Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
NURS 716
APPLICATIONS OF EVIDENCE-BASED CARE

COURSE DESCRIPTION
The course is designed to support advanced practice nurses in the translation of nursing research to the use of research that will impact nursing practice. This course will serve as a touchstone for exploring the concept of Evidence Based Care (EBC). Evidence-based practice models will be examined and contrasted. Students will have the opportunity to appraise current research in their practice interests which will support students in developing improved practice guidelines, design processes to examine and disseminate findings. The course emphasizes the evaluation of research in the discipline of nursing and its application to professional practice both at the individual, family and population levels. The assimilation of knowledge, comparison to established benchmarks and research outcomes serve as a foundation to plan and develop innovations that influence quality care across practice settings and disciplines.

RATIONALE
The Doctor of Nursing Practice student requires skills to analyze and evaluate empirical outcomes to prepare him/her to design evidence-based protocols and translate research into nursing practice. The student will apply theory and science to empower him/her to lead change, improve the delivery of health care, promote patient safety, and influence outcomes.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. RECOMMENDED RESOURCE

IV. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Blackboard recommended browsers
D. Microsoft Office
V. **MEASURABLE LEARNING OUTCOMES**

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


B. Compare scholarly literature that directs the development of policies, procedures, and protocols that serve as the foundation for quality care and disease prevention for individuals, families, and the population at large. (PLO: 1,2; DNP Essentials IV; NONPF 2017: Scientific Foundation Competencies 1,3).

C. Critique the efficacy of evidence-based practice models for the purpose of supporting the process to change practice and improve the healthcare experience. (PLO: 1, 3; DNP Essentials VIII, NONPF 2017: Scientific Foundation Competencies: 1,3).

D. Demonstrate how clinical expertise and leadership competencies will be developed through the integration of current evidence at the individual, family, and population levels. (PLO: 6, DNP Essentials: VIII, NONPF 2017: Quality Competencies 1,5, Practice Inquiry Competencies 1).

E. Develop a mock evidence-based practice proposal utilizing the Iowa Model as a framework to guide the process. PLO: 1, DNP Essentials I, III, NONPF 2017, Scientific Foundation Competencies: 1).

F. Integrate the biblical worldview into advanced nursing practice. (PLO: 7, DNP Essentials: VIII 1; Scientific Foundation, NONPF 2017 Leadership Competencies: 3).

VI. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and presentations

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread will be evaluated based on the depth and breadth of the discussion. The student is also required to reply to the instructor and at least 2 classmates. Each reply must be supported by at least 2 citations.

D. Assignment 1: Developing a Clinical Question

The student will discuss the influence of Scripture on the imperative for utilizing current evidence to deliver safe and quality patient care.

In addition, the student will use the Iowa Model as a framework to identify a problem and develop a researchable PICO question based on a clinical scenario.
E. Assignment 2: Initiating the Literature Review

The student will access 10 peer-reviewed journals, no older than 3–5 years, that will address the PICO question developed in Assignment 1. The student will use the scenario provided to complete the assignment. The 10 peer-reviewed articles will be analyzed using a synthesis table to provide in-depth information about the articles including the levels of evidence. Implications for practice will be discussed as a part of the assignment.

F. Assignment 3: Evaluating Professional Practice Standards

The student will become familiar with the Appraisal of Guidelines for Research and Evaluation (AGREE) to evaluate professional practice standards. An external standard will be provided to the student to use for the assignment.

G. Assignment 4: Developing an Evidence-Based Practice Proposal Part 1

The student will develop part 1 of a mock evidence-based practice proposal. The project will continue to build on the PICO question and subsequent literature review that was initiated in Assignments 1 and 2 based on the scenario provided. The DNP Handbook Scholarly Project Guidelines will serve as the guide to format the mock proposal.

H. Assignment 5: Developing an Evidence-Based Practice Proposal Part 2

The student will complete part 2 of the evidence-based practice proposal per the DNP handbook.

VII. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (1 at 100 pts, 3 at 75 pts ea)</td>
<td>325</td>
</tr>
<tr>
<td>Assignment 1: Developing a Clinical Question</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 2: Initiating the Literature Review</td>
<td>150</td>
</tr>
<tr>
<td>Assignment 3: Evaluating Professional Practice Standards</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 4: Developing an Evidence-Based Practice Proposal Part 1</td>
<td>125</td>
</tr>
<tr>
<td>Assignment 5: Developing and Evidence-Based Practice Proposal Part 2</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>1010</td>
</tr>
</tbody>
</table>

B. Scale

- A = 940–1010
- A- = 920–939
- B+ = 900–919
- B = 860–899
- B- = 840–859
- C+ = 820–839
- C = 780–819
- C- = 760–779
- D+ = 740–759
- D = 700–739
- D- = 680–699
- F = 0–679
C. Disability Assistance
Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# Course Schedule

**NURS 716**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Melnyk &amp; Fineout-Overholt: ch. 1, pp. xxi, 278–289, 302–308 2 presentations  Review PowerPoint for ch. 1</td>
<td>Course Requirements Checklist Class Introductions DB Forum 1</td>
<td>10 0 100</td>
</tr>
<tr>
<td>2</td>
<td>Melnyk &amp; Fineout-Overholt: chs. 2–3  1 presentation  Review PowerPoints for chs. 2–3  1 website</td>
<td>Assignment 1: Developing a Clinical Question</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Melnyk &amp; Fineout-Overholt: chs. 4–6  1 presentation  Review PowerPoints for chs. 4–6</td>
<td>Assignment 2: Initiating the Literature Review</td>
<td>150</td>
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<tr>
<td>5</td>
<td>Melnyk &amp; Fineout-Overholt: chs. 7–8  1 presentation  Review PowerPoints for chs. 7–8</td>
<td>DB Forum 3  Assignment 3: Evaluating Professional Practice Standards</td>
<td>75 100</td>
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<tr>
<td>6</td>
<td>Melnyk &amp; Fineout-Overholt: ch. 9  Review DNP Handbook: Scholarly Project  1 presentation  Review PowerPoint for ch. 9</td>
<td>Assignment 4: Developing an Evidence-Based Practice Proposal Part 1</td>
<td>125</td>
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<tr>
<td>7</td>
<td>Melnyk &amp; Fineout-Overholt: ch. 11  1 presentation  Review PowerPoint for ch. 11</td>
<td>DB Forum 4</td>
<td>75</td>
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<tr>
<td>8</td>
<td>Melnyk &amp; Fineout-Overholt: ch. 22  1 presentation  Review PowerPoint for ch. 22</td>
<td>Assignment 5: Developing an Evidence-Based Practice Proposal Part 2</td>
<td>200</td>
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</tbody>
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**DB = Discussion Board**

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.