

Syllabus

Course Overview

This course focuses on the use of evidence to make clinical decisions that impact patient and population outcomes. You will explore the nature of evidence and evaluate its relative value and weight in decision making. There will be an emphasis on searching, evaluating, and synthesizing the best available evidence for potential solutions and innovations. This will be done in the context of both patient-centered and population health. There will also be an inclusion of methods, models, and analytic approaches to development of evidence-based solutions.

APA Style Resources

Capella uses the *Publication Manual of the American Psychological Association* (commonly referred to as the APA Manual) as its style guide for scholarly writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools, and APA style is well respected and widely used in scholarly works and academic publications.

Capella provides a thorough selection of online resources to help you understand APA style and use it effectively. Please visit Capella's [APA Module](#) for more information.

MSN Program Journey

Click **MSN Program Journey** to view a useful map that will guide you as you begin your program. This map gives you an overview of all the steps required to prepare for your practicum and to complete your degree. It also outlines the support that will be available to you along the way.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply evidence-based practice to plan patient-centered care.
- 2 Apply evidence-based practice to design interventions to improve population health.
- 3 Evaluate outcomes of evidence-based interventions.
- 4 Evaluate the value and relative weight of available evidence upon which to make a clinical decision.
- 5 Synthesize evidence-based practice and academic research to communicate effective solutions.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Baker, J. D. (2017). [Nursing Research, Quality Improvement, And Evidence-Based Practice: The Key To Perioperative Nursing Practice: Editorial](#). Association of Operating Room Nurses, 105(1), 3.
- Berwick, D. M., Nolan, T. W., & Whittington, J. (2008). [The Triple Aim: Care, health, and cost](#). *Health Affairs*, 27(3), 759–769.
- Blix, A. (2014). [Personalized medicine, genomics, and pharmacogenomics: A primer for nurses](#). *Clinical Journal of Oncology Nursing*, 18(4), 437–441.
- Block, D. J. (2014). [Revisiting the Triple Aim-Are we any closer to integrated health care?](#) *Physician Executive*, 40(1), 40–43.
- Brandt, B., Lutfiyya, M. N., King, J. A., & Chioreso, C. (2014). [A scoping review of interprofessional collaborative practice and education using the lens of the Triple Aim](#). *Journal of Interprofessional Care*, 28(5), 393–399.
- Butcher, H. K. (2016). [Development and use of gerontological evidence-based practice guidelines](#). *Journal of Gerontological Nursing*, 42(7), 25–32.
- Cabassa, L. J., Stefancic, A., O'Hara, K., El-Bassel, N., Lewis-Fernández, R., Luchsinger, J. A., . . . Palinkas, L. A. (2015). [Peer-led healthy lifestyle program in supportive housing: Study protocol for a randomized controlled trial](#). *Trials*, 16, 388–401.
- Cogan, A. M., Blanche, E. I., Díaz, J., Clark, F. A., & Chun, S. (2014). [Building a framework for implementing new interventions](#). *OTJR*, 34(4), 209–220.
- Devine, D. A., Wenger, B., Krugman, M., Zwink, J. E., Shiskowsky, K., Hagman, J., . . . Reeves, C. (2015). [Part 1: Evidence-based facility design using transforming care at the bedside principles \[PDF\]](#). *JONA: The Journal of Nursing Administration*, 45(2), 74–83.
- Dombrowski, J. J., Snelling, A. M., & Kalicki, M. (2014). [Health promotion overview: Evidence-based strategies for occupational health nursing practice](#). *Workplace Health & Safety*, 62(8), 342–9, 350.
- Doolan-Noble, F., Lyndon, M., Hau, S., Hill, A., Gray, J., & Gauld, R. (2015). [How well does your healthcare system perform? Tracking progress toward the Triple Aim using system level measures](#). *The New Zealand Medical Journal (Online)*, 128(1415), 44–50.
- Facchiano, L., & Snyder, C. H. (2012). [Evidence-based practice for the busy nurse practitioner: Part two: Searching for the best evidence to clinical inquiries](#). *Journal of the American Academy of Nurse Practitioners*, 24(11), 640–648.
- Facchiano, L., & Snyder, C. H. (2013). [Evidence-based practice for the busy nurse practitioner: Part four: Putting it all together](#). *Journal of the American Association of Nurse Practitioners*, 25(1), 24–31.

- Godshall, M. (2015). [Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell \(2nd ed.\)](#). New York, NY: Springer Publishing Company.
- Hain D. J., & Kear, T. M. (2015). [Using evidence-based practice to move beyond doing things the way we have always done them](#). *Nephrology Nursing Journal*, 42(1), 11–20.
- Ingham-Broomfield, R. (2015). [A nurses' guide to qualitative research](#). *Australian Journal of Advanced Nursing (Online)*, 32(3), 34–40.
- Ingham-Broomfield, R. (2015). [A nurses' guide to quantitative research](#). *Australian Journal of Advanced Nursing (Online)*, 32(2), 32–38.
- Jeffs, L., Beswick, S., Lo, J., Campbell, H., Ferris, E., & Sidani, S. (2013). [Defining what evidence is, linking it to patient outcomes, and making it relevant to practice: Insight from clinical nurses](#). *Applied Nursing Research*, 26(3), 105–109.
- Koehne, K. (2012). [Bringing the telehealth nursing standards to life!](#) *AAACN Viewpoint*, 34(6), 14–15.
- Koehne, K. (2015). [Telephone nursing practice is evidence-based](#). *AAACN Viewpoint*, 37(4), 1–9.
- Krugman, M., Sanders, C., & Kinney, L. J. (2015). [Part 2: Evaluation and outcomes of an evidence-based facility design project](#). *JONA: The Journal of Nursing Administration*, 45(2), 84–92.
- Mazurek Melnyk, B., & Gallagher-Ford, L. (2015). [Implementing the new essential evidence-based practice competencies in real-world clinical and academic settings: Moving from evidence to action in improving healthcare quality and patient outcomes](#). *Worldviews on Evidence-Based Nursing*, 12(2), 67–69.
- Melnyk, B. M., Gallagher-Ford, L., Long, L. E., & Fineout-Overholt, E. (2014). [The establishment of evidence-based practice competencies for practicing registered nurses and advanced practice nurses in real-world clinical settings: Proficiencies to improve healthcare quality, reliability, patient outcomes, and costs](#). *Worldviews on Evidence-Based Nursing*, 11(1), 5–15.
- Rice, M. J. (2013). [Evidence-based practice: A model for clinical application](#). *Journal of the American Psychiatric Nurses Association*, 19(4), 217–221.
- Rycroft-Malone, J., & Bucknall, T. (Eds.). (2011). [Models and frameworks for implementing evidence-based practice: Linking evidence to action](#). Oxford, United Kingdom: Wiley-Blackwell.
- Spinelli, W. M. (2013). [The phantom limb of the Triple Aim](#). *Mayo Clinic Proceedings*, 88(12), 1356–1357.
- Stetler, C. B., Ritchie, J. A., Rycroft-Malone, J., & Charns, M. P. (2014). [Leadership for evidence-based practice: Strategic and functional behaviors for institutionalizing EBP](#). *Worldviews on Evidence-Based Nursing*, 11(4), 219–226.
- Stevens, K. R. (2013). [The impact of evidence-based practice in nursing and the next big ideas](#). *Online Journal of Issues in Nursing*, 18(2), 122–124.
- Taylor, L. A., Littleton-Kearney, M. (2011). [Concept mapping: A distinctive educational approach to foster critical thinking](#). *Nurse Educator*, 36(2), 84–88.
- Windle, J. R., & Windle, T. A. (2015). [Electronic health records and the quest to achieve the "Triple Aim"](#). *Journal of the American College of Cardiology*, 65(18), 1973–1975.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Agency for Healthcare Research and Quality. (2009). [Reduction in hospital-acquired complications and infections \[PDF\]](#). Retrieved from <https://healthit.ahrq.gov/sites/default/files/docs/page/reduction-in-hospital-acquired-complications-and-infections-quick-reference-guide.pdf>
- American Hospital Association. (2015). [Zeroing in on the Triple Aim \[PDF\]](#). Retrieved from www.aha.org/content/15/brief-3aim.pdf
- Brannon, J. (2012). [Telehealth regulatory and legal considerations: Frequently asked questions](#). Retrieved from <http://blog.asha.org/2012/03/01/telehealth-regulatory-and-legal-considerations-frequently-asked-questions/>
- Burns, P. B., Rohrich, R. J., & Chung, K. C. (2011). [The levels of evidence and their role in evidence-based medicine](#). *Plastic and Reconstructive Surgery*, 128(1), 305–310. Retrieved from www.ncbi.nlm.nih.gov/pmc/articles/PMC3124652/
- Centers for Disease Control and Prevention. (2015). [Community health assessments & health improvement plans](#). Retrieved from <https://www.cdc.gov/sttpublichealth/cha/plan.html>
- Hansen, J., Haycock, C., & Evans, E. M. (2016). [Evidence-based practice integration designed to optimize patient care and outcomes to achieve the Triple Aim](#). *Journal of Patient-Centered Research and Reviews*, 3(3), 221–222. Retrieved from digitalrepository.aurorahealthcare.org/jpcrr/vol3/iss3/124/
- HealthIT.gov. (2012). [Georgia Health Information Technology Regional Extension Center – Helping eligible providers reach meaningful use \[PDF\]](#). Retrieved from https://www.healthit.gov/sites/default/files/pdf/GAHITREC_CaseStudy.pdf
- HealthyPeople.gov. (2016). [2020 Topics and objectives](#). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives>
- Hutcherson, C. M. (2001). [Legal considerations for nurses practicing in a telehealth setting](#). *Online Journal of Issues in Nursing*, 6(3). Retrieved from <http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume62001/No3Sept01/LegalConsiderations.htm>
- Institute for Healthcare Improvement. (2016). [Are you ready to pursue the Triple Aim?](#) Retrieved from <http://www.ihi.org/Engage/Initiatives/TripleAim/Pages/TripleAimReady.aspx>
- Institute for Healthcare Improvement. (2016). [The IHI Triple Aim](#). Retrieved from <http://www.ihi.org/Engage/Initiatives/TripleAim/Pages/default.aspx>
- Institute for Healthcare Improvement. (2016). [Triple Aim for populations](#). Retrieved from <http://www.ihi.org/Topics/TripleAim/Pages/default.aspx>
- Kueny, A., Shever, L. L., Lehan Mackin, M., & Titler, M. G. (2015). [Facilitating the implementation of evidence-based practice through contextual support and nursing leadership](#). *Journal of Healthcare Leadership*, 7, 29–39. Retrieved from [www.dovepress.com/facilitating-the-implementation-of-](http://www.dovepress.com/facilitating-the-implementation-of-evidence-based-practice-through-contextual-support-and-nursing-leadership)

