

**A CONSORTIUM OF HARDIN-SIMMONS & MCMURRY Universities**

**BSN Program**

**NURS 4343 Nursing Theories and Research**

**Fall 2017, Syllabus**

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# TITLE & ID

NURS 4343 Nursing Theories and Research

# CREDIT HOURS

3 Credit Hours

# PLACEMENT

Fall semester, senior year students in good standing with their Parent University and Patty Hanks Shelton School of Nursing (see definition of good standing for PHSSN in Nursing Student Handbook).

# MEETING TIMES

Online

# PRE-REQUISITES & CO-REQUISITES

PRE-REQUISITES: Successful completion of all junior level nursing courses.

CO-REQUISITES: NURS 4335 & NURS 4846

# REQUIRED TEXTBOOKS

American Psychological Association (2009). Publication manual of the American Psychological

 Association (6th ed.) Chicago: APA.

Schmidt, N. & Brown, J. (2015). Evidence-based practice for nurses: Appraisal and application

 of research (3rd ed.). Sudbury, MA: Jones & Bartlett Learning.

Recommended Resources:

Tomey, A.M., & Alligood, M. R. (2010). Nursing Theorist and Their Work. (7th ed.). St.

 Louis: Mosby.

# COURSE DESCRIPTION

Nursing Theories and Research provides a forum for the study of professional nursing related needs, through broadening the student’s ability to read, interpret and integrate research information and theoretical models into practice. It is intended to introduce students, as beginning practitioners, to research and theory in nursing.

## Teaching and Learning Methods

Teaching and learning methods used in this course may include but are not limited to: lecture, discussion, small group work, student presentations, audiovisual aids, guest speakers, study guides, homework assignments, case study applications, online discussions and quizzes, and other class activities. Methods utilized to facilitate learning will be at the discretion of the course instructor.

# COURSE LEARNING OBJECTIVES

During this course, students will:

1. Discuss the correlation of theory development and the research process.
2. Delineate the major concepts of selected nurse theorists.
3. Relate the relationships of nursing theory and nursing research to nursing practice.
4. Discuss the significance of the component steps of the research process.
5. Explore selected research methods and designs.
6. Discover ethical and cultural considerations in research that involves human subjects.
7. Explore the methods of communicating research reports.
8. Critically appraise selected clinical research studies and their application to the practice of nursing.
9. Utilize information resources to enhance the care provided to a client (ex. Evidenced-based research, information technology, policies and procedures)
10. Evaluate outcomes of interventions to promote ethical practice.
11. Participate in performance improvement/quality improvement process.
12. Act in the role of client advocate.

# STUDENT LEARNING OUTCOMES

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

1. Explain the interrelationships among theory, practice, and research related to healthcare quality and safety measure development, validation, and endorsement.
2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
3. Advocate for the protection of human subjects in the conduct of research and collaborate in the collection, documentation, and dissemination of evidence.
4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.
5. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.
6. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
7. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.

# DROP DATES

|  |  |  |
| --- | --- | --- |
| School | Drop/Add Course | Date |
| HSU | Last Date to Register/Change a Class | September 4, 2017 |
| HSU | Last Date to Drop with a Grade of W | September 29, 2017 |
| HSU | Last Date to Drop/Withdraw from a Course | November 27, 2017 |
| McM | Last Day to Register or Add a Class | September 1, 2017 |
| McM | Last Day to Drop with a “W” | October 13, 2017 |
| McM | Last Day to Drop a Course or Withdraw from University | November 17, 2017 |

# COURSE GRADING POLICY

Successful completion of NURS 4343 is dependent on satisfactory achievement of **all** identified criteria. All course grades (assignment, exam, quiz, final grade etc.) will not be rounded but will be carried to two (2) decimal places.

