1. General Information

1a. Submitted by the College of: NURSING

   Date Submitted: 2/15/2016

1b. Department/Division: Nursing Instruction

1c. Contact Person

   Name: Darlene Welsh

   Email: jdwels00@uky.edu

   Phone: 323-6620

   Responsible Faculty ID (if different from Contact)

   Name: Angie Hensley

   Email: angela.hensley@uky.edu

   Phone: 257-5258

1d. Requested Effective Date: Specific Term/Year [1]   Fall 2016

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: NUR 450

2c. Full Title: The Impact of Evidence-Based Practice in Nursing

2d. Transcript Title: Impact of Evidence Based Practice in Nurs

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Registered nurses should not enroll in NUR 310: Evidence-based research for nursing practice; registered nurses should enroll in NUR 450. This course provides an introduction to the research methodology essential to providing evidence-based nursing care. Students who are registered nurses will acquire the fundamental basics in quantitative and qualitative nursing research. Legal and ethical issues are discussed. The students wil also develop the knowledge and skills necessary to appraise research and apply evidence-based nursing practice. Information technology will be incorporated throughout the course. Students learn to apply this knowledge through evidence-based practice processes. Students will then communicate an evidence based practice project to their peers.

2k. Prerequisites, if any: Admission to the RN-BSN Option. STA 210 is pre- or co-requisite.

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   30

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   Yes

   If YES, list affected programs: RN-BSN Option. Students will take this course instead of NUR 310-201.

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

Distance Learning Form

Instructor Name: Angie Hensley

Instructor Email: angela.hensley@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Students will interact with faculty and each other through scheduled discussion board sessions. Students will have an open discussion board that is visible to all students, to ask questions of faculty. Faculty will schedule virtual office appointments and will respond to student emails daily. Syllabus conforms to established guidelines. (Attached)

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Course goals ans assessment of student learning outcomes are the same as when the course is offered in the classroom. Evaluation of student learning outcomes will occur through discussion boards, written assignments, and presentations via digital media.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Students are held to the same standards for academic integrity as those on campus. Those are spelled out in the syllabus and reviewed at opening of term. Papers are subject to software that detects plagiarism.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   Yes, RN-BSN Option

If yes, which percentage, and which program(s)?   100%, RN-BSN Option

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   Students are given information about access to student services and resources available through Canvas. DL students have the same access as traditional students.

6.How do course requirements ensure that students make appropriate use of learning resources?   Students will use CANVAS to view powerpoints,videos, and discussion boards. Literature searches are required using the UK Library online databases.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   The nature of the course does not require access to labs or facilities/equipment on campus.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   The syllabus has all this information.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Angela Hensley

SIGNATURE|JDAVIS1|Joanne Davis|NUR 450 NEW College Review|20160215

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 450 NEW HCCC Review|20160316

SIGNATURE|JMETT2|Joanie Ett-Mims|NUR 450 NEW Undergrad Council Review|20160413

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

Browse...   Upload File

	ID	Attachment
Delete	6251	Cover Letter NUR 450.docx
Delete	6672	NUR 450 RN EBP Syllabus 4.12.16.final.doc

First 1 Last

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: NURSING   Submission Date: 2/15/2016

   b. * Department/Division: Nursing Instruction

   c.

   * Contact Person Name: Darlene Welsh   Email: jdwels00@uky.edu   Phone: 323-6620

   * Responsible Faculty ID (If different from Contact) Angie Hensley   Email: angela.hensley@uky.edu Phone: 257-5258

   d. * Requested Effective Date: ○ Semester following approval OR ◉ Specific Term/Year [1] Fall 2016

   e.

   Should this course be a UK Core Course?   ○ Yes ◉ No

   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning?   ◉ Yes [1] ○ No

   b. * Prefix and Number: NUR 450

   c. * Full Title: The Impact of Evidence-Based Practice in Nursing

   d. Transcript Title (if full title is more than 40 characters): Impact of Evidence Based Practice in Nurs

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[1] for each meeting pattern type.