evidence-based-practice-through-con-peer-reviewed-fulltext-article-JHL

- Lahue, B. J., Hughes, K., Hills, B. J., Li, S. S., & Hiatt, J. C. (2015). [Can mHealth revolutionize evidence-based practice in diabetes care? *The American Journal of Managed Care*, 21\(11\), 379–382.](#) Retrieved from www.ajmc.com/journals/evidence-based-diabetes-management/2015/July-2015/Can-mHealth-Revolutionize-Evidence-Based-Practice-in-Diabetes-Care
- National Collaborating Centre for Methods and Tools. (2011). [Stetler model of evidence-based practice.](#) Retrieved from <http://www.nccmt.ca/resources/search/83>
- Rosenbaum, S. (2013). [Principles to consider for the implementation of a community health needs assessment process \[PDF\].](#) Retrieved from nphi.org/wp-content/uploads/2015/08/PrinciplesToConsiderForTheImplementationOfACHNAPProcess_GWU_20130604.pdf
- The Joint Commission. (2015). [Sentinel event alert 54: Safe use of health information technology.](#) Retrieved from https://www.jointcommission.org/sea_issue_54/
- The Joint Commission. (2016). [Health care leaders meet, address health care disparity.](#) Retrieved from www.jointcommission.org/health_care_leaders_meet_address_health_care_disparity/
- Watzlaf, V. J. M., DeAlmeida, D. R., Zhou, L., Hartman, L. M. (2015). [Protocol for systematic review in privacy and security in telehealth: Best practices for healthcare professionals.](#) *International Journal of Telerehabilitation*, 7(2), 15–22. Retrieved from telerehab.pitt.edu/ojs/index.php/Telerehab/article/view/6186

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Evidence-Based Practice and Nursing Research Basics

Introduction

Evidence-based practice is a key skill in the toolkit of the master's-prepared nurse. Its goal is that health care practitioners use the best available evidence to ensure that patients are receiving the best care possible (Godshall, 2015). In essence, evidence-based practice is all about ensuring quality care.

In this unit, you will learn some basics about evidence-based practice and research as it relates to nursing practice. You will be asked to conduct research to address a specific topic. Additionally, you will be able to practice evaluating the relevance and value of various research articles and pieces of evidence.

Reference

Godshall, M. (2015). *Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell* (2nd ed.). New York, NY: Springer Publishing Company.

Course Resources

Godshall, M. (2015). [Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell \(2nd ed.\)](#). New York, NY: Springer Publishing Company.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to read the following:

- Baker, J. D. (2017). [Nursing Research, Quality Improvement, And Evidence-Based Practice: The Key To Perioperative Nursing Practice: Editorial. Association of Operating Room Nurses, 105\(1\), 3.](#)
- Ingham-Broomfield, R. (2015). [A nurses' guide to qualitative research. Australian Journal of Advanced Nursing \(Online\), 32\(3\), 34–40.](#)
- Ingham-Broomfield, R. (2015). [A nurses' guide to quantitative research. Australian Journal of Advanced Nursing \(Online\), 32\(2\), 32–38.](#)
- Godshall, M. (2015). [Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell](#) (2nd ed.). New York, NY: Springer Publishing Company.
 - Read Chapter 1, pages 1–18.

Capella Resources

The following Capella library guides will be useful resources throughout this course, and may be useful in responding to this unit's discussion.

- [Evidence-Based Practice in Nursing & Health Sciences.](#)
- [Nursing Masters \(MSN\) Research Guide.](#)
- [Database Guide: Ovid Nursing Full Text PLUS.](#)
- [How to Read and take Notes on a Scholarly Article.](#)

APA Style Resources

Capella provides a thorough selection of online resources to help you understand APA style and use it effectively. Please visit Capella's [APA Module](#) for more information.

Internet Resources

Use the Internet to read the following:

- HealthyPeople.gov. (2016). [2020 Topics and Objectives](#). Healthy People 2020 is a project focused on nationwide health improvement initiatives for all Americans. Explore topics for use in this unit's discussion.

Multimedia

- Click **Evidence-Based Practice: What It Is and What It Is Not** to view a video that explores how evidence-based practice fits into the professional practice of nursing.
- Click **MSN Program Journey** to view a useful map that will guide you as you begin your program.
 - This map gives you an overview of all the steps required to prepare for your practicum and to complete your degree. It also outlines the support that will be available to you along the way.

Course Resources

[MSN Program Journey](#)

[Evidence-Based Practice: What It Is and What It Is Not](#)

[How to Read and Take Notes on a Scholarly Article](#)

u01s2 - Discussions in This Course

As you look through the course, you may notice that there is only a single discussion in most units of the course. Part of building your skills in evidence-based practice is knowing how to independently locate and evaluate resources, research, and evidence to apply to specific problems and situations. The more intensive discussions in this course will provide that practice, and each discussion will likely require more of your time than discussions you have had in other courses. In most cases, these more intensive discussions will require you to consult resources from the unit, as well as conduct additional research to fully address the discussion responses.

Please plan on allotting additional time to complete the discussions in this course to focus your attention on writing substantive posts and responses in each unit. Exceptions are in Units 3, 6, and 9, when there are assignments due, and in Unit 10, which has two reflective discussions. These discussions will be less rigorous and focus on professional discourse that should be relevant and may help you generate ideas for ways to complete your assignments.

u01d1 - Critiquing Research and Finding Credible Sources

Note: Remember that there will only be one discussion per unit for most of this course, because they have been designed to give you opportunities to conduct additional research. This will require more of your time than discussions you have had in previous courses. Please plan accordingly. Also, please remember to follow the guidelines specified in the Faculty Expectations message (FEM) for all course discussion posts and responses. For your first post, address the following:

The organization you work for has asked you to collect resources that could support the development of strategies to address one of the topics of Healthy People 2020. Your organization has also asked you to explain how the resources you find will contribute to the development of evidence-based strategies that will lead to improvements toward the Healthy People 2020 goal and its specific objectives. For one of the resources, your organization has asked you to do a more thorough critique of its contents and relevance.