* A grade of 74.5-74.9 will not be rounded to 75
* A grade of 74.568 or 74.562 is 74.56 carried to two (2) decimal places

## Final Course Grade Scale

A final grade below “C” (75.0 %) does not meet Criteria for Progression to the next level of the curriculum at PHSSN

|  |  |
| --- | --- |
| Letter Grade | Percentage |
| A | 92-100 |
| B | 83-91 |
| C | 75-82 |
| D | 67-74 |
| F | 0-66 |
|  |  |

## Course Grade Calculation Statement

The course grade is calculated based on the weighted calculation of all required coursework and satisfactory completion of Pass/Fail assignments. The weighted calculation must be 75% or above and all Pass/Fail assignments must be **passing** to successfully complete this course.

|  |  |
| --- | --- |
| **Weighted Items** | **Weight of Item** |
| Examination 1 | 15% |
| Examination 2 | 15% |
| Examination 3 | 15% |
| Comprehensive Final Exam | 20% |
| Nursing Theory Project | 25% |
| Article Critiques | 10% |
| **Total Weight** | **100%** |
| **Pass/Fail Items** |
| Peer Critiques | ***Pass/Fail*** See grading rubric on canvas |
| Quizzes | ***Pass/Fail*** |
| NIH Human Participant Certification | ***Pass/Fail*** |
| Comprehensive Practice Exam  | **Pass/Fail** |

|  |
| --- |
| **Example of Weighted Grade Calculation** |
| **WEIGHTED ITEMS** | **WEIGHT OF ITEM**  | **STUDENT GRADE** | **CALCULATION** **(WEIGHT X STUDENT GRADE)** |
| Examination 1 | 15% | 80% | 0.15 X 0.80= 12% |
| Examination 2 | 15% | 70% | 0.15 X 0.70= 10% |
| Examination 3 | 15% | 90% | 0.15 X 0.90= 13% |
| Comprehensive Final Exam | 20% | 80% | 0.20 X 0.80=16% |
| Nursing Theorist Project | 25% | 90% | 0.25 X 0.90= 22% |
| Article Critiques | 10% | 70% | 0.10 X 0.70= 7% |
| Total Weight | 100% |  | Student Weighted Grade = 80% |

## Clinical Grading Statement

There is no clinical component in this course.

# EXAMINATION/ASSIGNMENT/QUIZ POLICY

Refer to Nursing Student Handbook for general examination, assignment and quiz policy.

* The course exams will be taken online via Examsoft. They are considered open book but are not collaborative in nature. A grade of 0 will be awarded if the student fails to take the exam in the time frame allowed. Students are on their honor to not share answers with peers and to take the exams without assistance from another person.
* Quizzes will be given to reinforce your weekly reading assignments. There will be 7 quizzes throughout the course, a minimum of 80% is required. The quizzes will not be timed and you will have three attempts. The quizzes must be taken by the due dates stated in the course calendar.

## a. Assignments & Student Responsibilities:

* Due dates for all assigned work are included in the course schedule. It is the student’s responsibility to be aware of these dates and to adhere to them. The instructor reserves the right to accept or decline late submissions with or without a 5% penalty for each day late.
* Grading rubrics for each assignment will be made available on Canvas for the students to use in completing the assignments. Failure to adhere to grading criteria will result in deductions as defined by the grading rubric.

