



## NSG660 Course Syllabus 08

Scholarly Practice (Herzing University)



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**Course Title:** Scholarly Practice

**Course Code:** NSG660

**Credit hours: 3**

Lecture and Discussion (15 contact hours per credit) 45 Contact Hours

**Program:** DEMSN

**Course Description:**

This course explores the research process and its contributions to professional nursing practice. The skills related to reading published research findings and utilizing that evidence as a basis for professional nursing practice are developed. This course will introduce, and apply research methods and designs, knowledge-based research techniques, evidence-based practice, outcome evaluation, and evaluation of research processes. Grant writing and national guidelines regarding human subject research protection will be covered. Students will be exposed to the critique of qualitative and quantitative research methods. Ethical issues in research and the value of nursing and healthcare research will be critically explored. In addition, students will be able to develop a research proposal or carry out a quality improvement project.

**Program Outcomes:**

Upon completion of their program, the student should be able to:

1. Prioritize patient-centered care using clinical judgment and the nursing process. (Knowledge for Nursing Practice, Person-Centered Care)
2. Collaborate with patients, families and team members to provide safe and culturally competent care. (Population Health, Quality and Safety)
3. Integrate evidence-based practice within diverse clinical settings to deliver optimal care. (Scholarship, Systems-Based Practice)
4. Minimize risk of harm to patients and providers through both systems effectiveness and individual performance. (Quality and Safety)
5. Use informational technology to communicate, mitigate error, support decision making, and manage patient care. (Informatics and Healthcare Technologies)
6. Evaluate quality improvement processes to enhance patient outcomes. (Quality and Safety)

7. Integrate professionalism and advanced leadership skills within the interdisciplinary healthcare environment. (Interprofessional Partnerships, Professionalism, Personal, Professional, and Leadership Development)
8. Analyze national and global policies, legislative concepts, and economics to address population outcomes. (Professionalism)

**Course Learning Objectives:**

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

1. Discuss the roles and responsibilities of the nurse regarding EBP and the research process.
2. Differentiate qualitative and quantitative research in terms of philosophy, methodology, and outcome.
3. Analyze various types of research methods, designs, and evidence-based practice for scientific merit and to gain knowledge related to a select problem.
4. Evaluate the reliability, validity, and typical outcomes of instruments commonly used for nursing research.
5. Define ethical principles as they relate to research and evidence-based practice.

**Topics & Learning Activities**

Unit	Topics & Activities	Points Possible
<p><b>1</b> Research vs. Evidence Based Practice</p>	<p>Definition and Evolution of Evidence Based Practice:</p> <ul style="list-style-type: none"> <li>• Origins and Steps of Evidence-Based Practice</li> </ul> <p>Types of research:</p> <ul style="list-style-type: none"> <li>• Understanding Quantitative Research</li> <li>• Understanding Qualitative Research</li> </ul> <p><b>Reading:</b> Selected readings as provided in adaptive platform</p> <p><b>Assignments:</b>            Knowledge Check Questions (KCQ)- Module 1            Knowledge Check Questions (KCQ)- Module 2            Unit 1 Discussion – Introductions            Unit 1 Discussion – Research Designs            Week 1 Assignment – Library Research</p>	<p><b>50</b> <b>50</b> <b>C/I</b> <b>40</b> <b>40</b></p>

<p><b>2</b> PICOT Questions</p>	<p>What is a PICOT question and how do you develop one?</p> <ul style="list-style-type: none"> <li>• Asking Compelling Clinical Questions</li> </ul> <p>Using your PICOT question for research</p> <ul style="list-style-type: none"> <li>• Finding Relevant Evidence to Answer Clinical Questions Part I</li> <li>• Finding Relevant Evidence to Answer Clinical Questions Part II</li> </ul> <p><b>Reading:</b> Selected readings as provided in adaptive platform</p> <p><b>Assignments:</b>  Knowledge Check Questions (KCQ)- Module 3  Knowledge Check Questions (KCQ)- Module 4  Unit 2 Discussion – Developing a PICOT Question  Unit 2 Assignment – Introduction to Evidence Based Practice  Problem Paper</p>	<p><b>50</b> <b>50</b> <b>40</b> <b>125</b></p>
<p><b>3</b> Critically Appraising Evidence and Credible Sources</p>	<p>Critically Appraising Evidence:</p> <ul style="list-style-type: none"> <li>• Critically Appraising Knowledge for Clinical Decision Making</li> <li>• Critically Appraising Quantitative Evidence for Clinical Decision Making</li> <li>• Critically Appraising Qualitative Evidence for Clinical Decision Making</li> </ul> <p>Credible Sources:</p> <ul style="list-style-type: none"> <li>• Integration of Patient Preferences and Values and Clinician Expertise into Evidence-Based Decision Making</li> <li>• Advancing Optimal Care with Robust Clinical Practice Guidelines</li> </ul> <p><b>Reading:</b> Selected readings as provided in adaptive platform</p> <p><b>Assignments:</b>  Knowledge Check Questions (KCQ)- Module 5  Knowledge Check Questions (KCQ)- Module 6  Unit 3 Discussion-Reviewing the Evidence  Unit 3 Assessment: Matrix Assignment</p>	<p><b>50</b> <b>50</b> <b>40</b> <b>100</b></p>
<p><b>4</b> Utilizing the PICOT to Implement</p>	<p>Using and Implementing PICOT to make Evidence-Based Practice changes:</p> <ul style="list-style-type: none"> <li>• Implementing Evidence in Clinical Settings</li> </ul>	