Your post for this discussion will contain three major parts as outlined below. Each part should address the bullet points listed under it.

Part 1: Identify and Summarize Appropriate Healthy People 2020 Topic and Objectives

- Identify and summarize one of the Healthy People 2020 topics, as well as any specific objectives that you will be attempting to address with the resources you gather.
 - You may wish to select topics and objectives that are relevant to your current practice. If you are not currently in a practice setting, you may wish to think about the type of practice setting you would like to be working in.
- Provide a brief explanation (no more than a sentence or two) about why your chosen topic and objectives are relevant to your practice.

Part 2: Present and Explain Relevance of Resources to Your Chosen Healthy People 2020 Topic and Objectives

- Identify a minimum of three credible resources, at least one of which needs to be a research study, relevant to your chosen topic and objectives.
 - The Capella University Library is an excellent place to start your search for these resources.
- For each resource, provide the following (each point only needs to be a sentence or two):
 - An explanation of its relevance to your chosen topic and objectives.
 - An explanation of how information in the resource could be applied to your practice or organization.
 - An explanation of why the source is credible.

Part 3: Critique a Research Study

- Complete a critique of one of the research studies you identified using *Howto Read and Take Notes on a Scholarly Article*.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Be sure to address the following:

- Find an additional resource that is credible and relevant to the topic and objectives that your peer presented in their initial post.
 - Offer a short summary of the content in the resource you are presenting.
 - Offer a very brief explanation about how the resource you are presenting would add to those of your peer.

Course Resources

Graduate Discussion Participation Scoring Guide

[2020 Topics and Objectives](#)

[How to Read and Take Notes on a Scholarly Article](#)

Unit 2 >> Evidence-Based Practice Guidelines and Levels of Evidence

Introduction

In this unit, you will delve deeper into the evaluation and application of evidence-based practice to specific care problems. Additionally, you will be asked to consider if the actions you are proposing are ethical as well as evidence-based. It cannot be assumed that all evidence that is applicable to one's practice comes from a research study that was performed ethically, or will lend itself to an ethical application (Godshall, 2015). So it is important to consider the ethics of evidence-based solutions, in addition to the quality of the evidence.

In addition to applying evidence and ethical considerations to solve care problems, you will also be introduced to the idea of levels of evidence. You will utilize this concept as another tool to evaluate the quality and relevance of evidence.

Reference

Godshall, M. (2015). *Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell* (2nd ed.). New York, NY: Springer Publishing Company.

Course Resources

Godshall, M. (2015). [Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell \(2nd ed.\)](#). New York, NY: Springer Publishing Company.

Learning Activities

u02s1 - Studies

Readings

Use the Capella University Library to read the following:

- Butcher, H. K. (2016). [Development and use of gerontological evidence-based practice guidelines](#). *Journal of Gerontological Nursing*, 42(7), 25–32.
- Baker, J. D. (2017). [Nursing Research, Quality Improvement, And Evidence-Based Practice: The Key To Perioperative Nursing Practice: Editorial](#). *Association of Operating Room Nurses*, 105(1), 3.
- Mazurek Melnyk, B., Gallagher-Ford, L., English Long, L., & Fineout-Overholt, E. (2014). [The establishment of evidence-based practice competencies for practicing registered nurses and advanced practice nurses in real-world clinical settings: Proficiencies to improve healthcare quality, reliability, patient outcomes, and costs](#). *Worldviews on Evidence-Based Nursing*, 11(1), 5–15.
- Mazurek Melnyk, B., & Gallagher-Ford, L. (2015). [Implementing the new essential evidence-based practice competencies in real-world clinical and academic settings: Moving from evidence to action in improving healthcare quality and patient outcomes](#). *Worldviews on Evidence-Based Nursing*, 12(2), 67–69.

Library Resources

- [Evidence-Based Practice in Nursing & Health Sciences: Review Levels of Evidence](#).
 - This library guide will help you respond to Part 2 of this unit's discussion.

Internet Resources

Use the Internet to read the following:

- HealthIT.gov. (2012). [Georgia Health Information Technology Regional Extension Center – Helping eligible providers reach meaningful use \[PDF\]](#).
 - This is the case study on which this unit's discussion is based.
- Burns, P. B., Rohrich, R. J., & Chung, K. C. (2011). [The levels of evidence and their role in evidence-based medicine](#). *Plastic and Reconstructive Surgery*, 128(1), 305–310.

Course Resources

[Nursing Research, Quality Improvement, And Evidence-Based Practice: The Key To Perioperative Nursing Practice: Editorial](#)

u02s2 - Assignment Preparation

By the end of Unit 3, you will turn in your Evidence-Based Patient-Centered Concept Map assignment. This assignment will be based on the patient health profiles that are presented in the Evidence-Based Patient-Centered Care media piece in Unit 3.

To help prepare yourself for successfully completing the Unit 3 assignment, consider doing the following:

- Read the Unit 3 Evidence-Based Patient-Centered Concept Map assignment description.
- Read the Evidence-Based Patient-Centered Concept Map Scoring Guide to ensure you understand the work you will need to complete.
 - Use the scoring guide criteria to help outline your assignment.
- Review the [Concept Map Template \[DOCX\]](#). You can use this to help complete your Unit 3 assignment, if you choose.
 - You might also wish to view the [Concept Map Tutorial | Transcript](#).
- If you have time, you may wish to preview the Evidence-Based Patient-Centered Care media piece in the Unit 3 studies to get an idea about which patient you might wish to structure your assignment around.
- Review Capella's [Concept Maps](#) resource for a general overview of what concept maps are and a brief guide on one way to go about creating them.
 - An Internet search for concept map examples might yield useful resources, depending on your level of familiarity.
 - If you work in a care setting that uses concept maps, you may use the format that you use in your practice as the basic format for this assignment. Be sure that you still address the additional information and citations of evidence that the assignment asks for.
- Read [Guiding Questions: Evidence-Based Patient-Centered Concept Map \[DOC\]](#). This document is designed to give you questions to consider and additional guidance to help you successfully complete your assignment.
- Ask your instructor any questions you have about the assignment at this time.

Course Resources

[Concept Map Template \[DOCX\]](#)

u02d1 - Ethics in EBP and Levels of Evidence

Note: Remember that there will only be one discussion per unit for most of this course, because they have been designed to give you opportunities to conduct additional research. This will require more of your time than discussions you have had in previous courses. Please plan accordingly. With the FEM in mind, please complete the following:

This discussion will be based on the case study, Georgia Health Information Technology Regional Extension Center – Helping Eligible Providers Reach Meaningful Use, from this unit's readings.

For this discussion, imagine you are practicing in a rural setting or in an organization that is similar to the situation described in the case study. You have been asked by the organization to briefly explain a potential course of action based on the case study, including ethical considerations related to that course of action. You have also been asked to present evidence that would support your course of action or help inform its development or implementation.

The response for this discussion will contain two parts. You will need to address the bullet points under each part to successfully complete this discussion.

Part 1: Ethical Considerations and Implications for Planning and EBP

- Explain a potential course of action, based on the case study, that could help address the disparity in the availability of quality health care in rural areas.
- Describe the ethical considerations, issues, or dilemmas that the case study presents health care professionals, and that are relevant to your potential course of action.
- Explain how these ethical considerations influenced the types of evidence and resources that you searched for and will present in Part 2.

Part 2: Relevant Resources and Determining Levels of Evidence

- Identify a minimum of three credible resources that are relevant to the case study, your potential course of action, and any ethical considerations.
 - The Capella University Library is an excellent place to start your search for these resources.
- For each resource, address the following (each point only needs to be a sentence or two):
 - Identify the levels of evidence in the resource.