# COURSE CALENDAR

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Text and Chapters** | **Topics** |
| 1 | Aug 31st | Introduction & Course Overview  | Introduction to the courseOverview and orientation to the course Assignment: Introduction activity, view orientation video, and submit copy of signed syllabus by Sept 5th 2359. |
| 2 | Sept 7th | **Evidence Based Practice for Nurses (EBPN)**Chapter 1: Introduction to EBP Chapter 2: Using Evidence through Collaboration to Promote Excellence in Nursing Practice | What is evidence based practice and why is it important?Assignment: Complete Protecting Human Research Participants<http://phrp.nihtraining.com/users/login.php>Save the certificate and post to Canvas by Sept 12th 2359Quiz 1 due Sept 12th 2359. |
| 3 | Sept 14th | Chapter 3: Identify research questionsChapter 4: Finding sources of evidence | Where does evidence based practice begin and how does it develop?Assignment: Quiz 2 due Sept 19th 2359 |
| 4 | Sept 21st | Chapter 5: Linking theory, research and practice | A look at theory and review of Nursing Theorist Project |
| 5 | Sept 28th | Chapter 6: Key Principles of Quantitative DesignChapter 7: Quantitative Designs: Using numbers to provide evidenceChapter 13: What does the quantitative data mean | Quantitative DesignAssignment: Quiz 3 due October 3rd 2359Article 1 Critique due October 3rd 2359***\*Exam 1 Chapters 1-5, Thursday Sept 28th 1300*** |
| 6 | Oct 5th | Chapter 8: Epidemiologic Design, Using numbers to understand populations | Epidemiologic DesignAssignment: Quiz 4 due Oct 10th 2359 |
| 7 | Oct 12th | Chapter 9: Qualitative Designs, Using words to provide evidenceChapter 14: What does the qualitative data mean? | Qualitative Design Assignment: Quiz 5 due Oct 17th 2359Article 2 Critique due Oct 17th 2359 |
| 8 | Oct 19th | Chapter 10: Collecting EvidenceChapter 11: Using samples to provide evidenceChapter 12: Other sources of evidence | Analyzing the Evidence***\*Exam 2 Chapters 6-9,13,14, Thursday Oct 19th 1300******(Fall Break Oct 20th)*** |
| 9 | Oct 26th | Chapter 15: Weighing in on the evidenceChapter 16: Transitioning evidence to practice | From research to practiceAssignment: Quiz 6 due Oct 31st 2359 |
| 10 | Nov 2nd | Chapter 17: Developing Oneself as an innovatorChapter 18: Evaluating outcomes of innovationsChapter 19: Sharing insight with others | Your role in theories and researchAssignment: Quiz 7 due Nov 7th 2359 |
| 11 | Nov 9th | Nursing Theorist Project time | ***\*Exam 3: Chapters 10-12,1-19 Thursday Nov 9th 1300*** |
| 12 | Nov 16th | Nursing Theorist Project | Nursing Theorist Project dueTwo peer critiques due by Nov 29th 2359 |
| 13 | Nov 23rd | Thanksgiving Break |
| 14 | Nov 30th | Nursing Theorist Project | Nursing Theorist Project dueTwo peer critiques due by Dec 5th 2359 |
| 15 | Dec 7th | Comprehensive Course Review | Comprehensive Practice Exam due Dec 12th at 2359 |
| 16 | Dec 14th | Chapters 1-19 | ***\*Comprehensive Final Exam Thursday at 1300*** |

