Course Title: NUR 559: Evidence-based Nursing Practice: Translation

Course Credits: 2

Course Prerequisites: NUR 510, NUR 512, NUR 514, NUR 516, NUR 520, NUR 522, NUR 525, NUR 531 or NUR 541, NUR 533 or NUR 543, NUR 558

Course Co-Requisites: NUR 535 or NUR 545

Course Description:

In this course, students will extend their understanding of the process of moving from evidence to action through the translation of evidence synthesis. Under the direction of a nursing faculty mentor, students will focus on the use and dissemination of evidence by proposing a method to implement and evaluate an evidence-based practice project for use in a selected practice setting that is appropriate to the learner and learning goals. The student will complete the project by submitting an extensive portfolio of the project's conception, development, and implementation and evaluation plan.

Course Format:

Online resources, one-on-one faculty supervision, presentation (college campus, local, national, or international)

Course Objectives:

The objectives of this course are to:

1. Formulate a plan for the implementation and evaluation of an evidence-based nursing practice change in a selected practice setting.
2. Monitor and analyze structure, process and outcome data for use in nursing practice.
3. Demonstrate the ability to communicate ideas both orally and in written form in an articulate, literate, and organized manner.

Course Outcomes:

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

1. Develop a comprehensive plan related to the translation of evidence into best practice.
2. Manage the oversight of a professional, scholarly project from its conception through the development of a detailed plan for implementation and evaluation.
3. Disseminate the translation of nursing evidence into current best practice to an audience of peer scholars.

Required textbooks:

American Psychological Association. (2001). *Publication manual of the American
Psychological Association* (5th or 6th ed.). Washington, DC: Author.

Malloch, K. & Porter-O'Grady, T. (2010). *Introduction to evidence-based practice in nursing
and health care*. (2nd ed.). Sudbury, Massachusetts: Jones and Bartlett Publishers.

Melnyk, B. M., & Fineout-Overholt, E. (2005). *Evidence-based practice in nursing &
healthcare: A guide to best practice.* Philadelphia: Lippincott Williams & Wilkins.

Polit, D. F., & Beck, C. T. (2008). *Nursing research: Generating and assessing evidence for
nursing practice* (8th ed.). Philadelphia: Lippincott Williams and Wilkins.

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Teaching/Learning Strategies:

This course will utilize online resources and one-on-one faculty supervision as the teaching and learning strategy. A Scientific Poster session at the completion of the course will allow for dissemination of scholarly work and collegial learning.

Course Assessment

1.	EBP Advisor Evaluation of Student Performance*	30%
2.	EBP Project	40%
3.	Scientific Poster	30%

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100%

*Relates to professional, thorough and timely communication with EBP Advisor including successful completion of work according to project time line, and effort with the project.

Assignment Rubrics for the EBP Advisor Evaluation, EBP Project and the scientific Poster are available under the Rubrics doc sharing tab of eCollege.

Grading Scale with Quality Points

The following grading scale, used in other courses at Cedar Crest College, will be applied in this course. Grades will not be rounded for projects, papers, etc., however, the final grade will be rounded.

A	93-100	= 4.0	quality points
A-	90-92	= 3.7	quality points
B+	87-89	= 3.3	quality points
B	83-86	= 3.0	quality points
B-	80-82	= 2.7	quality points
C+	77-79	= 2.3	quality points
C	73- 76	= 2.0	quality points
C-	70-72	= 1.7	quality points
D+	67-69	= 1.3	quality points
D	60-66	= 1.0	quality points
F	below 60	= 0	quality points

Performance

It is the student's responsibility to participate in his/her learning by thorough and timely communication with their EBP Advisor including successful completion of work according to project time line and effort with the project. If you are unable to attend a regularly scheduled meeting or project deadline, it is your responsibility to contact your advisor accordingly. If the expectations set forth are not met, points will be deducted from your participation grade.

