

## DEPARTMENT of NURSING EDUCATION & HEALTH STUDIES

### COURSE OUTLINE – Winter 2023

#### NS3110 (A3/B3): Evidence Informed Nursing Practice

3 (3-0-0) 45 Hours/15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

**INSTRUCTOR:** Alison Forest, MN RN    **PHONE:** (780) 539-2784  
**OFFICE:** HEC 343    **E-MAIL:** AForest@nwpolytech.ca  
**OFFICE HOURS:** Please Email for Appointment

#### CALENDAR DESCRIPTION:

The course provides a hands-on approach to evidence-informed nursing practice. This includes formulating clinical questions, systematic searching of electronic databases, reading, interpreting and critically appraising health research. Emphasis is on developing thinking and information literacy skills necessary to be an astute research consumer and using evidence to inform clinical decision making.

Note: Available only to nursing students in the Collaborative Nursing Program.

**PREREQUISITE(S)/COREQUISITE:** NS 2115 or Statistics

#### REQUIRED TEXT/RESOURCE MATERIALS:

Woo, K. (2019). *Polit and Beck: Canadian essentials of nursing research* (4th ed.). Wolters Kluwer Health/Lippincott Williams & Wilkins.

American Psychological Association. (2019). *Publication manual of the American psychological association* (7th ed.). Washington, DC: Author.

**SUPPLEMENTAL RESOURCES:** Refer also to NS3110 course on myClass for additional materials

Canadian Nurses Association. (2017). *Code of ethics for registered nurses*.

[Code of Ethics for Registered Nurses \(hl-prod-ca-oc-download.s3-ca-central-1.amazonaws.com\)](http://hl-prod-ca-oc-download.s3-ca-central-1.amazonaws.com)

**DELIVERY MODE(S):** On Campus Lecture

**COURSE OBJECTIVES:** See Learning Outcomes

**LEARNING OUTCOMES:**

1. Describe the nature and sources of knowledge that inform nursing practice.
2. Demonstrate understanding of research ethics and the nurse's role in relation to research ethics.
3. Demonstrate information literacy skills (for example, formulation of searchable clinical questions and conducting searches of relevant databases).
4. Demonstrate understanding of quantitative, qualitative, and mixed-method research design.
5. Critically appraise primary research and research syntheses.
6. Explain how evidence is used to inform clinical decision-making.

**TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

**EVALUATIONS:**

Knowledge Checks/Quizzes	15%
In Class Activities	20%
Group Project	35%
<u>Final Exam</u>	<u>30%</u>
Total	100%

Assignments/Course Components	Due dates	Weight	Course objectives no.
1) Knowledge Checks/Quizzes (during class time)	January 23, 2022 February 6, 2022 March 20, 2022	5% 5% 5%	1-6

2) In Class Activities	January 30 (prep submission) & February 13, 2022	10%	1-6
	February 27, 2022	5%	
	March 27, 2022	5%	
3) a. Group Project Submission	March 24 @ 2359	30 %	1-6
b. PICO Question	January 20 @ 2359		3
c. Group contract	January 20 @ 2359		
d. Presentations	April 3 (during class time)	5% for presentation	1,6
4) Final Examination	Final Exam Week TBA	30%	1-6

### **3. Group Project: Evidence Informed Research Assignment (30% Group Mark)**

The purpose of this assignment is to *Identify* a Research practice question, *Conduct* a Literature Review, *Integrate* the current evidence into a strategy, and *Articulate* the impact these findings have on clinical practice. You will work in a group of 3-4 students. One grade will be assigned for the group. You will choose an area of nursing practice to research (eg. Mental Health, Maternal/Child, Surgery, Medicine). Instructor will ensure no two research questions are the same.

*You will submit a presentation using Powerpoint format to your instructor by the due date. **The Table** of your articles can be submitted separately or within the Powerpoint if you choose.*

#### **Assignment Guidelines**

##### 1) Identification and Development of a Clinical Practice Question

\* Students must submit their clinical practice question by email for feedback and approval prior to the start of their assignment and no later than **Jan 20 @ 2359**. Please include in PICO format, and cc all the group members on the email. The “Group Contract” is also due at this time.

Your instructor will let you know if that question is approved or needs revisions.