# COURSE MAPPING

| **COURSE LEARNING OBJECTIVES** | **STUDENT LEARNING OUTCOMES** | **NCLEX-RN TEST PLAN** | **DECS** | **AACN Essentials** | **PROGRAM OUTCOMES** |
| --- | --- | --- | --- | --- | --- |
| 1. Discuss the correlation of theory development and the research process.
2. Delineate the major concepts of selected nurse theorists.
3. Relate the relationships of nursing theory and nursing research to nursing practice.
 | 1. Explain the interrelationships among theory, practice, and research related to healthcare quality and safety measure development, validation, and endorsement.
 | **Management of Care*** Utilize research and other references for performance improvement actions
 | **Member of the Profession:**C. 3.b. Research related to organizational and societal change.**Provider of Patient-Centered Care:**A. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence- based practice outcomes, and research studies as the basis for decision-making and comprehensive patient care.1. a. A systematic problem-solving process in the care of patients and families based on the liberal arts, sciences, and evidence-based practice outcomes and research studies.B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients, families, populations, and communities based upon interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from the baccalaureate degree nursing program of study.1b. Systematic processes, including nursing research, epidemiological, psychosocial, and management.8. Nursing theories, research findings, and interdisciplinary roles to guide nursing practice.11. Complex and multiple health care problems and issues, integrating evidence-based traditional and complementary health care practices, and population interventions and solutions.C. 4.a. Evidence-based clinical practice guidelines as a basis of interventions to support patients and families throughout the lifespan, including end-of-life care.E. Implement the plan of care for patients, families, populations, and communities within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.5. Principles and research findings of factors that contribute to the maintenance or restoration of health and prevention of illness.6.a. Principles and rationale underlying the use, administration, and interaction of pharmacotherapeutic and psychopharmacotherapeutic agents, and research studies impacting patients’ responses to these agents. | 1. Explain the interrelationships among theory, practice, and research.8. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed. | 1. Use the nursing process as a guide to competently deliver holistic (physical, psychosocial, and spiritual), ethno-culturally sensitive, ethical and evidence-based nursing care to clients across the life span in a variety of settings.
2. Use research findings and community resources in interacting with clients to promote wellness and facilitate restoration of health or a dignified death.
3. Accept accountability for practice behaviors, action and responsibility for lifelong personal and professional development.
 |
| 1. Discuss the significance of the component steps of the research process.
2. Explore selected research methods and designs.
 | 1. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
 | **Management of Care*** Utilize research and other references for performance improvement actions
 | **Provider of Patient-Centered Care:**A. 1. b. Conceptual frameworks of nursing practice as a means of planning care and solving clinical problems in the care of patients and families.c. Nursing frameworks, theories, and models that relate to managing and evaluating health care delivery with consideration of related costs in care of patients, families, populations, and communities.2b. Clinical reasoning models, systematic clinical judgment, research process, and best practices.3.b. Research and evaluation methodologies. | 2.Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice. | 1) Use the nursing process as a guide to competently deliver holistic (physical, psychosocial, and spiritual), ethno-culturally sensitive, ethical and evidence-based nursing care to clients across the life span in a variety of settings. 5) Use research findings and community resources in interacting with clients to promote wellness and facilitate restoration of health or a dignified death.6) Accept accountability for practice behaviors, action and responsibility for lifelong personal and professional development. |
| 1. Discover ethical and cultural considerations in research that involves human subjects.
2. Explore the methods of communicating research reports.
3. Act in the role of client advocate.
 | 1. Advocate for the protection of human subjects in the conduct of research and collaborate in the collection, documentation, and dissemination of evidence.
 | **Management of Care*** Act in the role of client advocate
 | **Provider of Patient-Centered Care:**A. 3.c. Informed consent for participation in research.B. 8. Nursing theories, research findings, and interdisciplinary roles to guide nursing practice.C. Synthesize comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients, families, populations, and communities using information from evidence-based practice and published research in collaboration with the above groups and the interdisciplinary health care team.**III. Patient Safety Advocate:**C. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks.1. b. Evidence-based risk reduction.**IV. Member of the Health Care Team:**A. Coordinate, collaborate, and communicate with patients, families, populations, communities, and the interdisciplinary health care team to plan, deliver, and evaluate care.5.a. Evidence-based practice and research findings related to health care.b. Process of translating current evidence into practice.B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities.2c. Research and theories related to advocacy for access to health care for patients, families,populations, and communities. | 3. Advocate for the protection of human subjects in the conduct of research.7. Collaborate in the collection, documentation, and dissemination of evidence. | 1) Use the nursing process as a guide to competently deliver holistic (physical, psychosocial, and spiritual), ethno-culturally sensitive, ethical and evidence-based nursing care to clients across the life span in a variety of settings. 5) Use research findings and community resources in interacting with clients to promote wellness and facilitate restoration of health or a dignified death.6) Accept accountability for practice behaviors, action and responsibility for lifelong personal and professional development. |
| 1. Critically appraise selected clinical research studies and their application to the practice of nursing.
2. Utilize information resources to enhance the care provided to a client (ex. Evidenced-based research, information technology, policies and procedures)
 | 1. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.
 | **Management of Care*** Utilize valid resources to enhance the care provided to a client (e.g., evidenced-based research, information technology, policies and procedures)
 | **Provider of Patient-Centered Care:**A. 3. b. Analysis of reliability, validity, and limitations of quality of evidence.4.a. Resources for accurate and scientifically valid current information.b. Research and evaluation methodologies. | 4. Evaluate the credibility of sources of information, including but not limited todatabases and Internet resources. | 1) Use the nursing process as a guide to competently deliver holistic (physical, psychosocial, and spiritual), ethno-culturally sensitive, ethical and evidence-based nursing care to clients across the life span in a variety of settings. 5) Use research findings and community resources in interacting with clients to promote wellness and facilitate restoration of health or a dignified death.6) Accept accountability for practice behaviors, action and responsibility for lifelong personal and professional development. |
| 1. Utilize information resources to enhance the care provided to a client (ex. Evidenced-based research, information technology, policies and procedures)
2. Evaluate outcomes of interventions to promote ethical practice.
3. Participate in performance improvement/quality improvement process.
 | 1. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.
 | **Management of Care*** Utilize research and other references for performance improvement actions
