Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: School of Nursing

2. Course Prefix and Number: NURS 7370

3. Effective Term: Sum 2010

4. Course Title: Evidence-Based Nursing Practice II

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecture</td>
<td>2</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>

Maximum Hours (Repeatability): 2

Total Credit Hours: 2

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   - Successful completion of NURS 7360 Evidence-Based Practice I

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    This course focuses on the concepts necessary for implementation and evaluation of an EBP project. Data collection tools, data analysis, and the presentation of data will be explored.

11. May Count Either
    (Indicate if this particular course cannot be counted for credit in addition to another)
    - [ ] Program Type
    - [ ] Program Title
    - [ ] Requirement or Elective?
    (required or optional?)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    - [ ] NA

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification: This course is the second in a series of three evidence-based practice courses that will prepare the master’s nursing graduate to translate evidence to improve teaching and patient outcomes in all health care settings.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: No additional resources needed at this time

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:
1. Discuss appropriate approaches to the implementation and evaluation of EBP projects.
2. Address relevant ethical principles in the development and evaluation of evidence-based practice.
3. Incorporate appropriate descriptive and basic inferential statistical analyses in practice evaluation methods.
4. Communicate EBP outcomes in an effective manner for different populations.
5. Develop an evidence-based practice project.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
1. Strategies for developing an evidence-based practice change
3. Implementing and evaluating an evidence-based practice change
4. Analysis, presentation and dissemination of results of a practice change

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:
Online exercises
Implementation Discussion
Practice Evaluation plan
Statistical analysis Exercise I
Statistical analysis Exercise 2
IRB protocol form
Mock analysis paper
Evidence-Based Project Proposal Part II

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online exercises</td>
<td>35%</td>
</tr>
<tr>
<td>Implementation Discussion (5%)</td>
<td>15%</td>
</tr>
<tr>
<td>Practice Evaluation plan (10%)</td>
<td>20%</td>
</tr>
<tr>
<td>Statistical analysis Exercise I (10%)</td>
<td>30%</td>
</tr>
<tr>
<td>Statistical analysis Exercise 2 (10%)</td>
<td>20%</td>
</tr>
<tr>
<td>IRB protocol form</td>
<td>15%</td>
</tr>
<tr>
<td>Mock analysis paper</td>
<td></td>
</tr>
<tr>
<td>Evidence-Based Project Proposal Part II</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

90-100 A/S
80-89 B/S
79-70 C/S
Below 70 U

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)
20. Justification for Graduate Credit: This course is needed in the MSN program to prepare graduates to design, implement, and evaluate changes to teaching and practice based on the translation of evidence. This course is also needed in order to meet the AACN Essentials of Master's in Nursing Education for accreditation on or about 2016.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.; hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student during university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (VTI).