

New Course Request

Indiana University

IUPUI

Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division Nursing 2. Academic Subject Code Nurs
3. Course Number D736 (must be cleared with University Enrollment Services) 4. Instructor TBD
5. Course Title Inquiry I: Evidence-based Research & Translational Science
Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2010
7. Credit Hours: Fixed at 3 or Variable from _____ to _____
8. Is this course to be graded S-F (only)? Yes _____ No X
9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: This course focuses on advanced applications of evidence-based practice. The course emphasizes foundational and advanced concepts of evidence-based practice and requires application of principals of EBP, thorough literature searches, appraisals of literature and formulation of plans. Clinical problems will be the basis of EBP literature searches and analyses.

11. Lecture Contact Hours: Fixed at Distance 3 or Variable from _____ to _____
12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____
13. Estimated enrollment: 20 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: Yearly Will this course be required for majors? yes

15. Justification for new course: No current course offering for translation science & implementation of EBP. Prerequisite for D737
16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials. attached

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. none

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 2/19/09
Department Chairman/Division Director

Approved by: [Signature] Date 2/19/09
Dean

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

NURS D736 Inquiry I: Evidence-based Research and Translational Science

Course information | Faculty | Description | Course competencies | Texts /
readings | Teaching strategies | Evaluation

Course information

- 3 credit hour course [distance accessible]
- Placement in curriculum: Post masters and admission to DNP
- Co requisites: D749 DNP Practicum 1-3 credits

Faculty D. Cullen, D. Stiffler

Description

This course focuses on advanced applications of evidence-based practice. The course emphasizes foundational and advanced concepts of evidence-based practice and requires application of principals of EBP, thorough literature searches, appraisals of literature and formulation of plans. Clinical problems will be the basis of EBP literature searches and analyses.

Course competencies

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

1. Frame clinical problems and devise a literature search protocol
2. Differentiate between three comprehensive EBP models
3. Demonstrate the process for conducting a systematic review and meta-analysis
4. Carry out a meta-synthesis and economic evaluation
5. Search scholarly evidence for initial and potential interventions or innovations for a community of practice
6. Construct an evidence synthesis as related to the clinical problem
7. Incorporate evaluation of EBP experiences into your evolving personal- professional development

Course Content Topical Outline

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This content is based on the Iowa Model of Evidence-based Practice to Promote Quality Care (2001). *Critical Care Nursing Clinics of North America* 13(4), 497-508.

Iowa Model of Evidence-based Practice to Promote Quality Care

1. Triggers
2. Priority of the Topic
3. Forming a Team
4. Assemble Relevant Research and Related Literature
5. Critique and Synthesis of Research
6. Is there Sufficient Research to Guide Practice
7. Insufficient Research to Guide Practice
8. Adoption in Practice
9. Institute the Change in Practice
10. Monitor and Analyze Structure, Process and Outcome Data

This content is based on the Essential Competencies for Evidence-based Practice in Nursing. (2005). *Academic Center for Evidence-based Practice*. San Antonio: UTHSCSA.

Ace Star Model for Evidence-Based Practice in Nursing

1. Primary Research
 - a. New knowledge is discovered through traditional research methodologies and scientific inquiry
2. Evidence Summary
 - a. The corpus of research is synthesized into a single, meaningful statement of the state of knowledge
3. Translation
 - a. Research evidence is translated into clinical recommendations
 - b. Expert opinion and other sources of knowledge are incorporated
4. Integration
 - a. Individual, organizational, and environmental practices are changed through formal and informal channels
5. Evaluation
 - a. Endpoints and outcomes are evaluated
 - b. Evaluation of impact of EBP on patient health outcomes, provider and patient satisfaction, efficacy, efficiency, economic analysis, and health status impact

This content is based on the Joanna Briggs Institute Model of Evidence-based Healthcare (JBI, 2008) and *Will it Work Here? A Decisionmaker's Guide to Adopting Innovations* (AHRQ, 2008).

Joanna Briggs Institute Model:

1. Evidence-based Practice
 - a. Evidence
 - b. Context
 - c. Preference
 - d. Judgment
2. Healthcare Evidence Generation
 - a. Healthcare Interventions/activities
 - b. Methods of utilization/implementation
3. Evidence Synthesis
 - a. Theory
 - b. Methodology
 - c. Systematic Review
 - d. Search and appraise
4. Evidence (Knowledge Transfer)
 - a. Education
 - b. Information
 - c. Systems
 - d. Summarize and embed
5. Evidence Utilization
 - a. Evaluation of Impact on systems/process/outcomes
 - b. Practice change
 - c. Embed system organizational change
 - d. Use and evaluate

Required Texts

Students are expected to build their own bibliography and to read deeply and widely as related to their Doctoral of Nurse Practice project.