 | **Member of the Profession:**C. 3.b. Research related to organizational and societal change.**Provider of Patient-Centered Care:**B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients, families, populations, and communities based upon interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from the baccalaureate degree nursing program of study.1b. Systematic processes, including nursing research, epidemiological, psychosocial, and management.2. Comprehensive nursing assessment of patients, families, populations, and communities. Analysis of nursing research, epidemiological, and social data to draw inferences and conclusions.C. Synthesize comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients, families, populations, and communities using information from evidence-based practice and published research in collaboration with the above groups and the interdisciplinary health care team.E. 5. Principles and research findings of factors that contribute to the maintenance or restoration of health and prevention of illness.6.a. Principles and rationale underlying the use, administration, and interaction of pharmacotherapeutic and psychopharmacotherapeutic agents, and research studies impacting patients’ responses to these agents.F. Evaluate and report patient, family, population, and community outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice and research findings, and plan follow-up nursing care.3. Performance improvement concepts, motivation theory, and research/ evaluation outcome measures to evaluate efficacy and effectiveness of care.**III. Patient Safety Advocate:**C. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks.1. b. Evidence-based risk reduction.**IV. Member of the Health Care Team:**A. Coordinate, collaborate, and communicate with patients, families, populations, communities, and the interdisciplinary health care team to plan, deliver, and evaluate care.5.a. Evidence-based practice and research findings related to health care.b. Process of translating current evidence into practice. | 5. Participate in the process of retrieval, appraisal, and synthesis of evidence incollaboration with other members of the healthcare team to improve patient outcomes. | 1) Use the nursing process as a guide to competently deliver holistic (physical, psychosocial, and spiritual), ethno-culturally sensitive, ethical and evidence-based nursing care to clients across the life span in a variety of settings. 5) Use research findings and community resources in interacting with clients to promote wellness and facilitate restoration of health or a dignified death.6) Accept accountability for practice behaviors, action and responsibility for lifelong personal and professional development. |
| 1. Critically appraise selected clinical research studies and their application to the practice of nursing.
2. Utilize information resources to enhance the care provided to a client (ex. Evidenced-based research, information technology, policies and procedures)
3. Evaluate outcomes of interventions to promote ethical practice.
4. Participate in performance improvement/quality improvement process.
 | 1. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
 | **Management of Care*** Utilize research and other references for performance improvement actions
 | **Provider of Patient-Centered Care:**A. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence- based practice outcomes, and research studies as the basis for decision-making and comprehensive patient care.1. a. A systematic problem-solving process in the care of patients and families based on the liberal arts, sciences, and evidence-based practice outcomes and research studies.b. Conceptual frameworks of nursing practice as a means of planning care and solving clinical problems in the care of patients and families.Nursing frameworks, theories, and models that relate to managing and evaluating health care delivery with consideration of related costs in care of patients, families, populations, and communities.2b. Clinical reasoning models, systematic clinical judgment, research process, and best practices.3.a. Research utilization and evidence-based practice.4.a. Resources for accurate and scientifically valid current information.b. Research and evaluation methodologies.B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients, families, populations, and communities based upon interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from the baccalaureate degree nursing program of study.1b. Systematic processes, including nursing research, epidemiological, psychosocial, and management.2. Comprehensive nursing assessment of patients, families, populations, and communities. Analysis of nursing research, epidemiological, and social data to draw inferences and conclusions.4. Characteristics, concepts, processes, and theories related to patients including: anatomy and physiology; physical and psychosocial growth and development; pathophysiology and psychopathology; cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying; history; research; statistics; humanities; genomics; global health; ethics; and logical and ethical reasoning.8. Nursing theories, research findings, and interdisciplinary roles to guide nursing practice.11. Complex and multiple health care problems and issues, integrating evidence-based traditional and complementary health care practices, and population interventions and solutions.C. Synthesize comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients, families, populations, and communities using information from evidence-based practice and published research in collaboration with the above groups and the interdisciplinary health care team.4.a. Evidence-based clinical practice guidelines as a basis of interventions to support patients and families throughout the lifespan, including end-of-life care.7.b. Research findings related to nursing care and discharge planning.E. Implement the plan of care for patients, families, populations, and communities within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.5. Principles and research findings of factors that contribute to the maintenance or restoration of health and prevention of illness.6.a. Principles and rationale underlying the use, administration, and interaction of pharmacotherapeutic and psychopharmacotherapeutic agents, and research studies impacting patients’ responses to these agents.F. Evaluate and report patient, family, population, and community outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice and research findings, and plan follow-up nursing care.3. Performance improvement concepts, motivation theory, and research/ evaluation outcome measures to evaluate efficacy and effectiveness of care.**III. Patient Safety Advocate:**C. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks.1. b. Evidence-based risk reduction.**IV. Member of the Health Care Team:**A. Coordinate, collaborate, and communicate with patients, families, populations, communities, and the interdisciplinary health care team to plan, deliver, and evaluate care.5.a. Evidence-based practice and research findings related to health care.b. Process of translating current evidence into practice.B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities.2c. Research and theories related to advocacy for access to health care for patients, families,populations, and communities. | 6. Integrate evidence, clinical judgment, interprofessional perspectives, and patientpreferences in planning, implementing, and evaluating outcomes of care. | 1) Use the nursing process as a guide to competently deliver holistic (physical, psychosocial, and spiritual), ethno-culturally sensitive, ethical and evidence-based nursing care to clients across the life span in a variety of settings. 5) Use research findings and community resources in interacting with clients to promote wellness and facilitate restoration of health or a dignified death.6) Accept accountability for practice behaviors, action and responsibility for lifelong personal and professional development. |
| 1. Delineate the major concepts of selected nurse theorists.
2. Relate the relationships of nursing theory and nursing research to nursing practice.
3. Critically appraise selected clinical research studies and their application to the practice of nursing.
4. Utilize information resources to enhance the care provided to a client (ex. Evidenced-based research, information technology, policies and procedures)
5. Evaluate outcomes of interventions to promote ethical practice.
6. Participate in performance improvement/quality improvement process.
 | 1. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.
 | **Management of Care**Utilize research and other references for performance improvement actions | **Provider of Patient-Centered Care:**A. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence- based practice outcomes, and research studies as the basis for decision-making and comprehensive patient care.1. a. A systematic problem-solving process in the care of patients and families based on the liberal arts, sciences, and evidence-based practice outcomes and research studies.2b. Clinical reasoning models, systematic clinical judgment, research process, and best practices.3.a. Research utilization and evidence-based practice.B. 1b. Systematic processes, including nursing research, epidemiological, psychosocial, and management.8. Nursing theories, research findings, and interdisciplinary roles to guide nursing practice.11. Complex and multiple health care problems and issues, integrating evidence-based traditional and complementary health care practices, and population interventions and solutions.C. Synthesize comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients, families, populations, and communities using information from evidence-based practice and published research in collaboration with the above groups and the interdisciplinary health care team.4.a. Evidence-based clinical practice guidelines as a basis of interventions to support patients and families throughout the lifespan, including end-of-life care.E. 5. Principles and research findings of factors that contribute to the maintenance or restoration of health and prevention of illness.**III. Patient Safety Advocate:**C. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks.1. b. Evidence-based risk reduction. | 9. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes. | 1) Use the nursing process as a guide to competently deliver holistic (physical, psychosocial, and spiritual), ethno-culturally sensitive, ethical and evidence-based nursing care to clients across the life span in a variety of settings. 5) Use research findings and community resources in interacting with clients to promote wellness and facilitate restoration of health or a dignified death.6) Accept accountability for practice behaviors, action and responsibility for lifelong personal and professional development. |