- Refer to the Evidence-Based Practice in Nursing & Health Sciences: Review Levels of Evidence library guide, linked in the Resources.
- Explain its relevance to the case study and your potential course of action.
- Explain how the resource helps you address the ethical considerations you described in Part 1.
- Explain why the source is credible.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Be sure to address the following:

- Compare the ethical considerations you described to those described by your peer. For considerations that were different between your posts, comment on how the difference in ethical considerations may have steered your initial post in a direction that was different from that of your peer.
- Briefly explain your current or desired practice setting. How would your peer's potential course of action likely play out in your practice setting? What conclusions can you draw from this about applying evidence-based solutions from one setting to a different setting?

Course Resources

Graduate Discussion Participation Scoring Guide

[Evidence-Based Practice in Nursing & Health Sciences: Review Levels of Evidence](#)

[Georgia Health Information Technology Regional Extension Center – Helping Eligible Providers Reach Meaningful Use \[PDF\]](#)

Unit 3 >> Evidence-Based Practice and Personalizing Care

Introduction

In this unit you will be able to apply some of the evidence-based practice strategies you have learned to ensure quality care for an individual patient. There will be a focus on providing the best care possible as an aspect of EBP (Godshall, 2015). The primary strategy that you will utilize to accomplish this is a concept map. Concept maps are ways to help you organize the relationships between ideas, challenges, or terms. The overall goal of the resources and assignment in this unit is to allow you the opportunity to apply evidence-based practice and personalized care concepts to improve the health of a single patient.

Reference

Godshall, M. (2015). *Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell* (2nd ed.). New York, NY: Springer Publishing Company.

Course Resources

Godshall, M. (2015). [Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell \(2nd ed.\)](#). New York, NY: Springer Publishing Company.

Learning Activities

u03s1 - Studies

Readings

Use the Capella University Library to read the following:

- Blix, A. (2014). [Personalized medicine, genomics, and pharmacogenomics: A primer for nurses](#). *Clinical Journal of Oncology Nursing*, 18(4), 437–441.
- Baker, J. D. (2017). [Nursing Research, Quality Improvement, And Evidence-Based Practice: The Key To Perioperative Nursing Practice: Editorial](#). *Association of Operating Room Nurses*, 105(1), 3.

- Hain D. J., & Kear, T. M. (2015). [Using evidence-based practice to move beyond doing things the way we have always done them](#). *Nephrology Nursing Journal*, 42(1), 11–20.
- Taylor, L. A., Littleton-Kearney, M. (2011). [Concept mapping: A distinctive educational approach to foster critical thinking](#). *Nurse Educator*, 36(2), 84–88.
- Godshall, M. (2015). [Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell](#) (2nd ed.). New York, NY: Springer Publishing Company.
 - Read Chapter 7, pages 119–136.

Capella Resources

The following gives a general overview about what concept maps are. It is not specific to nursing but may prove helpful to your initial conceptualization of your assignment in this unit.

- [Concept Maps](#).

You might wish to use the following to complete your assignment:

- [Concept Map Template \[DOCX\]](#).

Multimedia

- Click **Evidence-Based Patient-Centered Care** to view a media piece that will provide the basic patient information that you will need to complete your assignment.
- Click **Concept Map Tutorial** for information on working with the concept map and template to complete your assignment.

Course Resources

Concept Map Tutorial

Evidence-Based Patient-Centered Care

u03a1 - Evidence-Based Patient-Centered Concept Map

Professional Context

Concept maps are widely used in nursing care. They can be effective tools for organizing workload, prioritizing patient care strategies, and developing personalized care approaches. In addition to organizing care, they can aid in ensuring that the patient's care is individualized to not only their health conditions, but their familial cultural, and environmental situation.

Scenario

You created a draft of an evidence-based concept map to illustrate an approach to care for a patient in the Evidence-Based Patient-Centered Care media piece. For this assignment, you will build upon and refine your draft of the concept map, as well as develop a narrative to support your concept map. Your concept map and narrative for the individualized care of your chosen case should demonstrate that you have considered and researched the following.

Instructions

The bullet points below correspond to grading criteria in the scoring guide. Be sure that your map and narrative address all of the bullets below, at minimum. You may also want to read the Evidence-Based Patient-Centered Concept Map Scoring Guide and Guiding Questions: Evidence-Based Patient-Centered Concept Map (both linked in the Resources) to create an outline for your assignment and to better understand how each criterion will be assessed.

When creating your concept map and narrative, be sure to note the areas where you need to include your evidence-based support. Also, be clear about what your communication strategies are for relating information to the patient and their family.

Part 1: Concept Map

- Develop a patient-centered concept map based upon the best available evidence that has been individualized to treat your specific patient's health, economic, and cultural needs.

Part 2: Narrative

- Analyze the needs of both the patient from your chosen case and their family to determine how they will influence a patient-centered concept map.
- Justify the value and relevance of the evidence you used as the basis for your patient-centered concept map.
- Propose criteria that can be used to evaluate the degree to which the desired outcomes of the patient-centered concept map were achieved.
- Apply strategies for communicating with your chosen patient and their family in an ethical, culturally sensitive, and inclusive way.
- Integrate relevant sources to support assertions, correctly formatting citations and references using APA style.

Submission Requirements

- **Length of narrative:** 2–4 double-spaced, typed pages. Your narrative should be succinct yet substantive.
- **Number of references:** Cite a minimum of 3–5 sources of scholarly or professional evidence in total between your Concept Map and Narrative. Be sure you are citing evidence in both parts.
- **APA formatting:** Resources and citations are formatted according to current APA style.
- Please submit both your concept map and your narrative **as separate documents** in the assignment submissions area.
 - You must submit **both documents at the same time**. Make sure both documents are attached in the assignment area **before submitting your assignment**.

Course Resources

[Concept Map Tutorial](#) | [Transcript](#)

Concept Map Template [DOCX]

[Evidence-Based Patient-Centered Care](#) | [Transcript](#)

Guiding Questions: Evidence-Based Patient-Centered Concept Map [DOC]

u03d1 - Individualizing Care in Your Practice or Organization

This discussion will focus on professional discourse about your personal experiences and observations of individualizing care for patients in your practice and care settings.

For this discussion, please address the following, being sure to adhere to the guidelines in the FEM:

- Describe an experience you have had working to individualize care for a patient (or describe a time in your care setting that you observed care being individualized for a patient).
- Briefly explain the patient's considerations that were addressed as the care was becoming individualized.
 - How were the patient's other health concerns taken into account?
 - How were the patient's culture and beliefs taken into account?
 - How were the patient's economic and daily environmental realities taken into account?
 - What ethical considerations, if any, were there for working with this individual patient?
- Reflect on things you would have suggested doing differently, if you could revisit that patient's case.

Note: Remember to not disclose any confidential patient or organizational information in your post. Also, citing outside sources is optional for this discussion.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. If possible, try to respond to someone who has not received a response on their post yet. In your response address **one** of the following:

- Comment on what you have done, or observed being done, in a situation similar to that described in your peer's post.
- Propose an additional strategy or consideration that could have helped achieve positive outcomes for the case that your peer presented.

Course Resources

Unit 4 >> Ethics and Technology in Evidence-Based Practice

Introduction

In this unit you will examine technology tools commonly utilized by nurses, to collect evidence or help facilitate care. The safe and ethical use of technologies is an important consideration for the master's-level nurse, as is how these technologies and the evidence they generate should be applied to practice. Additionally, as this unit's discussion will ask you to consider, the implementation of new technology can pose logistical challenges for health care organizations. It is also possible to encounter a situation where the patient has a distinctly different point of view about the benefit of a technology-based treatment than the health care professionals treating them. You will be asked to explore the various considerations you have to take into account when working with colleagues and patients as you try to respect the opinions of others while also advocating for the best possible care outcomes.

Learning Activities

u04s1 - Studies

Readings

Use the Capella University Library to read the following:

- Koehne, K. (2012). [Bringing the telehealth nursing standards to life!](#) *AAACN Viewpoint*, 34(6), 14–15.
- Koehne, K. (2015). [Telephone nursing practice is evidence-based.](#) *AAACN Viewpoint*, 37(4), 1–9.
- Stevens, K. R. (2013). [The impact of evidence-based practice in nursing and the next big ideas.](#) *Online Journal of Issues in Nursing*, 18(2), 122–124.
- Windle, J. R., & Windle, T. A. (2015). [Electronic health records and the quest to achieve the "Triple Aim".](#) *Journal of the American College of Cardiology*, 65(18), 1973–1975.

