Practice. *The American Journal of Nursing*, 110(3), 58–61. <http://www.jstor.org/stable/25734323>
- Stillwell, S. B., Fineout-Overholt, E., Melnyk, B. M., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: Searching for the Evidence. *The American Journal of Nursing*, 110(5), 41–47. <http://www.jstor.org/stable/25684570>
- Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: Critical Appraisal of the Evidence: Part I. *The American Journal of Nursing*, 110(7), 47–52. <http://www.jstor.org/stable/25684627>
- Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: Critical Appraisal of the Evidence: Part II: Digging deeper—examining the “keeper” studies. *The American Journal of Nursing*, 110(9), 41–48. <http://www.jstor.org/stable/27867477>
- Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: Critical Appraisal of the Evidence: Part III. *The American Journal of Nursing*, 110(11), 43–51. <http://www.jstor.org/stable/25734401>
- Fineout-Overholt, E., Williamson, K. M., Gallagher-Ford, L., Melnyk, B. M., & Stillwell, S. B. (2011). EVIDENCE-BASED PRACTICE Step by Step: Following the Evidence:

The syllabus and schedule are subject to change.

Planning for Sustainable Change. *The American Journal of Nursing*, 111(1), 54–60. <http://www.jstor.org/stable/25769681>

Gallagher-Ford, L., Fineout-Overholt, E., Melnyk, B. M., & Stillwell, S. B. (2011). EVIDENCE-BASED PRACTICE Step by Step: Implementing an Evidence-Based Practice Change. *The American Journal of Nursing*, 111(3), 54–60. <http://www.jstor.org/stable/23046292>

Gallagher-Ford, L., Fineout-Overholt, E., Melnyk, B. M., & Stillwell, S. B. (2011). EVIDENCE-BASED PRACTICE Step by Step: Rolling Out the Rapid Response Team. *The American Journal of Nursing*, 111(5), 42–47. <http://www.jstor.org/stable/23046651>

Fineout-Overholt, E., Gallagher-Ford, L., Melnyk, B. M., & Stillwell, S. B. (2011). EVIDENCE-BASED PRACTICE Step by Step: Evaluating and Disseminating the Impact of an Evidence-Based Intervention: Show and Tell. *The American Journal of Nursing*, 111(7), 56–59. <http://www.jstor.org/stable/43821430>

Melnyk, B. M., Fineout-Overholt, E., Gallagher-Ford, L., & Stillwell, S. B. (2011). EVIDENCE-BASED PRACTICE, Step by Step: Sustaining Evidence-Based Practice Through Organizational Policies and an Innovative Model. *The American Journal of Nursing*, 111(9), 57–60. <http://www.jstor.org/stable/23046778>

Optional Resources:

Purdue Owl Online Writing Lab website: https://owl.purdue.edu/owl/purdue_owl.html
Other online resources and articles as directed.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students must have an adequate working knowledge of the learning management system, Leomail, Microsoft Office Suite, Exemplify, ProjectConcert, and ATI online products.

Instructional Methods

Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, student presentations, and assignments. While the faculty will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation, and demonstration of course objectives.

Student Responsibilities/Tips for Success in the Course

- Logging into the course website and email regularly for faculty communication (especially the night before class/clinical)

The syllabus and schedule are subject to change.

- Updating semester calendar with communicated changes
- Regular study (recommend a minimum 2-3 hours study/course credit hour per week). For example: 3-credit course = 6 to 9 hours study time/week.
- Attendance at all class meetings, clinical, seminars and simulations
- Review and remediation of examinations.




Grading


Final grades in this course will be based on the following scale and assessments.