45	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:					

   g. * Identify a grading system:
      ◉ Letter (A, B, C, etc.)
      ○ Pass/Fail
      ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
      ○ Graduate School Grade Scale

   h. * Number of credits: 3

   i. * Is this course repeatable for additional credit?   ○ Yes ◉ No
      If YES: Maximum number of credit hours:
      If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

Registered nurses should not enroll in NUR 310: Evidence-based research for nursing practice; registered nurses should enroll in NUR 450. This course provides an introduction to the research methodology essential to providing evidence-based nursing care. Students who are registered nurses will acquire the fundamental basics in quantitative and qualitative nursing research. Legal and ethical issues are discussed. The students wil also develop the knowledge and skills necessary to appraise research and apply evidence-based nursing practice. Information technology will be incorporated throughout the course. Students learn to apply this knowledge through evidence-based practice processes. Students will then communicate an evidence based practice project to their peers.

k. Prerequisites, if any:

Admission to the RN-BSN Option. STA 210 is pre- or co-requisite.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * **Will this course be taught off campus?** ○ Yes ◉ No

   If YES, enter the off campus address:

4. **Frequency of Course Offering.**

   a. * Course will be offered (check all that apply): ☑ Fall ☐ Spring ☐ Summer ☐ Winter

   b. * Will the course be offered every year? ◉ Yes ○ No

      If No, explain:

5. * **Are facilities and personnel necessary for the proposed new course available?** ◉ Yes ○ No

   If No, explain:

6. * **What enrollment (per section per semester) may reasonably be expected?** 30

7. **Anticipated Student Demand.**

   a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

   b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No

      If YES, explain:

8. * **Check the category most applicable to this course:**

   ☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
   ☐ Relatively New – Now Being Widely Established
   ☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

   a. * Is this course part of a proposed new program? ○ Yes ◉ No

      If YES, name the proposed new program:

   b. * Will this course be a new requirement ⊥ for ANY program? ◉ Yes ○ No

      If YES ⊥, list affected programs::

      RN-BSN Option. Students will take this course instead of NUR 310-201.

10. **Information to be Placed on Syllabus.**

   a. * Is the course 400G or 500? ○ Yes ◉ No

      If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

   b. ☐ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10** attached.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requiremen are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	NUR 450	Date:	2/11/2016
Instructor Name:	Angie Hensley	Instructor Email:	angela.hensley@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

   Students will interact with faculty and each other through scheduled discussion board sessions. Students will have an open discussion board that is visible to all students, to ask questions of faculty. Faculty will schedule

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, of student learning outcomes, etc.

   Course goals ans assessment of student learning outcomes are the same as when the course is offered in the classroom. Evaluation of student learning outcomes will occur through discussion boards, written assignments, and

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academ policy; etc.

   Students are held to the same standards for academic integrity as those on campus. Those are spelled out in the syllabus and reviewed at opening of term. Papers are subject to software that detects plagiarism.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any f as defined above?

   Yes, RN-BSN Option

   Which percentage, and which program(s)?

   100%, RN-BSN Option

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting

   Students are given information about access to student services and resources available through Canvas. DL students have the same access as traditional students.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   Students will use CANVAS to view powerpoints, videos, and discussion boards. Literature searches are required using the UK Library online databases.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   The nature of the course does not require access to labs or facilities/equipment on campus.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or r the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   The syllabus has all this information.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

   ⦿ Yes
   ○ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said techn

10. Does the syllabus contain all the required components, below? ☑ Yes

    ◦ Instructor's *virtual* office hours, if any.

    ◦ The technological requirements for the course.

    ◦ Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).

    ◦ Procedure for resolving technical complaints.

    ◦ Preferred method for reaching instructor, e.g. email, phone, text message.

    ◦ Maximum timeframe for responding to student communications.

    ◦ Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resourc The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodatior details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

- Specific dates of face-to-face or synchronous class meetings, if any.

- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

  - Carla Cantagallo, DL Librarian

  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

  - Email: dllservice@email.uky.edu

  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?iweb_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name: _____

   Angela Hensley

   Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. La meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

February 15, 2016

To: Course Reviewers
From: Dr. Darlene Welsh, BSN Program Director, College of Nursing

Undergraduate students can earn the Bachelor of Science in Nursing (BSN) degree in three ways: a) Traditional Option – freshman pre-nursing students admitted to program sophomore year, b) Second Degree Option – students with another degree admitted into sophomore year, and, c) RN-BSN Option – registered nurses who have earned an associate degree in nursing transfer into the program. The College of Nursing has offered these three options for many years, a recent change is that we are in the process of creating a fully distance learning curriculum for the RN-BSN Option students.

The purpose of the College of Nursing's proposal for a new course, *NUR 450: The Impact of Evidence-Based Practice in Nursing,* is to distinguish the offering for post-licensure associate degree nurses who are enrolled in the RN-BSN Option (online) from NUR 310: *Research for Evidence-Based Nursing Practice* which is offered to traditional and second degree, pre-licensure baccalaureate nursing students who learn in traditional classrooms. The pre-requisites for NUR 310 are STA 210, or BST 330 or equivalent. Admission to the RN-BSN Option and STA 210 or an equivalent statistics course are pre or co-requisites for RN students wishing to enroll in NUR 450.

The course description and learning outcomes for students enrolled in NUR 310 (pre-licensure nursing research course) and NUR 450 (research course for RN students) have similarities but the instructional approach is different, given pre-licensure vs. licensed RN students earning the BSN degree. Both groups of students must meet the accreditation standards of the CON and the university requirements for a Bachelor of Science degree.

Thank you for your consideration of this proposal. Please contact me with additional questions at jdwels00@uky.edu or 859-323-6620.

A Distance Learning Course

TITLE: NUR 450: The Impact of Evidence-Based Practice in Nursing

CREDIT HOURS: 3 credit hours

PRE-REQUISITES: Admission to the RN-BSN Option. STA 210 or equivalent is a pre- or co-requisite.

FACULTY: Angie Hensley, DNP, APRN
Angela.Hensley@uky.edu
859-257-5258
418 CON Building
Office Hours: By appointment

COURSE DESCRIPTION:

Registered nurses should not enroll in NUR 310: Evidence-based research for nursing practice; registered nurses should enroll in NUR 450. This course provides an introduction to the research methodology essential to providing evidence-based nursing care. Students who are registered nurses will acquire the fundamental basics in quantitative and qualitative nursing research. Legal and ethical issues are discussed. The students wil also develop the knowledge and skills necessary to appraise research and apply evidence-based nursing practice. Information technology will be incorporated throughout the course. Students learn to apply this knowledge through evidence-based practice processes. Students will then communicate an evidence based practice project to their peers.

REQUIRED TEXTS:
There will be website videos for each module. In addition, students will obtain 2 research articles that are relevant to each module that they will also use in the discussion board questions related to this course. Evidence-Based Practice for Nurses should be used as supplemental readings.

Schmidt, N.A. & Brown, J.M. (2015). Evidence-Based Practice for Nurses: Appraisal and Application of Research.

Skloot, R. (2010). The Immortal Life Of Henrietta Lacks. Random House, Inc.

American Psychological Association. (2010) Publication manual of the American Psychological Association (6th ed.). Washington, DC:

CLASSROOM: *This course will use an online learning format. The course will be taught via a web-enhanced format and alternative and experiential learning assignments.* **Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.**

STUDENT LEARNING OUTCOMES
1. Describe the history, philosophical bases and relevance of quantitative and qualitative approaches to health care problems.
2. Use the findings of qualitative and quantitative research approaches to address clinical problems.
3. Conduct streamlined, focused searches for best evidence to apply research findings to clinical practice.
4. Examine legal and ethical issues as they relate to nursing research.
5. Identify a relevant practice issue, categorize and critically appraise the evidence and communicate findings from the EBP project to peers.

