



**DEPARTMENT of NURSING EDUCATION & HEALTH STUDIES**

**COURSE OUTLINE – WINTER 2021**

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

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

**INSTRUCTOR:** Eleni Hansen MN, RN, **PHONE:** 780-539-2045  
IBCLC  
**OFFICE:** H229 **E-MAIL:** ehansen@gprc.ab.ca  
**OFFICE HOURS:** By 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): NS2115 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.). Author.

**SUPPLEMENTAL RESOURCES: Refer also to NS3110 course in myClass**

Canadian Nurses Association. (2017). *Code of ethics for registered nurses*.  
<https://www.cna-aic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf?la=en>

College and Association of Registered Nurses of Alberta. (2011). *Primary health care: Vision, roles, and opportunities*. Edmonton, AB: Author.  
[https://www.nurses.ab.ca/docs/default-source/document-library/position-statements/primary-care-vision-roles-opportunities.pdf?sfvrsn=319160d5\\_14](https://www.nurses.ab.ca/docs/default-source/document-library/position-statements/primary-care-vision-roles-opportunities.pdf?sfvrsn=319160d5_14)

College and Association of Registered Nurses of Alberta. (2010). *Ethical decision-making for registered nurses in Alberta: Guidelines and recommendations*. Edmonton, AB: Author.  
[https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn-ethical-decisions-making.pdf?sfvrsn=d714472f\\_10](https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn-ethical-decisions-making.pdf?sfvrsn=d714472f_10)

College and Association of Registered Nurses of Alberta. (2020). *Professional boundaries for registered nurses: Guidelines for the nurse-client relationship*. Edmonton, AB: Author.

[https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn\\_professional-boundaries.pdf?sfvrsn=cc43bb24\\_16](https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn_professional-boundaries.pdf?sfvrsn=cc43bb24_16)

College and Association of Registered Nurses of Alberta. (2013). *Practice standards for regulated members*. Edmonton, AB: Author.

[http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards\\_Jan2013.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards_Jan2013.pdf)

College and Association of Registered Nurses of Alberta. (2019). *Entry-level competencies for the practice of registered nurses*. Edmonton, AB: Author.

[https://www.nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a\\_12](https://www.nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a_12)

Grande Prairie Regional College Department of Nursing Education & Health Studies. 2020-2021 *Student Handbook*. GPRC: Author. (see myClass)

### **DELIVERY MODE(S):**

The course work includes lectures, class discussions, individual and group work, in-class practice exercises and student presentations (both written and oral).

### **WINTER 2021 DELIVERY:**

Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through [helpdesk@gprc.ab.ca](mailto:helpdesk@gprc.ab.ca)

Note: GPRC reserves the right to change the course delivery.

### **LEARNING OUTCOMES**

1. Describe the nature and sources of knowledge that inform nursing practice.
2. Demonstrate understanding of research ethics and the nurses 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:**

#### **UA NURS311**

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities**. Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**\*\* 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:**

Critique of a Research Article	15%
Policy Brief	15%
Group Project	40%
<u>Final Exam</u>	30%
Total	100%

Assignments/Course Components	Due dates	Weight	Course objectives no.
1) Critique of a Research Article	January 29 <sup>th</sup> @ 2359	20%	1-6
2) Position Paper	March 12 <sup>th</sup> @ 2359	15%	1-6
3) Group Project	April 2 <sup>nd</sup> @ 2359	40% (35% for paper)	1-6
3a Group contract	January 22 <sup>nd</sup> @ 2359		
3b PICO Question	February 12 <sup>th</sup> @ 1900		
3c Presentations	Week 14 via zoom	(5% for presentations)	
4) Final Examination	Final Exam period	30%	1-6

**LATE ASSIGNMENT POLICY:**

It is expected that **ALL** assignments must be completed to obtain credit in the course. Assignments are expected to be passed in at the time and place they are due. Extensions may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of 5% for each calendar day that an assignment is submitted after the due date will be deducted from the final mark. For example, a paper marked at 80% would receive an adjusted grade of 75% if handed in one day late. When submitting assignments **electronically**, it is the **student's** responsibility to ensure the assignment has been received.

**GRADING CRITERIA:**

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	67-69.9
A	4.0	85-89.9	C	2.0	63-66.9
A-	3.7	80-84.9	C-	1.7	60-62.9
B+	3.3	77-79.9	D+	1.3	55-59.9
B	3.0	73-76.9	D	1.0	50-54.9
B-	2.7	70-72.9	F	0.0	00-49.9

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

Refer to the NS3110 course in myClass for a detailed Weekly Schedule.

<b>Week</b>	<b>Topic</b>
1	No Classes
2	Orientation and Introduction to Key Course Concepts Steps in Research Fundamentals of Evidence Informed Practice
3	Introduction to Information Literacy and PICO, research problems, questions, and hypotheses Research Ethics
4	Introduction to Qualitative Research Differentiating between Qualitative Designs
5	Qualitative Sampling & Data Collection Principles Qualitative Data Management & Analysis
6	Enhancing and Evaluating Quality in Qualitative Research
7	<b>Winter Break</b>
8	Introduction to Quantitative Research Designs Differentiating between Quantitative Designs
9	Quantitative Sampling & Data Collection Principles Quantitative Data Management and Analysis
10	Enhancing and evaluating the quality of quantitative research
11	Mixed methods designs Evidence-Informed Practice in Nursing
12	Annotated Bibliographies
13	<b>No class due to Good Friday</b>
14	Group Presentations
15	<b>Final examination in exam period -cumulative</b>

**ASSIGNMENT DESCRIPTIONS: see myClass page for further assignment details and rubrics**

**1) Critique of Research Paper:**

**Value:** 15% Due **January 29<sup>th</sup> by 2359**

**Purpose:** Evaluate research evidence from a peer-reviewed research paper selected by the instructor available on myClass.