- A = 90%-100%
- B = 80%-89%
- C = 75%-79%
- D = 60%-74%
- F = 59% or below

A minimum grade of 75% is required to pass the course. The average of the (#) course exam grades (Exam 1, Exam 2, Exam 3) **MUST** be 75% or greater before ANY other course assignment grades are averaged to compose the final grade. If the exam average is below 75%, the student will receive the grade of “D or F” for the course regardless of any other grade(s). **All assignments must be completed and submitted before final grades will be released.**

ASSESSMENTS

Assignment	Weight	SLO
Module Exams (3)	45%	1,2,3,4,5
Critical Appraisal - Qualitative Evidence 	10%	2,4
EBP Process Poster 	30%	2,4,5
EBP Process Journal 	10%	2,4,5
Attendance & Participation	5%	1,2,3,4,5
Total	100%	

 = Group assignment

ASSESSMENT DESCRIPTIONS

- **Module Exams**
 - The purpose of module exams is to assess student understanding, application, analysis, and evaluation of research and Evidence-Based Practice (EBP) concepts.
 - Students will take exams using the ExamSoft Exemplify testing software on their personal laptop computers or tablets. Test scores will be released when all students have taken the exam, and the faculty has completed the test and item analyses. Percentage scores are based on the number of correct test items out of the total number of test items.

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- **Critical Appraisal of Qualitative Evidence**

- The purpose of this individual assignment is to demonstrate the critical appraisal process of a qualitative research article as recommended by Melnyk and Fineout-Overholt (2023).
- Students will be assigned a qualitative article to appraise using the rapid critical appraisal form located in the LMS with the grading criteria.

- **EBP Process Poster Presentation:**

- The purpose of this group assignment is for students to demonstrate knowledge, skills, and attitudes related to the EBP process developed by Melnyk and Fineout-Overholt (2010); teamwork; and professional poster presentation.
- Students will work in groups to review evidence guided clinical practice or current health issues. Each group will submit the assignment as a PowerPoint document (only 1 per group) via the LMS. This assignment is a formal, scholarly writing using APA formatting. The grading rubric is available in the LMS.

- **EBP Process Journal:**

- This ongoing group assignment documents the EBP process from start to finish and engages the group members in scholarly discussion and learning.
- Group members will take turns documenting and uploading weekly journal entries to the group's file locker.
- Journal entries must address the weekly prompt in the course schedule.
- Journal entries will be evaluated as:
 - Does not meet expectations (0 points)
 - Partially meets expectations (2 points)
 - Meets expectations (5 points)

- **Attendance and Participation**

- This assignment requires and recognizes student engagement in the teaching/learning process. Attendance is based on the number of classes fully attended.
- Participation is met by:
 - Engaging in substantive discussion in each class session. [Substantive discussion indicates the speaker has prepared for the class session and is presenting a thoughtful, meaningful contribution to the group.]
 - Paying attention to the discussion or activity in progress and avoiding distractions and avoiding distracting others.
 - A detailed participation rubric can be found in the LMS.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Communication between faculty and students is important for success. If a face-to-face meeting is desired, an appointment should be made in advance. Students will be treated with respect and are expected to communicate likewise.

The syllabus and schedule are subject to change.

The nursing department faculty and staff follow and expect students to follow the chain of command in all academic matters. If problems arise in a course, the student should first contact the instructor, then proceed as needed to the course coordinator, then the program coordinator, then the department head for nursing, and finally the college dean.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Assignment Submissions:

All class and clinical assignments must be submitted on time. If an extension is needed, students must request the extension before the posted due date/time. An assignment extension request will be approved or denied at the discretion of the course coordinator.

Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the third day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility. Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

BSN Program Student Guidebook

Specific information regarding the nursing program and current policies and procedures can be found in the current BSN Program Student Guidebook located in the Nursing Success Course in the LMS.

Students are responsible for reviewing, understanding, and complying with the policies and procedures provided in the student guidebook.

Classroom Policies

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course coordinator in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course coordinator must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz. Review the BSN Student Guide for the exam absence process.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material would be covered in class. Students are expected to come to class prepared.

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Group Work:

All members of the group will receive the same grade on any group work. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own. It is expected that the group will make the attempt to resolve the situation within the group before instructor intervention.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may cause the instructor(s) to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](https://www.tamuc.edu/office-of-student-rights-and-responsibilities/student-code-of-conduct/).
<https://www.tamuc.edu/office-of-student-rights-and-responsibilities/student-code-of-conduct/>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

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<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Artificial Intelligence (AI) Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or

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veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

The Texas A&M University-Commerce Department of Nursing has full approval by the [Texas Board of Nursing](#).