TEACHING/LEARNING METHODS

Online discussion and student presentations	Required readings/writings
Small group activities	Fieldwork
Computer applications	Individual writing assignments
Discussion Board	Media
Presentations	

COMPUTER ACCESS EXPECTATIONS:

Students must meet assignment deadlines, but are not required to be online at specific, assigned times. This is an interactive course and we highly recommend accessing the course in Canvas at least three times per week to be fully engaged and successful. If for some reason, you cannot access the site at home due to temporary computer breakdown or other circumstances, it is your responsibility to access the site through other means (e.g., going to local public or school library). This course is heavy in reading and writing/communications requirements; plan time for interactions and completion of assignments. Technical support is available at: UK Information Technology Center http://www.uky.edu/UKIT/ See the Tech Tips Link

EXCUSED ABSENCES

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Make-up Examinations

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

What does <u>online</u> learning mean?

This means that the course materials will be available to you on the web and that you will turn assignments in on the web. This does not mean, however, that the course is not interactive. For example, you may participate in on-line discussions with other class members and faculty as needed using virtual meeting technology available through Canvas. **Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.**

Computer requirements: This web-enhanced course requires the following: (1) a computer with high speed access to the internet (Ethernet, broadband cable or DSL connection) and an internet browser.

Minimum required laptop computer hardware:

• Processor: Dual Core 1.8 Ghz or higher
• RAM: 4 GB minimum (more preferred)
• Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
• Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
• Operating system: Most recent version for your hardware (for example, Mac OS 10.10+ or Windows 8+)
• Up-to-date virus software, preferably installed before coming to campus
• Webcam (many laptops come with an integrated webcam and will not require an external device)
• Headphones or headset with microphone
• Other helpful options:2 GB or higher USB Flash Drive, external hard drive (for data backup/extra storage), wired or wireless external mouse, video out adapters (dvi/hdmi), and a laptop security cable

Minimum required tablet computer hardware:

• Processor: Dual Core 1.3 Ghz or higher | Apple A5 or higher
• Storage capacity: 32 GB or larger
• Operating system: Most recent version for your hardware (for example, Windows 8.1, Windows RT, iOS 8)

Because tablets have less storage than laptops, tablet users with high-speed Internet connectivity can use UK's virtual desktop and application solution (www.uky.edu/VirtualDEN) to expand the number of applications available to them. See further below in this document about the software this service provides. Also, many tablets have HDMI or USB ports for connecting external monitors, keyboards, mouse, headset, and other devices.

Software

Visit https://download.uky.edu/ to learn about software available free of charge or at a reduced rate.

 An active University of Kentucky e-mail account that is not forwarded to another email address, and Microsoft Office 2007, which is available free to all university students from http://e5.onthehub.com/WebStore/Welcome.aspx?ws=f43536c5-bbb4-dd11-b00d-0030485a6b08&vsro=8&JSEnabled=1
Contact the University of Kentucky Instructional Technology Customer Service Center (257-1300) for download instructions.

It is important to have a basic understanding of how to use the World Wide Web (web) as well as Microsoft Office products (Word, PowerPoint, Excel, and Exchange). If you need assistance, help is available in The Hub, located in the basement of W.T. Young Library. For more information, visit http://www.uky.edu/Libraries/hub. In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

<u>**STUDENT SUPPORT**</u>

If you have problems with Canvas: Following are the resources available to help you if you are having problems or technical challenges/conflicts when using Canvas. If the problems you are having affects completion or submission of an assignment, please email the instructor explaining the problem and the steps you are taking/have taken to correct the problem. You may contact the canvas support hotline at 844-480-0838 or contact canvas via live chat through the canvas site. Canvas support is available 24/7.