<p>Evidence-Based Practice Changes and Ethical Considerations in Research</p>	<ul style="list-style-type: none"> <li>• The Role of Outcomes and Evidence-Based Quality Improvement in Enhancing and Evaluating Practice Changes</li> <li>• Implementing Evidence in Clinical and Academic Settings</li> </ul> <p>Ethical Considerations in research:</p> <ul style="list-style-type: none"> <li>• Ethics in Research</li> <li>• Ethical Considerations for Evidence Implementation and Evidence Generation</li> </ul> <p><b>Reading:</b> Selected readings as provided in adaptive platform</p> <p><b>Assignments:</b>  Knowledge Check Questions (KCQ)- Module 7  Knowledge Check Questions (KCQ)- Module 8  Unit 4 Discussion-Annotated bibliography</p>	<p>50 50 40</p>
<p><b>5</b> Appraising Evidence and Quantitative and Qualitative Research</p>	<p>Appraising Evidence</p> <ul style="list-style-type: none"> <li>• Integration of Patient Preferences and Values and Clinician Expertise into Evidence-Based Decision Making</li> <li>• Advancing Optimal Care with Robust Clinical Practice Guidelines</li> </ul> <p>Quantitative and Qualitative Research</p> <ul style="list-style-type: none"> <li>• Generating Evidence through Quantitative Study</li> <li>• Generating Evidence through Qualitative Research</li> <li>• The Role of Outcomes and Evidence-Based Quality Improvement in Enhancing and Evaluating Practice Changes</li> </ul> <p><b>Reading:</b> Selected readings as provided in adaptive platform</p> <p><b>Assignments:</b>  Knowledge Check Questions (KCQ)- Module 9  Knowledge Check Questions (KCQ)- Module 10  Unit 5 Discussion-Significance  Unit 5 Assignment-Research Article Intervention Effectiveness</p>	<p>50 50 40 100</p>
<p><b>Unit 6</b> Leadership and Nursing Modules and</p>	<p>Introduction to leadership and nursing models (IOWA, John’s Hopkins, JBI)</p> <ul style="list-style-type: none"> <li>• Introduction to leadership and nursing models</li> </ul> <p>Implementing the Evidence-Based Practice Competencies</p>	

<p>Implementing Evidence-Based Practice Competencies</p>	<ul style="list-style-type: none"> <li>Leadership Strategies for Creating and Sustaining Evidence-Based Practice Organizations</li> </ul> <p><b>Reading:</b> Selected readings as provided in adaptive platform</p> <p><b>Assignments:</b>  Knowledge Check Questions (KCQ)- Module 11  Knowledge Check Questions (KCQ)- Module 12  Unit 6 Discussion – Implementing EBP  Unit 6 Assignment – Additional Critique of Evidence</p>	<p><b>50</b> <b>50</b> <b>40</b> <b>125</b></p>
<p><b>Unit 7</b> From Evidence to Practice: Disseminating Evidence and Evidence-Based Practice Implementation Outcomes</p>	<p>Disseminating Evidence and Evidence-Based Practice Implementation Outcomes</p> <ul style="list-style-type: none"> <li>Influencing Health Policy</li> <li>Disseminating Evidence through Presentations</li> </ul> <p>Evidence-based proposal presentation</p> <ul style="list-style-type: none"> <li>Disseminating Evidence through meetings and publishing</li> </ul> <p><b>Reading:</b> Selected readings as provided in adaptive platform</p> <p><b>Assignments:</b>  Knowledge Check Questions (KCQ)- Module 13  Knowledge Check Questions (KCQ)- Module 14  Unit 7 Discussion – EBP presentation and peer review  Unit 7 Assignment – Evidence-Based Proposal Presentation</p>	<p><b>50</b> <b>50</b> <b>40</b> <b>200</b></p>
<p><b>8</b> Final Reflection &amp; Final Exam</p>	<p><b>Topics:</b> Final course reflection</p> <p><b>Assignments:</b>  Final reflection on objectives</p>	<p><b>40</b></p>

Exam grades that appear in the adaptive (Realizeit) platform do not reflect the final grade and should be disregarded. The final grade will become visible in the Canvas platform after the test item analysis has been completed.

\*Pass rates may vary by program requirement- Refer to the University Catalog

## Graduate Grading Scale

<b>A</b>	90.00-100%
<b>B</b>	80.00-89.99%
<b>F</b>	0.00-79.99%

## Grade Summary

Grade Summary	Weight	Method of Scoring
Assignments	75%	Rubric
Knowledge Check Questions	10%	Points
Discussion Questions	15%	Points
Total	100%	

## Use of Remote Proctoring for Exams

Herzing University is committed to protecting each student's privacy while also maintaining the integrity of assessments used to determine student achievement of learning objectives. As part of its efforts to do so, Herzing uses Proctorio, a proctoring software that allows for automated or live proctoring of exams, to maintain the integrity of the exams administered by the University.

The automated proctoring solution monitors test takers via a webcam, microphone, browser, and device to uphold the integrity of the assessment. This process includes monitoring test taker behavior, including facial and gaze detection tracked, dropped internet connections, and other activities that may indicate irregular testing activities. At the end of the exam session, an institution-approved representative will review a summary report of flagged activities; raw data will additionally be available. The institution-approved representative determines if any further action is warranted based on University policy. Herzing will retain this information for six months unless needed to resolve a specific pending grade dispute.

Any student accessing an exam without the use of Proctorio will receive a zero on the exam.

## THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that

utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

## **POLICIES**

\*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

*\*Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*