Internet Resources

Use the Internet to read the following:

- Brannon, J. (2012). [Telehealth regulatory and legal considerations: Frequently asked questions.](#)
- Hutcherson, C. M. (2001). [Legal considerations for nurses practicing in a telehealth setting.](#) *Online Journal of Issues in Nursing*, 6(3).
- The Joint Commission. (2015). [Sentinel event alert 54: Safe use of health information technology.](#)
- Agency for Healthcare Research and Quality. (2009). [Reduction in hospital-acquired complications and infections \[PDF\].](#)
- Watzlaf, V. J. M., DeAlmeida, D. R., Zhou, L., Hartman, L. M. (2015). [Protocol for systematic review in privacy and security in telehealth: Best practices for healthcare professionals.](#) *International Journal of Telerehabilitation*, 7(2), 15–22.

u04d1 - Technology and Ethical Dilemmas in Evidence-Based Care

For this discussion, read the two case studies below. Choose one of the case studies and respond to all of the questions and points under that case study per the guidelines in the FEM.

Case Study 1

M. J. is a 55-year-old Caucasian female who is currently recovering in an orthopedic unit of a large medical center following a total right hip replacement. She has had a Foley catheter in place since prior to surgery three days ago, and has now developed a catheter-associated urinary tract infection (CAUTI). Your institution has established a culture of safety and has protocols in place that have resulted in a significant decrease in CAUTIs in its postoperative population. As M. J. is the fourth patient to have a CAUTI in the last three months, this is especially disconcerting. A committee was established to look into the recent increases in CAUTI occurrences. Their research resulted in a recommendation to implement a trial of utilizing automatic

computer technology prompts for the health care providers about discontinuing urinary catheters. The hope is this notification system will mitigate the sudden rise in CAUTIs and ensure patient safety.

If you have chosen to respond to this case study, please address the following in your response:

- What might be potential ethical barriers to implementing automatic computerized reminders to remove Foley catheters on identified patients?
- How do you integrate the ethics of caring into this practice environment?
- Are there ethical considerations associated with using care bundle guidelines in practice? In monitoring and tracking data?
- Discuss how the culture of patient safety is aligned with one of the ethical principles of beneficence or nonmaleficence.
- Be sure to cite at least two sources of evidence in your initial discussion post.

Case Study 2

Rachel is a registered nurse who works for a major insurance company in the diabetes wellness department. Her employer has identified potential high-cost utilizers, and those diabetics at risk for target organ damage, by using data from the population health portal HEDIS benchmarks of those diabetic patients enrolled with their health plan. The data points being used are hemoglobin A1C levels less than 9 percent and LDL cholesterol levels below 100. All patients with high A1Cs and LDLs are being contacted by the insurance company to be enrolled in a telephonic nurse education program. The goal of the program is for the nursing staff to educate the patients on healthy lifestyle and self-care to improve their diets, exercise, and medication adherence. During one of the calls, Rachel discloses that she is employed in Iowa and her patient lives in Nebraska.

If you have chosen to respond to this case study, please address the following in your response:

- Are there any legal or ethical issues with the RN and patient being in different geographical locations?
- Does the nurse need to obtain a nursing license in every state where there might be electronic contact with the patient?
- If the nurse gives the patient poor advice and there is a case of substandard care or malpractice, where would the patient seek legal recourse?
- How do you integrate the ethics of caring into this practice environment?
- Be sure to cite at least two sources of evidence in your initial discussion post.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. If possible, choose peers who responded to the same case study as you. In your response, be sure to address the following:

- Compare the evidence that you used to inform your response to that used by you peer.
 - How did the evidence lead you to similar conclusions as your peer?
 - How did the evidence lead you to different conclusions than your peer?
 - Briefly comment on what this indicates to you about the importance of considering multiple sources of evidence.
- Briefly explain how additional evidence has changed your thoughts about which actions are appropriate to take.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> The Triple Aim and Using Evidence-Based Practice for Goal Setting

Introduction

In this unit you will examine the Triple Aim, which focuses on improving the care experience for patients, improving the health of populations and communities, and reducing the cost of health care (Berwick, Nolan, & Whittington, 2008). The Triple Aim has overlap in purpose with evidence-based practice, as both seek to improve the quality and outcomes of care. This unit will also move our examination and application of evidence-based practice into the community and population health contexts. Specifically, how evidence can be used to develop interventions to community health problems, and inform the setting of positive, but attainable goals.

Reference

Berwick, D. M., Nolan, T. W., & Whittington, J. (2008). The Triple Aim: Care, health, and cost. *Health Affairs*, 27(3), 759–769.

Berwick, D. M., Nolan, T. W., & Whittington, J. (2008). [The Triple Aim: Care, health, and cost](#). *Health Affairs*, 27(3), 759–769.

Learning Activities

u05s1 - Studies

Readings

Use the Capella University Library to read the following:

- Brandt, B., Lutfiyya, M. N., King, J. A., & Chioreso, C. (2014). [A scoping review of interprofessional collaborative practice and education using the lens of the Triple Aim](#). *Journal of Interprofessional Care*, 28(5), 393–399.
- Cogan, A. M., Blanche, E. I., Díaz, J., Clark, F. A., & Chun, S. (2014). [Building a framework for implementing new interventions](#). *OTJR*, 34(4), 209–220.
- Hain D. J., & Kear, T. M. (2015). [Using evidence-based practice to move beyond doing things the way we have always done them](#). *Nephrology Nursing Journal*, 42(1), 11–20.
 - This is a review of a reading from Unit 3.

Internet Resources

Use the Internet to read the following:

- Centers for Disease Control and Prevention. (2015). [Community health assessments & health improvement plans](#).
- Rosenbaum, S. (2013). [Principles to consider for the implementation of a community health needs assessment process \[PDF\]](#).

u05s2 - Assignment Preparation

By the end of Unit 6, you will turn in your assignment, Evidence-Based Population Health Improvement Plan. This assignment will require you to do some research about health issues in a community in which you practice or live, or about which you are otherwise interested.

To help prepare yourself for successfully completing the Unit 6 assignment, consider doing the following:

- Read the Unit 6 Evidence-Based Population Health Improvement Plan assignment description.
- Read the Evidence-Based Population Health Improvement Plan Scoring Guide to ensure you understand the work you will need to complete.
 - Use the scoring guide criteria to help outline your assignment.
- Start collecting demographic data for the community on which you will base your assignment.
- Start collecting epidemiological data for the community on which you will base your assignment.
- Begin listing other environmental factors in the community that may pose risks or challenges to the health of residents.
- If possible, identify the population health issue for which you will be developing the health improvement initiative.
- Note that the Unit 5 discussion will be prompting you to collect community data and set goals for your Unit 6 assignment, however you will still likely need to revise and add to this work.
- Read [Guiding Questions: Evidence-Based Population Health Improvement Plan \[DOC\]](#). This document is designed to give you questions to consider and additional guidance to help you successfully complete your assignment.
- Ask your instructor any questions you have about the assignment at this time.

u05d1 - Setting Goals for Population Health Improvement

One of the more challenging aspects of designing community or population health improvement initiatives is setting goals, or outcomes, that are positive yet attainable. This means that goals should be set at a level where improvements can be seen and measured, but not so high that obtaining the goals is an extremely unlikely outcome.

Part of your Unit 6 assignment will require you to gather and evaluate data about your community and to set goals for a population health improvement initiative. To help you prepare for this, this discussion will focus on allowing you time to collect data on your community and receive feedback on your initial draft of your goals.

The response for this discussion will contain two parts. You will need to address the bullet points under each part to successfully complete this discussion. Remember to follow the guidelines in the FEM as you prepare your post.

Part 1: Evaluate Community Data and Identify a Chronic Health or Epidemiological Issue to Address

- Present relevant data about your community.
 - What is the relevant demographic data for your community?
 - What does the epidemiological data about your community suggest are its biggest health concerns?
 - How do environmental factors in the community contribute or pose challenges to the health of residence?
- Select one health concern that you saw in the data about your community for which you want to design a health improvement initiative.
 - Why did you select the health concern that you did?
 - How do you believe that addressing this health concern will improve the health of your community?