Support from UKIT

UKIT's Academic Technology Group (ATG) offers online tutorials and face-to-face training, as well as technicians who specialize in troubleshooting issues that arise for students.
• UKIT technicians can be reached by calling 859-218-HELP (4357), where the Customer Service Center can troubleshoot many issues immediately. You can also email 218help@uky.edu. Complicated issues will be escalated to the technicians in ATG.
• Web: http://www.uky.edu/UKIT/
• If you need one-on-one assistance, ATG can meet with you to discuss your needs and walk you through the steps. Call 257-8195 to request one-on-one time with one of our staff or student team.

Other UK technology support services:

Need help with recording your video assignments or uploading them to Canvas?

The Media Depot is a student digital media space located in the Hub at William T. Young Library. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects.

Media Depot Hours
Mon-Thur: 10AM-10PM
Fri: 10AM-8PM
Sat: Closed
Sun: 12:30PM-10PM

http://www.uky.edu/ukat/mediadepot   **Phone Number**: (859) 323-1105

Center for the Enhancement of Learning and Teaching (CELT)
http://www.uky.edu/celt/, 859-257-8272

EVALUATION:

- Discussion Board (15% Initial Posts/15% Responses to others)   30%
- Evidence-based Practice Project:
       Part 1 Research Problem   15%
- Evidence-based Practice Project:
       Part 2 Aggregating and Reporting
- Nursing Research   25%
- Evidence-based Practice Project:
       Part 3 Summary of Utilization for
       Nursing Practice   20%
- Project Presentations (voice over PowerPoint)   10%

Specific information regarding each of these assignments is located below. **Assignments will be returned to students in a one week time frame**.

COURSE GRADING SCALE:

92-100	=	A
84-91	=	B
76-83	=	C
68-75	=	D
$\leq$ 67	=	E

Mid-term Grade
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/calendar).

COURSE POLICIES:

SUBMISSION OF ASSIGNMENTS: Students are required to complete class activities by the due date. A 10 point deduction each day will be given for all unexcused late assignments. Assignments are due by Midnight on the due date and are to be submitted through Canvas.

DISCUSSIONS: Threaded discussions are scholarly group discussions conducted on-line through Canvas. Questions will be posted for each discussion group; these questions will relate to course content. These discussions are designed to stimulate thought, interest, and analysis between and among participants. The class will be divided into discussion groups. Your presence in the discussion will be monitored and graded according to the discussion rubric. Once closed, discussions will NOT be reopened for late submissions.

Each discussion will span several days so that each student has multiple opportunities to participate in each discussion; your first original post will be due by Thursday and responses by Monday at midnight. To receive the points available for each discussion, you must actively participate in the discussion with substantive postings which address the questions in the individual assignment guidelines use multiple posts to address the questions, support your discussion points with literature and add citations if so required, and respond to other student's posts. As in a face-to-face discussion, during threaded discussion you may raise questions, ask for clarification, answer questions, and comment on the remarks of others. Note that a quick response to another student (e.g. "Yes, I hadn't thought about that") will NOT count toward your postings. Your responses to the original questions and to postings from your fellow classmates should be thoughtful, meaningful, informed, and polite.

CLASS PARTICIPATION

1. Active engagement and contributions during discussion board activities and online group discussions. When a small group is asked to report back to the larger group, there must be evidence that each group member participated in the small group online activity.

2. Posting your response to discussion board questions/activities and responding to others on the group discussion board for those designated assignments. A rubric is provided for grading discussion board activities.

3. Credit for online discussion board participation is earned as a percentage of assignments.

STUDY SUGGESTIONS
Research is a creative, exciting, and dynamic process best accomplished by the collaboration of knowledgeable, committed professionals. What you – and your classmates – get out of class is determined greatly by the effort and energy you are willing to invest. **The time that you spend developing your online posts and responses will be most productive if you have completed the assigned readings and watched the assigned PowerPoint presentations. Being prepared for online discussion will enable you to efficiently and effectively complete coursework. Being prepared for the discussion involves being aware of the topic as well as being familiar with the content of the assigned readings.** All students will be expected to gain access to the course on Canvas to receive announcements and collaborate on course assignments with his/her assigned group. Do not hesitate to ask questions or make an appointment to talk with me to discuss coursework. The Writing Center may be a good resource for assistance with paper editing, etc. It is located in W.T. Young Library and can be contacted through http://www.uky.edu/AS/English/wc/ or 257-1356.