Texas Board of Nursing

333 Guadalupe, Suite 3-460

Austin, TX 78701-3944

512.305.7400

webmaster@bon.texas.gov

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The baccalaureate degree program in nursing and the master's degree program in nursing at Texas A&M University-Commerce are accredited by the [Commission on Collegiate Nursing Education](#).

Commission on Collegiate Nursing Education

655 K Street NW, Suite 750

Washington, DC 20001

202.887.6791

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NURS 4342 Course Calendar Spring 2024		
Week Date/Time	Content	Assignments/Due Date
<p>Week 1 8/28/24 1500-1650</p>	<p>Course Orientation Introducing the Seven Steps of EBP Group selection</p> <p>Review:</p> <ul style="list-style-type: none"> Syllabus Article: "Igniting a Spirit of Inquiry" Article: "The Seven Steps of Evidence-Based Practice." 	<p>📖 Online Activities</p> <ul style="list-style-type: none"> Read "Asking the Clinical Question." Meet with your group to begin identifying a "burning" clinical question to be answered by your group. Record notes about in your group EBP Process journal NLT 9/3/24 @ 2359.
<p>Week 2 9/4/24 1500-1650</p>	<p>The Research-Practice Connection & Research Evidence</p> <p>Review:</p> <ul style="list-style-type: none"> Nowak & Colsch Ch. 1, 2 	<p>📖 Online activities</p> <ul style="list-style-type: none"> Meet with your group to draft an intervention PICOT question using the template provided. Record notes about in your EBP Process journal NLT 9/10/24 @ 2359.
<p>Week 3 9/11/24 1500-1650</p>	<p>Reading Research Articles</p> <p>Review:</p> <ul style="list-style-type: none"> Nowak & Colsch Ch. 3 	<p>📖 Online activities</p> <ul style="list-style-type: none"> Meet with your group to examine an assigned research article. Identify and discuss each part of the article in your EBP Process journal NLT 9/17/24 @ 2359.
<p>Week 4 9/18/24 1500-1650</p>	<p>Types of Research Evidence: Quantitative</p> <p>Review:</p> <ul style="list-style-type: none"> Nowak & Colsch Ch. 4 	<p>📖 Online activities</p> <ul style="list-style-type: none"> Meet with your group to discuss the various types of quantitative research methods. Review the assigned research article from last week to identify the research method used in the study described in the article. Summarize the discussion and findings in your EBP Process journal NLT 9/24/24 @ 2359.
<p>Week 5 9/25/24 1500-1650</p>	<p>Types of Research Evidence: Qualitative</p> <p>Review:</p> <ul style="list-style-type: none"> Nowak & Colsch Ch. 5 	<p>📖 Online activities</p> <ul style="list-style-type: none"> Meet with your group to finalize your intervention PICOT question. Summarize the discussion and include the final PICOT question in your EBP Process journal NLT 10/1/24 @ 2359.
<p>Week 6 10/2/24 1500-1650</p>	<p>Exam #1 - Individual/Collaborative</p>	<p>📖 Online activities</p> <ul style="list-style-type: none"> Work with your group to complete the library activity. Identify and record the nursing research resources you discovered along the way in your EBP Process journal NLT 10/8/24 @ 2359.