Part 2: Set Evidence-Based Goals

- Create at least two goals, or outcomes, for your health improvement initiative. For each of the goals, also address the following:
 - Provide at least one piece of evidence that supports the relevance and achievability of the goal you created. This could be from a research study about a similar community health issue, from practice guidelines or goals from a relevant professional organization, or from other relevant and credible sources. The idea is to show that the goal you have created is based upon evidence that suggests it is worthy and achievable.
 - Briefly explain why the evidence you cited offers relevant and valuable support for the goal.
 - Briefly explain why you believe the goal will create positive health improvements in the community while also being attainable.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. In your response, be sure to address the following:

- Comment on the community health concern that your peer selected.
 - Do you agree or disagree that it could be improved through a population health improvement initiative?
 - If you have any knowledge or experience with health improvement initiatives that have attempted to address similar concerns, are there any insights from those experiences that could help your peer in designing theirs?
- Provide a critique of your peer's goals by doing the following for each goal:
 - Provide a comment on one positive aspect of the goal. For example, the evidence used to support the goal could be particularly relevant, or the goal could be clearly worded and fit well into the idea of being positive yet attainable.
 - Provide a comment about an area where a goal could be clarified or revised to make the goal more likely to be attainable while still leading to health improvements. Alternatively, you could choose to comment on the evidence if it does not seem to support the goal very well.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Population Health and Evidence-Based Practice

Introduction

In this unit you will explore demographic, environmental, and epidemiological data about a community or care setting of your choice. By researching this data you will start to form a basis for development of an evidence-based health improvement initiative that will address a critical or widespread health concern that your research uncovered. Part of effectively engaging in evidence-based practice is the ability to synthesize raw health data with research studies and other relevant information in the literature. This will enable you to develop sound interventions, initiatives, and outcomes to address health concerns that you find in data during the course of your practice.

Learning Activities

u06s1 - Studies

Readings

Use the Capella University Library to read the following:

- Dombrowski, J. J., Snelling, A. M., & Kalicki, M. (2014). [Health promotion overview: Evidence-based strategies for occupational health nursing practice](#). *Workplace Health & Safety*, 62(8), 342–9, 350.
- Cabassa, L. J., Stefancic, A., O'Hara, K., El-Bassel, N., Lewis-Fernández, R., Luchsinger, J. A., . . . Palinkas, L. A. (2015). [Peer-led healthy lifestyle program in supportive housing: Study protocol for a randomized controlled trial](#). *Trials*, 16, 388–401.
- Berwick, D. M., Nolan, T. W., & Whittington, J. (2008). [The Triple Aim: Care, health, and cost](#). *Health Affairs*, 27(3), 759–769.

Internet Resources

Use the Internet to read the following:

- American Hospital Association. (2015). [Zeroing in on the Triple Aim \[PDF\]](#).
- The Joint Commission. (2016). [Health care leaders meet, address health care disparity](#).
- Institute for Healthcare Improvement. (2016). [Triple Aim for populations](#).

u06a1 - Evidence-Based Population Health Improvement Plan

Professional Context

Master's-level nurses need to be able to think beyond the bedside. It is important to be able to research, synthesize, and apply evidence that will result in improved health outcomes for the communities and populations that are part of your care setting. Improving outcomes at a community or population level, even incrementally, can create noticeable and significant aggregate health improvements across all of a care setting's patients.

Scenario

Your organization has created an initiative to improve one of the pervasive and chronic health concerns in the community. Some examples of possibilities for health improvement initiatives are nationwide concerns, such as type 2 diabetes, HIV, obesity, and the Zika virus. However, your organization wants you to identify the health concern that is most appropriate to address for the community in your practice environment. You will need to do your own research to gather and evaluate the relevant data for your chosen issue.

Instructions

The bullet points below correspond to grading criteria in the scoring guide. Be sure that your population health improvement plan addresses all of the bullets below, at minimum. You may also want to read the Evidence-Based Population Health Improvement Plan Scoring Guide and Guiding Questions: Evidence-Based Population Health Improvement Plan (both linked in the Resources) to better understand how each criterion will be assessed:

- Evaluate the environmental and epidemiological data about your community so that you can illustrate and diagnose widespread population health issues.
- Develop an ethical health improvement plan that addresses the population health issue you have identified in your evaluation. The plan should be based upon the best available evidence and meet the cultural and environmental needs of your community.
- Justify the value and relevance of the evidence you used as the basis for your population health improvement plan.
- Propose criteria that can be used to evaluate the achievement of your health improvement plan's outcomes.

- Explain how you plan to apply strategies for communicating with community members and colleagues in the health care profession in an ethical, culturally sensitive, and inclusive way about the development and implementation of your health improvement plan.
- Integrate relevant sources to support assertions, correctly formatting citations and references using APA style.

Example assignment: You may use the Evidence-Based Population Health Improvement Plan Example, linked in the Resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

Submission Requirements

- **Length of submission:** 3–5 double-spaced, typed pages. Your plan should be succinct yet substantive.
- **Number of references:** Cite a minimum of 3–5 sources of scholarly or professional evidence that support your evaluation, recommendations, and plans.
- **APA formatting:** Resources and citations are formatted according to current APA style.

Course Resources

Guiding Questions: Evidence-Based Population Health Improvement Plan [DOC]

[APA Style Paper Tutorial \[DOCX\]](#)

[APA Style Paper Template \[DOCX\]](#)

Evidence-Based Population Health Improvement Plan Example

u06d1 - Population Health in Your Practice or Organization

This discussion will focus on professional discourse about your personal experiences and observations of planning, developing, and implementing population health improvement initiatives in your practice and care settings.

For this discussion, please address the following with the FEM in mind:

- Describe an experience you have had working with a population or community health initiative (or describe a time in your care setting that you observed this type of working being done at your organization or in your community).
- Briefly explain the considerations of the community that were addressed and how data about the community was incorporated.
 - How was the diversity of culture and beliefs in the community taken into account?
 - How were other health concerns of the community also taken into account?
 - How were the economic and daily environmental realities of the community taken into account?
 - Consider successes, challenges, and failures you observed in how the community needs were addressed or considered.
- What ethical considerations, if any, were there for working with specific groups and stakeholders in the community?
- Reflect on things you would have suggested doing differently, if you could revisit that community case.

Note: Remember to not disclose any confidential patient or organizational information in your post.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. If possible, try to respond to someone who has not received a response on their post yet. In your response, address **one** of the following:

- Comment on what you have done, or observed being done, in a situation similar to that described in your peer's post.
- Propose an additional strategy or consideration that could have helped achieve positive outcomes for the case that your peer presented.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Advocating for Evidence-Based Practice in Collaborative Work

Introduction

Evidence-based practice cannot be carried out by an individual in isolation. Collaboration with other health care practitioners is key to building respectful relationships and ensuring that the best available evidence is used (Godshall, 2015). In this unit you will explore strategies for collaborating with others to ensure that evidence-based practice is the standard across roles within a care team, department, or organization. One of the approaches that can be useful in implementing EBP, in personal practice or in broader applications, is the use of models. Models are useful for implementing EBP, because they help to guide choices in the development and implementation of interventions. They can also help to structure decision making about types of research and tools to seek out for a specific scenario (Bucknall, 2011). By having a system of EBP in place from a model, collaboration between roles in utilizing EBP can be easier to facilitate.

References

Rycroft-Malone, J., & Bucknall, T. (Eds.). (2011). *Models and frameworks for implementing evidence-based practice: Linking evidence to action*. Oxford, United Kingdom: Wiley-Blackwell.

Godshall, M. (2015). *Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell* (2nd ed.). New York, NY: Springer Publishing Company.

Course Resources

Rycroft-Malone, J., & Bucknall, T. (Eds.). (2011). [Models and frameworks for implementing evidence-based practice: Linking evidence to action](#). Oxford, United Kingdom: Wiley-Blackwell.

Godshall, M. (2015). [Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell \(2nd ed.\)](#). New York, NY: Springer Publishing Company.