COURSE ASSIGNMENTS:

The assignments are designed to meet the objectives of this course as well as the Essentials of Baccalaureate Education, specifically Essentials III: Scholarship for Evidence Based Practice; VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; and VIII: Professionalism and Professional Values.

1. **Discussion Board (See rubric) the class week will be Monday to Monday, Your original post will be due by Thursday at Midnight and then you will respond to three of your peers by Monday at Midnight. Include scholarly references in your original post and at least one reference in your response other than the textbook.** Wikipedia and non-refereed websites are not acceptable (NIH and CDC are examples of websites that would be acceptable). To facilitate scholarly discussion, students will be placed in groups.

2. **Evidence-based Practice Project:**
   Part 1 Research Problem
   Criteria: A 600 word paper that includes:
   1) Identify a nursing research problem you have experienced or a question that has arisen out of your experiences; (20 points)
   2) Describe the background of the problem and clearly explain why this is a problem. (25 points)
   3) List and discuss 3 reasons for the significance or impact of the problem. (25 points)
   4) Describe how the resolution of the problem would impact nursing practice (25 points)
   5) APA format, grammar, logical flow of paper (5 points)

In this paper, the student will identify a nursing research problem, provide the background of the problem, identify a case example of the problem in your practice; discuss the significance or impact of the problem and describe how a resolution (solving) of the problem would impact nursing practice.

3. **Evidence-based Practice Project: Part 2 Aggregating and Reporting Nursing Research**
Criteria: A 2500 word paper that includes:
This section of the research project requires the RN to investigate the nursing literature related to the problem area previously identified. Download 5 nursing research articles from an online data base, including at least one quantitative and one qualitative article. Summarize the articles you carefully review. You should include: authors (5 points); article title (5 points); type of research and how you determine if it is qualitative or quantitative (10 points); purpose of the study (20 points); methods and sample (20 points); results (20 points); limitations (10 points) and conclusions (10 points). This paper will be 5 single space pages in length, one page maximum for each research report. A reference page is required. Please use side headings for each section (see format below), and please write in complete paragraph format. Identifying each heading will assure that you address each required element of this paper.

Authors: The authors are . . . their credentials include ...
Title: The title of this project is . . . The title reflects the research that is being reported ...
Type: This research is quantitative. It is a descriptive study as evidenced by ...
Purpose:
Methods:
Sample:
Results:
Limitations:
Conclusions:

4. **Evidence-based Practice Project:**
Part 3 Summary of Utilization for Nursing Practice
Criteria: A 1000 word paper that includes:
Part 3 is worth 20% of the final grade. The RN will summarize how the research has answered the question or problem s/he originally asked. S/he will discuss the steps needed in order to use the research, including a description of how the findings of the studies reviewed could be implemented in their specific practice area, as well as barriers to implementation. Finally, the writer should list and discuss three elements of

practice that should be changed based on the findings of your project. If there is not evidence to support change, then provide adequate evidence to maintain current practice.

Summary: 20 points
Implementation steps: 20 points
Barriers to implementation: 20 points
Three elements of practice that should be changed, based on the findings: 10 points each=30
Abstract, merged papers, reference page: 10 points

5. **Project Presentation:**
    a. (There is a youtube presentation that may be useful for adding narration to your power point: http://www.youtube.com/watch?v=QZp3jumnWUg)
    b. 10 minute oral presentation with 12 slides (title slide, 10 content slides, reference slide)
    c. Include nursing problem, significance of problem, literature summary, implementation plan, barriers, elements of practice that should be changed.
    d. Each slide should be evidence based and have a citation.