**Length:** Maximum of 1500 words excluding title page, references.

**Description:** Provide a summary of the article (500 words max) and then describe the research problem, research questions and provide a critique of the importance of the research.

YOUR PAPER SHOULD CONTAIN THE FOLLOWING HEADINGS:

1. Article Summary
2. Importance of the Research
3. Methods and Procedure Evaluation
4. Reliability and Validity of Instruments
5. Data Analysis and Major Findings
6. Critical Appraisal Summary

Write a APA version 7.0 referencing style is required.

**2) Policy Brief -Health Policy Issue Brief**

**Value:** 15% due **March 13<sup>th</sup> by 2359**

**Length:** 4 to 8 pages (no more than 1500 words)

**Type:** Individual paper

**Description:** Policymakers at different levels of government use research findings to generate health policy, which in turn can have an impact on how nurses deliver health care and how consumers receive healthcare.

Identify an issue related to clinical practice and design a health policy issue brief where you clearly state the issue, present the research evidence, provide appropriate graphics to highlight key points, and clearly outline recommendations for policy and clinical practice.

You should design the brief to assist decision-makers in understanding the evidence so change can be based on science and research.

Identify the intended audience of the brief. The brief should be no more than 1500 words not including references (4 to 8 pages double-spaced). Please note: for the appearance of the brief, you can use a **numbered reference list** in the text and referencing list.

**Policy Brief Framework for this assignment:** DeMarco, R. & Tufts K.A. (2014). The mechanics of writing a policy brief. *Nursing Outlook*, 63, 219-224 10

### **3) Group Assignment:**

**Length:** 10 pages maximum

**Type:** Paper completed by a group of 3-4 students within the same section (A3/B3) (all students in the group will receive the same grade)

**Description:** Scoping reviews are exploratory projects that systematically map the literature available on a topic, identifying the key concepts, theories, sources of evidence, and gaps in the research. They are often preliminary to full syntheses, undertaken when feasibility is a concern – either because the potentially relevant literature is thought to be especially vast and diverse (varying by method, theoretical orientation or discipline) or there is suspicion that not enough literature exists. These entail the systematic selection, collection, and summarization of existing knowledge in a broad thematic area for identifying where there is sufficient evidence to conduct a full synthesis, or to discover where insufficient evidence exists and further primary research is necessary.

**3a) You will need to select your group and come up with a group contract and submit it to your instructor by January 22<sup>nd</sup>, 2021 by 2359hrs. This contract should outline who will take on what tasks throughout the course of the assignment.**

### **3b) Create a PICO**

( P = problem/population; I = intervention; C = comparison; O = outcome) question and synthesize relevant research findings from qualitative and/or quantitative research articles to answer the PICO question. This group activity is related to the application of course content using research examples, and is to be approved by the instructor.

**PICO question needs to be approved by the instructor before February 12<sup>th</sup> at 1900hrs.**

**3c) Presentation:** (5% of the mark) During week 14 (April 5<sup>th</sup> – 9<sup>th</sup>)

Your group will have maximum of 10 minutes to introduce the problem, identify the keywords and databases, and provide an overview of the literature including research designs and settings, types of frameworks, data collection methods, and major findings. End with methodological strengths and weaknesses, and gaps in knowledge.

Presentation should be presented on PowerPoint or Prezi.

### **4) Final Examination:**

Cumulative exam written during the final exam period. The exam will include a combination of multiple choice, and short answer questions.

**STUDENT RESPONSIBILITIES:** Refer to the College Policy on Student Rights and Responsibilities at:  
<https://www.gprc.ab.ca/about/administration/policies/>

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements please see the GPRC Department of Nursing Education & Health Studies Student Handbook on myClass.

## 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 <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Academic and non-Academic at <https://www.gprc.ab.ca/about/administration/policies>

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

<https://www.gprc.ab.ca/about/administration/policies/>

All online exams will be proctored by video via Zoom or Respondus Lockdown Browser and / or Respondus Monitor

**Note:** The final examination for this course must be taken online with the use of Respondus Lockdown Browser and or the Respondus Monitor exam proctoring software. Students must download Lockdown Browser and Respondus Monitor will automatically start with examinations through myClass. The proctoring software is a requirement to uphold academic integrity and is necessary to meet accreditation requirements.

Lockdown Browser and Respondus Monitor requires Windows or Mac desktop, laptop, or iPad platforms. Chromebooks, smart phones, and other tablets are not supported. If you do not have access to a Windows or Mac desktop, laptop or iPad, you can book a College PC via the GPRC App -> On-campus Reservations.

You can learn more about Respondus Lockdown Browser and Respondus Monitor here:

<https://web.respondus.com/lockdownbrowser-student-video/>.

It is important to note that the software recordings are automated systems and are designed to be less intrusive than in-person proctors. The software is only running while you are signed in during your exam. The exam administrators only review the recordings after the exam is submitted and only if it was flagged due to suspicious activity.

The collection and use of your personal information is in accordance with the Freedom of Information and Protection of Privacy (FOIP) Act S. 33 (c) which states that *“No personal information may be collected by or for a public body unless that information relates directly to and is necessary for an operating program or activity of the public body.”* In addition S. 39 (4) states, *“A public body may use personal information only to the extent necessary to enable the public body to carry out its purpose in a reasonable manner.”*

If you are unable to complete your examinations using the proctoring software you may request alternative accommodations to the online testing by contacting your instructor and the GPRC Testing Centre by telephone at 780-539-2212 to arrange to write your exam. Students must book their examinations no less than 2-weeks in advance of the test date and students are choosing to write the examination in the GPRC Testing Centre are responsible for the \$30 sitting fee.