Learning Activities

u07s1 - Studies

Readings

Use the Capella University Library to read the following:

- Godshall, M. (2015). [Fast facts for evidence-based practice in nursing: Implementing EBP in a nutshell](#) (2nd ed.). New York, NY: Springer Publishing Company.
 - Read Chapter 8, pages 143–160.
- Rycroft-Malone, J., & Bucknall, T. (Eds.). (2011). [Models and frameworks for implementing evidence-based practice: Linking evidence to action](#). Oxford, United Kingdom: Wiley-Blackwell.
 - Chapter 6, pages 137–144.
 - Chapter 8, pages 169–182.
- Stetler, C. B., Ritchie, J. A., Rycroft-Malone, J., & Charns, M. P. (2014). [Leadership for evidence-based practice: Strategic and functional behaviors for institutionalizing EBP](#). *Worldviews on Evidence-Based Nursing*, 11(4), 219–226.

Internet Resources

Use the Internet to read the following:

- Kueny, A., Shever, L. L., Lehan Mackin, M., & Tittler, M. G. (2015). [Facilitating the implementation of evidence-based practice through contextual support and nursing leadership](#). *Journal of Healthcare Leadership*, 7, 29–39.
- National Collaborating Centre for Methods and Tools. (2011). [Stetler model of evidence-based practice](#).

Scenario

You are part of an interdisciplinary care team that is working with a patient who has recently had a stroke. The patient has lost a good deal of mobility on the left side of their body. The goal is to help the patient become ambulatory again and regain as much function as possible. To do this, you are collaborating with various team members and care areas to ensure that the best evidence, practice, and communication are used.

Remember to follow the guidelines in the FEM as you prepare your post. You will need to address the following bullet points to successfully complete this discussion:

- Propose a plan, utilizing a model or framework for EBP, for collaborating with your various colleagues and across care areas that will ensure the patient is receiving the optimal care to speed their recovery.
 - Explain how you would ensure that the various care areas and team members communicate and cooperate so that all aspects of the patient's care are leading toward recovery. In other words, how would you ensure that care approaches from different team members did not create an undesired combination of effects?
 - Cite a minimum of two resources that provide relevant and credible evidence to support and inform the development of your proposed plan.
 - Briefly note why each piece of evidence is relevant and valuable as a basis for your proposed plan.
- Explain how you would help other members of the team to implement evidence-based practice strategies in their contributions to the patient's rehabilitation.
 - How would you convince team members of the value of an evidence-based approach?
 - How would you guide team members to find appropriate tools and repositories for gathering evidence relevant to this scenario?
 - How would you support team members in ensuring they are successfully synthesizing the evidence they have found into their practice decisions?

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. In your response, be sure to address the following:

- Propose an additional collaboration strategy that would complement those already outlined in your peer's initial discussion response.
 - Refer to the resource or evidence for this strategy in your response.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Evidence-Based Practice and the Triple Aim

Introduction

In this unit you will take a deeper look at the relationship between evidence-based practice and the Triple Aim. You will also be introduced to what Spinelli (2013) calls the "phantom limb" the Triple Aim, which is the well-being of health care workers. This concept is important, not only as it applies to self-care for nurses and other professionals, but also to you as an emerging leader to consider how you can help to improve the workplace well-being of your colleagues. You will have an opportunity to explore a self-assessment on your readiness to pursue the Triple Aim. You will also reflect on how your work on the assignments in this course can translate into achieving aspects of the Triple Aim.

Reference

Spinelli, W. M. (2013). The phantom limb of the Triple Aim. *Mayo Clinic Proceedings*, 88(12), 1356–1357.

Course Resources

Spinelli, W. M. (2013). [The phantom limb of the Triple Aim](#). *Mayo Clinic Proceedings*, 88(12), 1356–1357.

Learning Activities

u08s1 - Studies

Readings

Use the Capella University Library to read the following:

- Block, D. J. (2014). [Revisiting the Triple Aim-Are we any closer to integrated health care?](#). *Physician Executive*, 40(1), 40–43.
- Doolan-Noble, F., Lyndon, M., Hau, S., Hill, A., Gray, J., & Gauld, R. (2015). [How well does your healthcare system perform? Tracking progress toward the Triple Aim using system level measures](#). *The New Zealand Medical Journal (Online)*, 128(1415), 44–50, 5.
- Spinelli, W. M. (2013). [The phantom limb of the Triple Aim](#). *Mayo Clinic Proceedings*, 88(12), 1356–1357.

Internet Resources

Use the Internet to read the following:

- Institute for Healthcare Improvement. (2016). [The IHI Triple Aim](#).
- Institute for Healthcare Improvement. (2016). [Are you ready to pursue the Triple Aim?](#)
- Hansen, J., Haycock, C., & Evans, E. M. (2016). [Evidence-based practice integration designed to optimize patient care and outcomes to achieve the Triple Aim](#). *Journal of Patient-Centered Research and Reviews*, 3(3), 221–222.
- Lahue, B. J., Hughes, K., Hills, B. J., Li, S. S., & Hiatt, J. C. (2015). [Can mHealth revolutionize evidence-based practice in diabetes care?](#). *The American Journal of Managed Care*, 21(11), 379–382.

u08s2 - Assignment Preparation

By the end of Unit 9, you will turn in your Patient-Centered Care Report assignment. This assignment will be based on the Evidence-Based Health Evaluation and Application media piece in Unit 9. Remember, even though the media piece will be framed within one type of care setting, you can extrapolate the situation into another care setting that is more relevant to you, if you desire.

To help prepare yourself for successfully completing the Unit 9 assignment, consider doing the following:

- Read the Unit 9 Patient-Centered Care Report assignment description.
- Read the Patient-Centered Care Report Scoring Guide to ensure you understand the work you will need to complete.
 - Use the scoring guide criteria to help outline your assignment.
- If you have time, briefly examine the beginning of the Evidence-Based Health Evaluation and Application media piece in Unit 9. If you think you will want to extrapolate the information from the media piece to a different care setting, begin planning what that care setting will be, and brainstorm some initial ideas about how you plan to accomplish that work.
- Read [Guiding Questions: Patient-Centered Care Report \[DOC\]](#). This document is designed to give you questions to consider and additional guidance to help you successfully complete your assignment.
- Ask your instructor any questions you have about the assignment at this time.

u08d1 - EBP and the Triple Aim

It is important in your practice to take time out to reflect on work that you have already done and decisions you have already made. This can be especially useful when using a specific lens, such as the Triple Aim.

The response for this discussion will contain two parts. You will need to address the bullet points under each part to successfully complete this discussion. Be sure to follow the guidelines in the FEM as you prepare your post.

Reflection on EBP and the Triple Aim

- Evaluate the degree to which the map you created for the Unit 3 Evidence-Based Patient-Centered Concept Map assignment succeeds in achieving aspects of the Triple Aim.
 - Which aspects of the Triple Aim does your concept map address?
 - How well would the successful implementation of your concept map achieve the goals of those aspects of the Triple Aim?
 - In what ways did the evidence you used as the basis for your approach contribute to the achievement of these goals?
 - Having learned more about EBP and the Triple Aim, how would you revise your concept map to better achieve one or more specific goals of the Triple Aim?
 - Which aspects of the Triple Aim would help you to refine aspects of your previous assignment for the better?
 - Which aspects of the Triple Aim would likely be a hindrance in working to refine your previous assignment? In other words, did you suggest any changes to your assignments to address aspects of the Triple Aim that you do not think would result in better care for the patient?
 - How simple or challenging was it to find evidence that supported the refinement of your assignment and supported the goals of the Triple Aim?
- Evaluate the degree to which your Unit 6 Evidence-Based Population Health Improvement Plan assignment succeeds in achieving aspects of the Triple Aim.
 - Which aspects of the Triple Aim does your health improvement plan address?
 - How well would the successful implementation of your health improvement plan achieve the goals of those aspects of the Triple Aim?
 - In what ways did the evidence you used as the basis for your approach contribute to the achievement of these goals?
 - Having learned more about EBP and the Triple Aim, how would you revise your health improvement plan to better achieve one or more specific goals of the Triple Aim?
 - Which aspects of the Triple Aim would help you to refine aspects of your previous assignment for the better?
 - Which aspects of the Triple Aim would likely be a hindrance in working to refine your previous assignment? In other words, did you suggest any changes to your assignments to address aspects of the Triple Aim that you do not think would result in better care for the community?
 - How simple or challenging was it to find evidence that supported the refinement of your assignment and supported the goals of the Triple Aim?

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. In your response, be sure to address the following:

- Comment on each peer's evaluation their two assignments and their success at addressing the goals of the Triple Aim.
 - How did their evaluation compare to your own?
 - What additional strategies or resources would you suggest your peer consider in their attempts to refine their previous approaches?