2) Literature Review: Conduct a Literature Review of 8-10 articles which will be used to answer your Clinical Practice Question. Studies must be **Peer Reviewed, Current** (no older than 5 years- unless approved by instructor), and directly **related** to your Clinical Practice Question.

\* Please include search engines used, as well as keywords used to obtain results\*

3) Knowledge Synthesis: Here you will synthesize the results from your Literature Review. Discover what each study from the Literature Review states in relation to your Clinical Practice Question. You will make a Table summarizing this data in columns with headings.

Headings to be included in your table:

- a) Reference Source using correct APA format
- b) The type of study (quantitative or qualitative)
- c) Research problem/purpose of study

- d) Sample (includes sample frame, sample size, inclusion/exclusion criteria (gender, age))
- e) Ethics (review/consent)
- f) Conceptual/theoretical framework
- g) Data collection
- h) Analysis
- i) Strengths and/or limitations,
- j) Findings (general conclusions in point form overview)
- k) Does it support or refute the clinical practice question?
- l) Nursing Implications/windows of opportunity/gaps in research

**4) Integration of Evidence into Clinical Practice:** Here you will articulate an understanding of what Evidence Informed Research is and how it impacts nursing care. You will integrate the Knowledge Synthesis into an Evidence Informed Nursing Care Strategy based on your Clinical Practice Question.

- How does the current evidence I have discovered guide/inform my nursing practice?
- What evidence informed nursing care strategies would I use to integrate the evidence into client care and nursing practice?

5) Sharing the Findings: Presentation to Classmates (5% individual mark)

**Due Date: April 3 during class**

Group members will provide a 10 min summary presentation to their classmates. Must be present in class to receive the mark. Do not need to submit presentation to instructor.

Discuss findings from your table, as well as the integration of Evidence into Nursing Practice questions:

- ✚ How does the current evidence we have discovered guide/inform nursing practice?
- ✚ What evidence informed nursing care strategies could be used to integrate the evidence into client care and nursing practice

**GRADING CRITERIA:** (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Topic	Weekly Preparation
<b>Week 1</b> January 2-6 <sup>th</sup>	No Classes	
<b>Week 2</b> January 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Orientation &amp; Introduction to Nursing Research in an EBP Environment</li> <li>Key Concepts and Steps in Quantitative &amp; Qualitative Research</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 1, 2 &amp; 3</li> <li>Resources Posted on myClass</li> </ul>
<b>Week 3</b> January 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>Reading and Critiquing Research Articles</li> <li>Library Seminar</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4</li> <li><i>Library Worksheet to complete prior to Seminar</i></li> <li>Resources Posted on myClass</li> </ul>
<b>Week 4</b> January 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Ethics in Research</li> <li>Research Problems, Questions &amp; Hypothesis</li> <li>Finding and Reviewing Research Evidence in Literature</li> </ul> <p>➤ <b>Knowledge Check/Quiz</b></p>	<ul style="list-style-type: none"> <li>Chapters 5, 6, &amp; 7</li> <li>Resources Posted on myClass</li> </ul>
<b>Week 5</b> January 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Qualitative Designs and Approaches</li> <li>Sampling and Data Collection in Qualitative Studies</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 11 &amp; 12</li> <li>Resources Posted on myClass</li> </ul> <p><b><i>Coding pre-work to be submitted by February 1<sup>st</sup> on myClass.</i></b></p>
<b>Week 6</b> February 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>Theoretical and Conceptual Frameworks</li> <li>Analysis of Qualitative Data</li> <li>Trustworthiness and Integrity in Qualitative Research</li> </ul> <p>➤ <b>Knowledge Check/Quiz</b></p>	<ul style="list-style-type: none"> <li>Chapters 8, 16, &amp; 17</li> <li>Resources Posted on myClass</li> </ul>
<b>Week 7</b> February 13 <sup>th</sup>	<b>Coding Assignment (In-Class Assignment) (10%)</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Week 8</b> February 20 <sup>th</sup>	NO SCHOOL-WINTER BREAK	
<b>Week 9</b> February 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>Annotated Bibliography Scavenger Hunt (In-Class Assignment) (5%)</li> </ul>	<ul style="list-style-type: none"> <li>Resources posted on myClass</li> </ul>
<b>Week 10</b> March 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>Quantitative Research Design</li> <li>Sampling and Data Collection in Quantitative Studies</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 9 &amp; 10</li> <li>Resources posted on myClass</li> </ul>
<b>Week 11</b> March 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>Statistical Analysis of Quantitative Data</li> <li>Interpretation and Clinical Significance in Quantitative Research</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 14 &amp; 15</li> <li>Resources posted on myClass</li> </ul>

