Course Syllabus: Introduction to Evidence-Based Practice

College of Robert D. & Carol Gunn College of Health Sciences & Human Services

NURS 3743 DX1

Spring 2026

Contact Information

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Course Description

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1. This course focuses on qualitative, quantitative and mixed method research which serves to compare and evaluate evidence-based practice and healthcare in clinical practice.
2. The course will demonstrate appropriate utilization of research findings to monitor patient-centered care, quality improvement, safety, and leadership outcomes.
3. The course is designed to identify critical appraisal skills that assist nurses to become competent research consumers.
4. AACN Essentials: For further information regarding the AACN Essentials identified for each course objective, refer to: The Essentials of Baccalaureate Education for Professional Nursing Practice

Course Objectives

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

1. Describe the role of healthcare and, specifically, nursing research for nursing and evidence-based practice (AACN II, III).
2. Discuss ethics and legal precepts related to research, scholarship, research subjects, and processes (AACN II, III).
3. Compare and contrast characteristics, usage and contributions of qualitative, quantitative, and multiple design research methods (AACN III).

4. Demonstrate beginning critical reasoning and analysis of research appraisal as a consumer of research to promote safety in nursing and health care services (AACN III).
5. Identify systems for determining validity and reliability of research, and cause and effect relationships (AACN III).
6. Identify evidence-based research protocols to monitor nurse-sensitive client care indicators and outcomes (AACN II, III).
7. Discuss future directions significant to and for nursing research as a component of professionalism (AACN II, III).
8. Acknowledge role in protection of human subjects in the conduct of (AACN III, IX).
9. Demonstrate an understanding of the basic elements of the research process (AACN III, IX).
10. Identify principles and models of evidence-based practice (AACN III, IX).
11. Explain the interrelationship among theory, practice, and research (AACN I, III, IX).
12. Identify practice discrepancies between identified standards and practice that may adversely impact patient (AACN II, III, IX).

Textbook & Instructional Materials

Required textbook
Schmidt, N.A.& Brown, J.M. *Evidence-based practice for nurses: Appraisal and application of research*. 6th edition. Burlington, M.A.: Jones & Bartlett Learning. ISBN: 978-1-284-05330-2.
American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.). Washington D.C.

Student Handbook
Refer to: MSU Student Handbook 2025-26

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Use of AI Tools: Acceptable and Unacceptable Use of AI

The use of generative AI tools (e.g., ChatGPT) is permitted in this course for the following activities:
- *Brainstorming and refining your ideas*
- *Fine-tuning your research questions*

• *Checking grammar and style*

The use of generative AI tools is not permitted in this course for the following activities:
• *Impersonating you in classroom contexts, such as by using the tool to compose discussion board*
• *prompts assigned to you or content that you put into a Zoom chat.*
• *Completing group work that your group has assigned you unless it is mutually agreed upon that you may utilize the tool.*
• *Writing a draft of a writing assignment.*
• *Writing entire sentences, paragraphs, or papers to complete class assignments.*

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be appropriately documented and cited to stay compliant with university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways will be given a grade of zero. When in doubt about permitted usage, please ask for clarification. ***Any Turnitin AI detectable score over 20% will result in a 0 for that assignment***.

Grading

Table 1: Points allocated to each assignment –

Assignments	Points
EBP Essay	10%
Searching assignment	10%
Interview paper	25%
Discussion questions (4 Message Board assignments)	20%
Evidence Review Presentation	30%
Peer review of EBP	5%
Total Points	100%

Table 2: Total points for final grade. **There will be no rounding of grades.**

Grade	Points
A	90 to 100
B	80 to 89
C	79 to 74
D	65 to 73
F	64 and below

Projects Required

Assignments vary in each module and each assignment has its own rubric for completion and grading. Written work is to be completed and submitted electronically in the appropriate assignment (drop box) on D2L and submitted by assigned due date and time. An overall average of at least 74% is required to pass this course. Faculty reserves the right to make changes at any time to this syllabus. Students are to be accountable for all communications sent by faculty on Desire 2 Learn; therefore, you **must** check the site for announcements, assignments, and messages. Faculty prefers students use email as a means to make a specific request or to ask for content clarification. Virtual and phone appointments are available upon request. All assignments are run through Turn-it-In for a similarity plagiarism score. Scores above 20% similarity will receive a 30-point deduction. Students may revise and resubmit as many times as needed before the due date and time. Only the last submission will be graded.

Discussion Board

You must post a substantive response to each of the required questions. A substantive response is constructive and adds value to the weekly discussions. Substantive responses should be at least 150 words in length. Rarely should each require more than 250 words. Your responses need to reflect critical thought and demonstrate an understanding of the relevant concepts. All factual knowledge must be supported with appropriate citation of source. Response to the discussion board questions must be posted by 10:59 PM CST of the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. Initial discussion responses posted more than 2 days late and or in the wrong thread will not be accepted. Initial postings will receive a 10 percent deduction for each day late and will not be accepted if posted more than 2 days late. It is the responsibility of the student to post the assignment on the correct thread by 10:59 PM CST on or prior to the due date. Participation in the classroom discussion is required. In addition to posting your Initial response to the discussion questions you must post a substantive comment to at least two of your classmate's posts. Peer post may be made anytime during the week but must be made prior to the close of the week before the due date and time. Peer Posts made after the due date and close of the week will not be accepted for credit.

Late Work

Assignments more than two days late will not be accepted. Assignments submitted late which is within two days of the due date will receive a ten point deduction for each day they are late.