# STATEMENT OF RESPONSIBILITY

Please initial each line, then print your name and sign the statement of responsibility. You must submit the completed Statement of Responsibility within three (3) days of syllabus receipt to continue in the course.

1. The syllabus is the primary document that communicates your responsibilities, the expectations and how your final grade will be determined in this course. \_\_\_\_\_\_\_
2. Take the time to review the entire syllabus prior to the third day of class and ask questions where clarification is needed. \_\_\_\_\_\_\_
3. Pay particular attention to the grading scale and how your final course grade will be calculated. \_\_\_\_\_\_\_
4. You are responsible for the information contained in the syllabus as part of your participation in this course. \_\_\_\_\_\_
5. Faculty reserve the right to adjust, adapt or revise course content and content sequence at their discretion to accommodate learning needs that may arise during the duration of this course.
6. Students are expected to check Canvas course announcements and their student e-mail once a day to receive updated information and announcements. The student is accountable for any information posted on Canvas or emailed to the students e-mail account on record (assigned by the school (McM/HSU)).\_\_\_\_\_\_

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read the syllabus and understand the terms under which this course is being offered as they are described in this syllabus. I have reviewed the grading scheme and understand how my final grade will be calculated in this course. Furthermore, I have read and acknowledge the six (6) statements listed above.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_