<b>Week 12</b> March 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>Mixed Methods Design <ul style="list-style-type: none"> <li>➤ <b>Knowledge Check/Quiz</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Chapter 13</li> <li>Resources posted on myClass</li> </ul>
<b>Week 13</b> March 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>Quantitative Research Critique (<b>In-Class Assignment</b>) (5%)</li> </ul>	<ul style="list-style-type: none"> <li>Read Critique Article posted <b>prior to class</b></li> </ul>
<b>Week 14</b> April 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Group Presentations</li> </ul>	<ul style="list-style-type: none"> <li><i>Logic Model in Class</i></li> </ul>
<b>Week 15</b> Apr 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Review Class</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Final Exam</b>	<ul style="list-style-type: none"> <li><b>TBA NWP Exam Week</b></li> </ul>	

**NS 3110 Evidence Informed Research Assignment Rubric**

	<b>Excellent - A</b>	<b>Very Good - B</b>	<b>Good - C</b>	<b>Marginal - D</b>	<b>Fail - F</b>
<b>Clinical Practice Question</b>	Clinical practice question is researchable, specific, clear, & realistic, Contains the four components: patient/population/problem, intervention, comparison intervention ( <b>if applicable; not always present</b> ), and outcome.	Clinical practice question is clear, lacks some specificity, not as researchable but realistic. Missing one of the four required components.	Clinical practice question relates to topic- but lacks specificity, is unclear, and may not be realistic. May be difficult to research. Missing two of the four required components.	Clinical practice question does not directly relate to topic given. Difficult to research. Unrealistic. Missing three of the four required components.	Clinical practice question very vague, or not present. Missing all of the four required components.
<b>Literature Review</b>	8 to 10 peer reviewed, credible, current studies used which are directly related to clinical practice question. List of Search engines used as well as keywords.	6 to 7 peer reviewed credible current studies used which are directly related to clinical practice question. List of search engines used, as well as keywords	5 studies used, most are credible, current and peer reviewed, mostly related to clinical practice question. List of search engines used, as well as keywords	3 - 4 studies used. Credibility, currency and peer review questionable. Difficult to relate studies to clinical practice question. Did not include search engines or keywords.	0-2 studies used. Studies are not credible, current, or peer reviewed. Studies do not relate to clinical practice question. Did not include

					search engines or keywords.
<b>Knowledge Synthesis</b>	Comprehensive and concise inclusion of all applicable headings outlined. Comprehensive rationale provided for study credibility and usefulness to inform nursing practice	Some inclusion of type of applicable headings outlined. Some rationale provided for study credibility and usefulness to inform nursing practice	Brief inclusion of applicable headings outlined. Brief rationale provided for study credibility and usefulness to inform nursing practice.	Missing inclusions of applicable headings outlined. Weak rationale provided for study credibility and usefulness to inform nursing practice.	Missing many components of knowledge synthesis. No rationale provided for study credibility and usefulness to inform nursing practice.
<b>Integration of Evidence into Nursing Practice</b>	Clearly and concisely articulates an understanding of what evidence informed research is, identifies a practice strategy, and how it impacts nursing care. <ul style="list-style-type: none"> <li>– Comprehensive and compelling discussion of how the current evidence would guide/inform nursing practice.</li> <li>– Provides clear and realistic example of how the evidence would be integrated into client care and nursing practice.</li> </ul>	Articulates an understanding of what evidence informed research is, identifies a practice strategy, and how it impacts nursing care. <ul style="list-style-type: none"> <li>– Some discussion of how the current evidence would guide/inform nursing practice.</li> <li>– Provides a realistic example of how the evidence would be integrated into client care and nursing practice but lacks some clarity.</li> </ul>	Briefly articulates an understanding of what evidence informed research is, identifies a practice strategy, and how it impacts nursing care. <ul style="list-style-type: none"> <li>– Brief discussion of how the current evidence would guide/inform nursing practice.</li> <li>– Provides a brief example of how the evidence would be integrated into client care and nursing practice, example may not be realistic.</li> </ul>	Inadequately articulates an understanding of what evidence informed Research is, unable to identify a practice strategy and how it impacts nursing care. <ul style="list-style-type: none"> <li>– Discussion of how the current evidence would guide/inform nursing practice confusing.</li> <li>– Provides an unclear example of how the evidence would be</li> </ul>	No articulation of an understanding of what evidence informed Research is, nor a practice strategy, and how it impacts nursing care. <ul style="list-style-type: none"> <li>– Does not discuss how the current evidence would guide or inform nursing practice.</li> <li>– No example provided of how the evidence would be integrated into client care and</li> </ul>