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NURS 4342 Course Calendar Spring 2024		
Week Date/Time	Content	Assignments/Due Date
<p>Week 7</p> <p>10/9/24 1500-1650</p>	<p>Using PICOT to Search for Evidence</p> <p>Review:</p> <ul style="list-style-type: none"> • Nowak & Colsch Ch. 12 • Article: "Searching for the Evidence" 	<p>📖 Online activities</p> <ul style="list-style-type: none"> • Meet with your group to begin your literature search for answers to your PICOT question. • Download and save potential articles to your group file locker. • Your goal for this project is to find at least 10 articles that can help you answer the PICOT question. • Record in your group EBP Process journal, in great detail, every step you take, every result you get, and every adjustment you make to expand or narrow your search results. Include a beginning reference list. Submit NLT 10/15/24 @2359.
<p>Week 8</p> <p>10/16/24 1500-1650</p>	<p>Appraising the Evidence - Quantitative</p> <p>Review:</p> <ul style="list-style-type: none"> • Nowak & Colsch Ch. 13, 14, 15 • Article: "Critical Appraisal of the Evidence: Part I" 	<p>📖 Online activities</p> <ul style="list-style-type: none"> • Meet with your group to finish your literature search for answers to your PICOT question. • Rapidly appraise each of the research articles you have downloaded by filling out a general appraisal form. • Summarize your search and appraisal activities in your group EBP Process journal and upload all appraisal forms to you file locker NLT 10/22/24 @2359.
<p>Week 9</p> <p>10/23/24 1500-1650</p>	<p>Searching and Appraising the Evidence - Qualitative</p> <p>Review:</p> <ul style="list-style-type: none"> • Nowak & Colsch Ch. 13, 16 • Article: "Critical Appraisal of the Evidence: Part II" 	<p>📖 Online activities</p> <ul style="list-style-type: none"> • Meet with your group to decide which research articles you downloaded are "keepers." • Summarize your appraisal activities and findings in your group EBP Process journal and upload all appraisal forms to you file locker NLT 10/22/24 @2359.
<p>Week 10</p> <p>10/30/24 1500-1650</p>	<p>Synthesizing the Evidence</p> <p>Review:</p> <ul style="list-style-type: none"> • Findings Table p. 213 • Article: "Critical Appraisal of the Evidence: Part III" 	<p>📖 Online activities</p> <ul style="list-style-type: none"> • Meet with your group to synthesize your evidence from the keeper studies. • Record your findings in the synthesis table provided. • Summarize your activities and findings in your group EBP Process journal and upload the synthesis

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Week Date/Time	Content	Assignments/Due Date
		table your file locker NLT 11/5/24 @2359.
Week 11 11/6/24 1500-1650	Exam #2 - Individual/Collaborative	<ul style="list-style-type: none"> 📄 Online activities • Meet with your group to decide which research articles you downloaded are “keepers.” • Summarize your appraisal activities and findings in your group EBP Process journal and upload all appraisal forms to you file locker NLT 10/22/24 @2359.
Week 12 11/13/24 1500-1650	Answering the PICOT Question Review: <ul style="list-style-type: none"> • Nowak & Colsch • Article: “Following the Evidence” 	In-class group activities
Week 13 11/20/24 1500-1650	Integrating the Evidence, Evaluating the Outcomes, Disseminating the Results Review: <ul style="list-style-type: none"> • Articles: “Implementing an Evidence-Based Practice Change” • Article: “Rolling Out the Rapid Response Team.” • Article: “Evaluating and Disseminating the Impact of an Evidence-Based Intervention” 	<ul style="list-style-type: none"> 📄 Online activities • Meet with your group to: <ul style="list-style-type: none"> ○ Propose an implementation plan ○ Define desired outcomes of the practice change. ○ Propose a dissemination plan • Summarize your activities and proposals in your group EBP Process NLT 11/26/24 @2359.
Week 14 11/27/24 Online	Group Work: Completing the poster template	EBP Process Poster: Submit to the assignment link NLT 12/1/24 @ 2359.
Week 15 12/4/24 1500-1650	EBP Poster Session	<ul style="list-style-type: none"> 📄 Online activities • Read the article: “Sustaining Evidence-Based Practice Through Organizational Policies and an Innovative Model.” • Meet with your group to discuss how you will engage in EBP in your future careers and what you can do to influence your future colleagues to do the same. • Summarize your discussion points in your LAST entry in your group EBP Process NLT 12/10/24 @2359.
Week 16 12/11/24	Finals Week - Exam #3 - Individual/Collaborative	TBD

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