DiCenso, A., Guyatt, G. Ciliska, D. (Eds.). (2005). *Evidence-based nursing: a guide to clinical practice*. St Louis, MO: Elsevier Mosby

Mathews, D. E. & Farewell, V. T. (2007). *Using and understanding medical statistics*. New York, NY: Karger.

Recommended Readings

Readings may include but are not limited to the following sources:

Adams S. & Titler MG. (2007). Strategies for promoting the development of evidence-

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- based practice in an allied health profession. *Annual in Therapeutic Recreation*. 15, 1-11.
- Caldwell K., Coleman K., Copp G., Bell L., & Ghazi F. (2007) Preparing for professional practice: How well does professional training equip health and social care practitioners to engage in evidence-based practice? *Nurse Education Today* 27(6), 518-528.
- Doherty S. (2006). Evidence-based implementation of evidence-based guidelines. *International Journal of Health Care Quality Assurance* 19(1): 32-41.
- Feldstein AC., Glasgow RE. (2008). A Practical, Robust Implementation and Sustainability Model (PRISM) for integrating research findings into practice. *Joint Commission Journal on Quality and Patient Safety* 34(4), 228-243.
- Fineout-Overholt E., & Johnston L. (2006). Teaching EBP: implementation of evidence: Moving from evidence to action. *Worldviews on Evidence-Based Nursing*, 3(4): 194-200.
- Fineout-Overholt E., Melnyk B. M., & Schultz A. (2005). Transforming health care from the inside out: Advancing evidence-based practice in the 21st century. *Journal of Professional Nursing*, 21(6): 335-344.
- Pearson, A., Wiechula, R., Court, A., & Lockwood, C. (2005). The JBI model of evidence-based healthcare. *International Journal of Evidence-based Healthcare*, 3(8), 207-215.
- Rycroft-Malone J., Bucknall T., & Melnyk B. M. (2005). Getting evidence into practice: A "contact sport". *Worldviews on Evidence-Based Nursing*, 2(1): 1-2.
- Salyers, M. P., McKasson M., Bond G. R., McGREW, J. H., Rollins, A. L., & Boyle C. (2007). The role of technical assistance centers in implementing evidence-based practices: lessons learned. *American Journal of Psychiatric Rehabilitation* 10(2), 85-101.
- Steib, S. D., & Blome, W.W. (2008). Walking the walk, not just talking the talk: eight steps toward implementing evidence-based practice. *Children's Voice*, 17(1), 26-8.
- Stevens, K. (2005). *Essential Competencies for Evidence-Based Practice in Nursing. First Edition. San Antoinios, TX: Academic Center for Evidence-Based Practice, UTHSCSA.*
- Titler, M. G., Steelman, V. J., Budreau, G., Buckwalter, K. C., & Goode, C. J. (2001). The Iowa model of evidence-based practice to promote quality care. *Critical Care Nursing Clinics of North America*, 33(4), 497-509.
- Welk, D.S. (2007). How to read, interpret, and understand evidence-based literature statistics. *Nurse Educator*, 32(1), 16-20.

Teaching Strategies

Web-based interaction

Negotiated learning contracts

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Self-directed learning assignments

Online discussion forums

Reflective self-analysis

Student-clinical mentor- faculty conferences

Evaluation and Grading

There are several evaluation methods for this course. The course grade will be calculated in consultation with the clinical mentor and based on the school of nursing grading scale:

- | | |
|---|------------|
| 1. Problem & evidence presentation | 20 percent |
| 2. DNP project | 60 percent |
| 3. Participate in discussion forums (graded by rubric) | 10 percent |
| 4. Reflective narrative related to DNP inquiry | 10 percent |

Letter grades are calculated based on the School of Nursing Grading Scale below. Attainment of an average of B- is required to successfully pass the course.

A+ 97 - 100 B + 87 - 89 C+ 77 - 79 D+ 67 - 69 F Below 60

A 93 - 96 B 83 - 86 C 73 - 76 D 63 - 66

A- 90 - 92 B- 80 - 82 C- 70 - 72 D- 60 - 62

Academic Integrity:

This course complies with Indiana University School of Nursing policies and standards, and those delineated in the *IU Code of Student Rights, Responsibilities, and Conduct*: <http://www.dsa.indiana.edu/Code/> and http://www.dsa.indiana.edu/Code/Part_2acad.html.

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Americans with Disabilities Act:

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317)-274-3241. The office is located in CA 001E.