				integrated into client care and nursing practice.	nursing practice.
<b>Spelling, Grammar, APA</b>	Content is exceptionally well written. Grammar, spelling and APA format requires minimal to no revisions.	Content is well written with minor grammar and spelling errors. APA format requires minor revisions.	Content is well written, with some structure and organization needing improvement. Grammar, spelling errors, and APA format requires some revisions.	Content is present, with most structure and organization needing improvement. Grammar and spelling errors evident throughout. APA format is inconsistent and incorrect.	Organization and scope of ideas inadequate. Grammar, spelling and APA is poorly done, or there is evidence of plagiarism.
<b>PowerPoint (sent to instructor)</b>	Slides extremely well done, creative, informative, and easy to read/understand. Appropriate use of graphics.	Slides very good. Most slides easy to read. Mostly appropriate use of graphics.	Slides superficial. Some slides difficult to read. Mostly inappropriate use of graphics.	Slides difficult to read, confusing, difficult to follow, and poorly organized. Inappropriate use of graphics.	Did not incorporate PowerPoint or PREZI slides into presentation.
<b>Presentation (5%) individual mark</b>	Came to Class and presented with group. Spoke exceptionally well, presentation free of jargon. Exceptional use of professional language. Spoke in a clear voice. Considerate of audience (eg: stopped to ask questions, clarified that presentation was understandable).	Came to Class and presented with group. Spoke well, presentation mostly free of jargon. Spoke in a clear voice. Considerate of audience.	Came to Class. Spoke with some confusion. Presentation had some jargon. Occasionally hard to understand. Did not take the time to do a perception check with the audience.	Came to class. Was not prepared to present. Presentation was jargon. Mostly hard to understand. Did not take the time to do a perception check with the audience.	Did not come to class

## STUDENT RESPONSIBILITIES:

As a student at NWP, you have rights and responsibilities. It is your responsibility to be familiar with the information contained in this Course Outline and the BScN student handbook and to clarify any areas of concern with the instructor. It is also your responsibility to be familiar with NWP Policies.

Please take the time to familiarize yourself with the policies that might impact you while you are here:

- NWP Department of Nursing Education & Health Studies Handbook:  
<https://www.nwpolytech.ca/doc.php?d=NURSHBKYR12>
- NWP Policies: [Northwestern Polytechnic administrative/academic policies](#)
- NWP Students Rights & Responsibilities Policy:  
<https://www.nwpolytech.ca/about/administration/policies/fetch.php?ID=69#:~:text=It%20is%20the%20student's%20responsibility,the%20property%20of%20the%20Polytechnic.>

Academic Misconduct: Academic misconduct in all its forms is a serious offence.

Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student's record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

Plagiarism: The use of close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are: copying or paraphrasing another author's work without proper acknowledgement, using the ideas or lines of reasoning of another author's work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval. Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

### Late Assignments

To obtain credit in the course ALL assignments, examinations, and quizzes must be completed.

Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date and should be submitted in writing to the faculty member involved. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered. Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. If the late penalty places the grade below the necessary pass grade, students will be unsuccessful in the course. When submitting assignments

electronically, it is the student's responsibility to ensure the assignment has been received. Papers/assignments may not be rewritten for a higher grade. Concerns regarding grading are to be discussed with the faculty member involved.

#### **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.nwpolytech.ca/about/administration/policies/index.html>

\*\*Note: all Academic and Administrative policies are available on the same page.