ACADEMIC INTEGRITY: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http: www.uky.edu/Ombud   Specific   information   on   plagiarism   may   be   found   at: http://www.uky.edu/Ombud/What_Is_Plagiarism.pdf

A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others needs to be properly credited. Part II of Student Rights and Responsibilities (SR 6.3.1) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever.

Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain. (Section 6.3.1). PLEASE NOTE THAT ASSIGNMENTS MAY BE SUBMITTED TO AN ELECTRONIC DATABASE TO CHECK FOR PLAGIARISM.

TEACHER/COURSE EVALUATIONS: The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet the requirement, the College of Nursing uses a web-based course evaluation. All students enrolled in this course are encouraged to visit the Course Evaluation website to fill out evaluations. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members, program directors, associate dean, and dean only after final grades are submitted.

CLASS PARTICIPATION GUIDELINES: Class participation in web activities, is an integral part of this course. At times it is the springboard for future class assignments and other times it culminates several individual and group activities. It helps us formulate new ideas from studies, theories, and literature. It is therefore required that all students participate in class. Effective participation involves preparation, asking thoughtful questions that contribute to class discussions, and the sharing of experiences and learned information. These experiences will help the student move toward new understandings.

ACCOMODATIONS DUE TO DISABILITY:
The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/."

INSTRUCTOR COMMUNICATIONS: Instructors have agreed to try to maintain the following communication standards:
• Faculty will check email at least twice daily every day. If unable to do so, they will post an announcement of their unavailability on Canvas.
• Faculty will try to respond to all questions submitted by 9:00 PM every evening.
• If students have several big questions about something or are confused, please call your faculty member. If they are unavailable, they will return your call as soon as possible.
• There is a discussion board set up in Canvas where you may post questions and view answers to other students' questions. Faculty will check this board daily.

LIBRARY RESOURCES:
Bev Hilton, Nursing Liaison at the Medical Center Library, is also available to help you. Email: bhilton@uky.edu

Off-Campus Library Access

EZProxy

The EZProxy system allows **off-campus access** to information resources that are restricted to UK students, staff, and faculty, including community-based faculty (preceptors). If you use these resources from an on-campus UK computer connected via an Ethernet cable, as most faculty and staff will be using in their offices, your computer is identified as being on the UK network and you can access the resources seamlessly. EZProxy allows your off-campus computer to be identified as part of the UK network.

For more information regarding off-campus library access, please visit the UK Libraries access instructions at uky.edu/Libraries/page.php?lweb_id=16.

Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

- Carla Cantagallo, DL Librarian
- Phone (859) 218-1240
- Email: dllservice@email.uky.edu
  DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Fall 2016 Schedule

Learning Activities	Due Dates
Module 1 Introduction to Evidence-Based Practice and Nursing Research, Critical Thinking, What is Science? Assignments TBA	October, 17
Module 2 The Research Process, Development of Research/Practice Problem/Question, Models and Theories, Research Aims Assignments TBA	October, 24
Module 3 Search for Evidence, Appraising Research, Variables, Qualitative Research, Quantitative Research Assignments TBA	October, 31
Module 4 Evidence Appraisal (Non-Research), Samples, Data Collection Assignments TBA	November, 7
Evidence-based Practice Project: Part 1 Research Problem	November, 7
Module 5 Translation, Data Analysis, and Ethics Assignments TBA	November, 14
Module 6 Creating a Supportive EBP Environment Assignments TBA	November, 21
Evidence-based Practice Project: Part 2 Aggregating and Reporting	November, 21
Module 7 Writing an Abstract, Review Critiquing Research Articles Assignments TBA	November, 28
Evidence-based Practice Project: Part 3 Summary of Utilization for Nursing Practice	November, 28
Module 8 Exemplars, Outcomes Research, Evaluating Change in Nursing Practice Assignments TBA	December, 5
Project Presentations (voice over PowerPoint)	December, 5