Important Dates
Last Day to drop with a grade of "W:" is April 29, 2026
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements
Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies
Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude or for lack of engagement in the online learning environment. For example, failure to participate in online discussions as schedule and on time is considered being absent. Prior to dropping a student from the class, the instructor must give the student a verbal or written warning. An instructor's drop of a student takes precedence over the student-initiated course drop at a later date. The instructor will assign a grade of WF or F the 6th week of a 10 week summer term. After this time, the grade will be an F. The date the Office of the Registrar receives the instructor drop form is the official drop date. RN Transition students must complete all nursing courses within a two year period of time beginning with

the first nursing course. RN Transition students must maintain enrollment in at least two courses per semester. If a student does not maintain enrollment for one semester they will be placed on inactive status. If a student were to withdraw for a second time from the same and or any nursing course and or received a second D or F in the same and or any nursing course, even if the student has repeated a course and received a grade of C or above the student will be dismissed from the program.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first twelve class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the *Schedule of Classes* each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Disability Support Services

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at Disability Support Services
Student Wellness Center
Phone: 940-397-4140
Email: disabilityservices@msutexas.edu
Website: DSS Webpage

College Policies
Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies
Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process
Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date (Graded submissions)
Week 1 Course Orientation and Building an evidence-based nursing practices, legal and ethical issues, and overview of various types of research.	Evidence-based nursing practice Legal and ethical issues Overview of various types of research 1. What is evidence based practice? 2. What is nursing research? 3. How has nursing evolved as a science? 4. Keeping it ethical. 5. Challenges for the future Readings Schmidt & Brown Chapter 1 pages 1 to 41. PDF documents outlined below found in Resources Week One in D2L. Ethical Principles PDF. Ethics and EBP PDF. The history of evidence-based practice in nursing education and practice PDF. Selecting a research method PDF. Understanding EBP PDF. Human Subjects PDF. Research Designs PDF. Igniting a spirit of inquiry: An essential foundation for evidence-based practice PDF. EBP framework PDF.	**Evidence-based Nursing Practice Essay due** **By Sunday 10:59PM Central Standard Time.**

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date (Graded submissions)
Week 2 Clinical issues and questions (PICOT) And searching for the evidence.	Identifying research questions 1. How clinical problems guide research questions. 2. Developing hypotheses 3. Formulating EBP questions 4. Keeping it ethical Readings Schmidt & Brown Chapter 3 pages 71 to 93. PICOT word document. Constructing clinical questions PDF. PICOT Templates PDF. Engaging nurses in EBP PDF. Asking the clinical question PDF.	**Discussion for week 2** Initial discussion post due by Friday 10:59PM Central Standard Time. The 2 peer posts are due by Sunday 10:59PM Central Standard Time. **PICOT Assignment Worksheet Due in Assignments By Friday 10:59 pm Central Standard Time.**
Week 3 Reading, interpreting and clinically appraising the evidence	Readings Searching for the Evidence PDF Levels of Evidence PDF How to read and interpret evidence PDF	**Searching Assignment Due in Assignments Sunday by 10:59 PM Central Standard Time.**

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date (Graded submissions)
Week 4 Critical appraisal of evidence, Quantitative designs, Qualitative design	Key principles of quantitative designs 1. Chart the course 2. What is validity? 3. Categorizing designs according to time 4. Keeping it ethical Quantitative designs: Using numbers to provide evidence 1. Experimental designs 2. Quasi-experimental designs 3. Non-experimental designs 4. Specific uses for quantitative designs 5. Keeping it ethical Readings Critical appraisal of quantitative studies PDF How to critically appraise the evidence PDF Step by step PDF CA part 1 PDF Critical appraisal of qualitative studies PDF. Schmidt & Brown Chapter 6 and Chapter 7.	**Discussion for week 4.** Initial discussion post due by Friday 10:59PM Central Standard Time. The 2 peer posts are due by Sunday 10:59PM Central Standard Time.
Week 5 Outcomes and EBP, Evaluation and Essential Steps, and Pulling it all together.	Readings Outcomes and EBP PDF How to read and understand the evidence PDF Outcomes PDF Evaluation and essential steps PDF Pulling it all together PDF	**Interview Paper due Sunday 10:59 PM Central Standard Time in Assignments.**

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date (Graded submissions)
Week 6 Drawing conclusions from an evidence review and implementation of a practice change	Weighing in on the Evidence Deciding what to do Appraising the evidence Clinical practice guidelines: Moving ratings and recommendations into practice Transitioning evidence to practice Evidence-based practice models to overcome barriers Creating change Keeping it ethical Readings Schmidt & Brown 15 and Chapter 16. EBP habits PDF Rolling out PDF	**Discussion for week 6** Initial discussion post due by Friday 10:59PM Central Standard Time. The 2 peer posts are due by Sunday 10:59PM Central Standard Time.

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date (Graded submissions)
Week 7 Creating an environment for EBP	Sharing the insight with others 1. Dissemination 2. The 3 Ps of dissemination 3. Using technology to disseminate knowledge 4. Making the most of conference 5. Keeping it ethical Readings Schmidt & Brown Chapter 19 Evaluation and dissemination PDF Sustaining a practice change	Presentation to the Message Board and upload your abstract and references to the assignment section **Due Friday by 10:59 PM Central Standard Time.** Reply to three (3) peers letting them know you will be evaluating their presentation. **Due Friday by 10:59 PM** Upload the PRESENTATION GRADING CRITERIA sheet into the Message Board thread of the three (3) students you have chosen to grade and submit the Student Presentations Reviewed sheet into the assignment section. **Due Sunday by 10:59 PM**

Week	Weekly Objectives	Assignment Due Date
Week 8 Challenges of EBP and current issues	Readings Review reading materials presented during course	**Discussion Post must be complete by Tuesday at 10:59 p.m. of the course week.** You are not required to respond to your peers.