Course Resources

Graduate Discussion Participation Scoring Guide

[The IHI Triple Aim](#)

Unit 9 >> Evaluating Evidence-Based Practice Outcomes and Their Transfer Into Different Contexts

Introduction

In this unit you will be challenged to evaluate and make recommendations regarding the outcomes of a population health improvement initiative (PHI). You will then transfer the lessons learned from the PHI into personalizing care for a patient who has a related health issue. This will challenge you to think critically, reframe strategies into different contexts, and synthesize what the evidence suggests is the appropriate approach to treating a particular patient. By completing this unit you will demonstrate your competence in applying the tenants of evidence-based practice in both the patient-centered care and population health improvement contexts.

Learning Activities

u09s1 - Studies

Readings

Use the Capella University Library to read the following:

- Devine, D. A., Wenger, B., Krugman, M., Zwink, J. E., Shiskowsky, K., Hagman, J., . . . Reeves, C. (2015). [Part 1: Evidence-based facility design using transforming care at the bedside principles \[PDF\]](#). *JONA: The Journal of Nursing Administration*, 45(2), 74–83.
- Jeffs, L., Beswick, S., Lo, J., Campbell, H., Ferris, E., & Sidani, S. (2013). [Defining what evidence is, linking it to patient outcomes, and making it relevant to practice: Insight from clinical nurses](#). *Applied Nursing Research*, 26(3), 105–109.
- Krugman, M., Sanders, C., & Kinney, L. J. (2015). [Part 2: Evaluation and outcomes of an evidence-based facility design project](#). *JONA: The Journal of Nursing Administration*, 45(2), 84–92.
- Rice, M. J. (2013). [Evidence-based practice: A model for clinical application](#). *Journal of the American Psychiatric Nurses Association*, 19(4), 217–221.

Multimedia

- Click **Evidence-Based Health Evaluation and Application** to launch a scenario for use in this unit's assignment.

Course Resources

Evidence-Based Health Evaluation and Application

u09a1 - Patient-Centered Care Report

Professional Context

Master's-level nurses need to be able to think critically about the evidence, outcomes data, and other relevant information they encounter throughout their daily practice. Often the evidence or information that a nurse encounters, researches, or studies is not presented in the exact context of that nurse's practice. A key skill of the master's-level nurse is to be able to transfer evidence from the context it was presented in and apply to a different context in order to maximize the benefit to patients in that new context.

Scenario

For this assignment you will be basing your report on the scenario presented in the Evidence-Based Health Evaluation and Application media piece. Some of the writing you completed and exported from the media piece can constitute your pre-writing and inform the development of your final submission. Further, even though the media piece was framed within one type of care setting, you can extrapolate the situation into another care setting that is more relevant to you. You will still be able to apply community outcomes data to an individual patient or case.

Instructions

For this assignment, you will apply the outcomes of the Population Health Improvement Initiative (PHII) to a patient-centered care report. The bullet points below correspond to grading criteria in the scoring guide. Be sure that your report addresses all of the bullets below, at minimum. You may also want to read the Patient-Centered Care Report Scoring Guide and Guiding Questions: Patient-Centered Care Report (both linked in the Resources) to better understand how each criterion will be assessed:

- Evaluate the outcomes of a population health improvement initiative.
- Propose strategies for improving the outcomes of the population health improvement plan, or ensuring that all outcomes are being addressed, based on the best available evidence.
- Develop an individualized personal care approach that incorporates lessons learned from a population health improvement initiative.
- Justify the value and relevance of evidence used as the basis for your personal care approach to your patient.
- Propose a framework that could be used to evaluate desired outcomes of your approach to personalizing care for your patients and areas that could be applied to similar situations and patients in the future.
- Write content clearly and logically, with correct use of grammar, punctuation, and spelling.
- Integrate relevant sources to support assertions, correctly formatting citations and references using APA style.

Example assignment: You may use the Patient-Centered Care Report Example, linked in the Resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

Submission Requirements

- **Length of submission:** 4–6 double-spaced, typed pages. Your report should be succinct yet substantive.
- **Number of references:** Cite a minimum of 3–5 sources of scholarly or professional evidence that support your evaluation, recommendations, and plans.
- **APA formatting:** Resources and citations are formatted according to current APA style.

Course Resources

Patient-Centered Care Report Example

[APA Style Paper Tutorial \[DOCX\]](#)

[APA Style Paper Template \[DOCX\]](#)

[Evidence-Based Health Evaluation and Application | Transcript](#)

Guiding Questions: Patient-Centered Care Report [DOC]

u09d1 - Applying Findings or Lessons Learned in Other Contexts

This discussion will focus on professional discourse about your personal experiences and observations about how to transfer knowledge and findings between different care contexts or care settings. For example, how have you gone about transferring your understanding of a successful outcome from a population health research study into treating a single patient with a similar issue? Or, perhaps you have had to use a strategy learned in an acute care setting to working with a patient who needed in-home care.

For this discussion, please address the following with the FEM in mind:

- Describe an experience where you have had to apply a strategy, finding, or a lesson learned from one care context or setting to your work in another (or describe a time you have observed, or had a discussion about, this being done).
 - What challenges did this type of transfer present?
 - How did transferring the knowledge between contexts result in an improved or more efficient resolution to the care issue you were trying to address?
 - What ethical considerations, if any, were there for transferring the previous strategy, finding, or a lesson learned to a new context?

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Try to respond to someone who has not received a response on their post yet. In your response, address **one** of the following:

- Comment on what you have done, or observed being done, in a situation similar to that described in your peer's post.
- Propose an additional strategy or consideration that could have helped your peer in successfully transferring their knowledge into new care contexts or settings.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Course Reflection

Introduction

In this unit you will be given the opportunity to reflect upon your learning in this course. Use this unit as a chance to examine how your knowledge of and competence with evidence-based practice have grown or changed. Additionally, reflect on how you can use the skills and knowledge you gained in this course to improve your own practice and that of your care setting.

MSN Program Journey

Click **MSN Program Journey** to review this useful guide.

Course Resources

MSN Program Journey

Learning Activities

u10s1 - Studies

Readings

Use the Capella University Library to read the following:

- Mazurek Melnyk, B., Gallagher-Ford, L., English Long, L., & Fineout-Overholt, E. (2014). [The establishment of evidence-based practice competencies for practicing registered nurses and advanced practice nurses in real-world clinical settings: Proficiencies to improve healthcare quality, reliability, patient outcomes, and costs](#). *Worldviews on Evidence-Based Nursing*, 11(1), 5–15.
 - Review this article, and pay special attention to Table 7. You will be referring to this explicitly in the first discussion in this unit.

u10d1 - Self-Assessment

For this discussion, you will complete a self-assessment of your knowledge, skills, and confidence with applying evidence-based practice and the competencies outlined in Table 7 of the Mazurek, Melnyk et al. (2014) article. There are no right or wrong answers—this exercise is to assist you in knowing your strengths and areas for improvement, based on your level of experience.

Adhere to the FEM guidelines and specifically address the following points in your post:

- Which of the competencies presented in the article do you believe are already a part of your practice?
 - Provide an example of how you apply one or more of these competencies in your practice.
- Which of the competencies presented in the article that are not already part of your practice do you believe have the most potential to improve your practice?
 - Why do you think these competencies have the most potential to improve your practice?
 - How do you plan to work on incorporating these competencies into your practice?
 - What resources, training, or mentoring might help you to do this?

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. In your response, consider addressing one or more of the following:

- A comparison of the competencies that are most relevant to the practices of you and your peer.
- A suggestion about other strategies or resources that could help your peer integrate competencies into their practice.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Course Reflection

For this discussion, please reflect on your experiences and learning throughout this course. In your response, consider the following. Be sure to follow the requirements in the FEM.

- What have been the most useful and interesting skills you have obtained or content you have learned about?
- How do you envision, or how have you already been, applying aspects of your course work in your practice?
- Finally, comment on one area of the course for which you wish there had been more content or instruction. How do you think this would have contributed to your learning and experience in this course?

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. In your response, consider addressing one or more of the following:

- How your course experiences were similar or different.
- How your plans to apply your learning in this course to your practice are similar or different.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)