Late Assignments

All assignments are due according to your EBP Advisor. Work will not be accepted late without prior approval. Papers submitted late will receive a deduction of 10 points per day, increasing by 10 points every 24-hour period after the due date.
Both the electronic copy and the hard copy must be submitted on time. If one is late, 10 points will be deducted according to the policy. Do not wait until the last minute to post your electronic copy. Plan appropriately and allow for enough time to submit prior to the due time.

Email copies of assignments will not be accepted. The final EBP Project document is to be submitted according to the explicit format guidelines provided.

If there are extenuating circumstances, these must be brought to the attention of the EBP Advisor prior to the due date.

General Paper Submission Process

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All papers are due on the date/time according to the EBP Advisor. Submit one copy of the paper to the assignment drop box in eCollege. This copy must be posted prior to the paper due date/time. Submit one hard copy of the paper in a folder to the Advisor. Include a copy of the grading rubric available from eCollege. All of the above is to be handed in together in a folder/envelope.

Available Resources

Academic Advising services are available for students who request assistance with scholarly papers. Please confirm their hours of operation and allow ample time for an appointment.

An APA tutor is available through Academic Advising Services for the sole purpose of APA formatting questions. Please contact the Academic Advising Office for instructions on contacting the tutor. Allow ample time for an appointment.

Honor Philosophy

The Cedar Crest College Honor Philosophy states that students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor or membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions in all academic and social situations and for the effect their actions may have on other members of the College community.

Community Standards for Academic Conduct

Academic integrity and ethics remain steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications.

As a student at Cedar Crest College, each student shall:

- Only submit work which is his/her own.
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property.
- Neither seek nor receive aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor.
- Follow the instructions of the professor in any academic situation or environment, including taking of examinations, laboratory procedures, the preparation of papers, properly and respectfully using College facilities and resources, including library and computing resources, to ensure that these resources may be effectively shared by all members of the College community.
- Abide by the Cedar Crest Computer Use Policy.
- If a student witnesses a violation of the Academic Standards, he/she will go to their instructor.
- If you are unable to resolve the problem with the instructor, you should go to the chair of the department. If you need further assistance after consultation with the instructor and the chair, you should see the Provost.

Students are reminded to review the Honor Code and Plagiarism statements as found in the Cedar Crest College Customs Handbook. Students found guilty of Honor Code offenses will receive a failing grade in this course. Dishonesty constitutes a failing grade in this course.

Plagiarism is the presentation of someone else's ideas or language as one's own. Examples of plagiarism include turning in someone else's paper or lab report under one's own name with or without additions or modifications; downloading and turning in a paper from the Internet or including concepts, phrases, sentences, or paragraphs from print or electronic sources – whether verbatim or paraphrased –in one's own paper without proper attribution. As well, all papers are to be the student's original work. Submission of a paper from a previous course is unacceptable and will result in a zero. Unintentional plagiarism and accidental improper citation of sources according to APA is considered plagiarism.

All students are encouraged to review the reference material related to plagiarism located in the webliography of eCollege, as well as seek assistance from the professor, APA tutor and the Academic Advising Center with any questions about plagiarism and correct citation within APA. Ignorance of APA citation rules and unintentional plagiarism will not be accepted as a defense for plagiarized work.

Students who are involved in a group project or paper are responsible for all materials related to the project or paper. Students are to proofread the entire contents of the paper and correct any errors related to citations or plagiarism. If the paper is demonstrated to be plagiarized, all students will receive the same consequence, not just the student whose work it is. Understand that all students are responsible for any group project work or group paper as a representation of their work.

The penalty for plagiarism in this course is a zero in the assignment; however, the professor reserves the right to impose a harsher penalty.

Prior Knowledge

The student is reminded that knowledge in nursing is cumulative and that she/he will be held accountable for prior learning. The student is responsible for material discussed in class as well as information covered in the required readings.

Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest education. Cell phones and pagers are to be placed on silence during class and are not to be answered while in the classroom. Cell phone disruptions are viewed as a violation of courteous and respectful classroom protocol. Sidebar conversations are disruptive to all students and will not be tolerated. Students who arrive late during a guest speaker will not be permitted to enter the room until a break, or until the lecturer has completed the presentation.

Disability Accommodation

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.