

## Syllabus

### Course Overview

Baccalaureate-prepared nurses are expected to use the best available evidence in the processes of clinical reasoning and judgement. This helps to lead to interventions that result in desired patient, systems, and population outcomes. This course focuses on the development of generalist nursing practice competencies for evidence-based decision making, as well as leveraging evidence-based practice (EBP) models within the context of interprofessional collaboration.

### Vila Health

To meet the demands of an evolving health care system and the changing needs of patients, Capella designed a virtual lab, Vila Health, to practice solving real health care challenges. Through the Vila Health simulations in this course, you will quickly gain the interprofessional skills and competencies that can make an impact in your career.

### Discussion Requirements

You are required to follow the guidelines in the School of Nursing and Health Sciences Faculty Expectations message (FEM) for all course discussion posts and responses. Be sure to review these requirements and contact your faculty member if you have questions.

When you incorporate another writer's ideas in your work (as a quotation, paraphrase, or summary) to support your position or substantiate a claim, be sure to credit that writer in a correctly formatted APA in-text citation. In addition, be sure to provide the full reference for the source. When paraphrasing or summarizing, remember that an APA citation includes the in-text citation (the author's last name and the year of publication) and the full reference for the source. When quoting directly, be sure to include quotation marks and the page or paragraph number in the citation.

### Audiovisual Recordings

As part of this course, you are required to record and submit video recordings of yourself. You may use Kaltura (preferred) or similar software. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool.

**Note:** If you use assistive technology or any alternative communication methods to access course content, please contact [DisabilityServices@capella.edu](mailto:DisabilityServices@capella.edu) with any access-related questions or to request accommodations.

### 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.

For your program, Capella provides a selection of online resources designed to help you understand APA style and use it effectively. See Capella's [APA Module](#), which offers highlights that are designed to help you quickly understand the fundamentals you need to write a course paper that meets APA guidelines.

### Course Competencies

(Read Only)

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

- 1 Interpret findings from scholarly quantitative, qualitative, and outcomes research articles and studies.
- 2 Analyze the relevance and potential effectiveness of evidence when making a decision.
- 3 Apply an evidence-based practice model to address a practice issue.
- 4 Plan care based on the best available evidence.
- 5 Apply professional, scholarly communication strategies to lead practice changes based on evidence.

### 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.

- Abbade, L. P. F., Wang, M., Sriganesh, K., Jin, Y., Mbuagbaw, L., & Thabane, L. (2017). [The framing of research questions using the PICOT format in randomized controlled trials of venous ulcer disease is suboptimal: A systematic survey](#). *Wound Repair & Regeneration*, 25(5), 892–900.
- Athanasakis, E. (2013). [Nurses' research behavior and barriers to research utilization into clinical nursing practice: A closer look](#). *International Journal of Caring Sciences*, 6(1), 16–28.
- Barret, D. (2017). [Rethinking presence: A grounded theory of nurses and teleconsultation](#). *Journal of Clinical Nursing*, 26(19/20), 157–159.
- Black, A. T., Balneaves, L. G., Garossino, C., Puyat, J. H., & Qian, H. (2015). [Promoting evidence-based practice through a research training program for point-of-care clinicians](#). *The Journal of Nursing Administration*, 45(1), 14–20.
- Brown, C. G. (2014). [The Iowa model of evidence-based practice to promote quality care: An illustrated example in oncology nursing](#). *Clinical Journal of Oncology Nursing*, 18(2), 157–159.

- Canada, A. N. (2016). Probing the relationship between evidence-based practice implementation models and critical thinking in applied nursing practice. *The Journal of Continuing Education in Nursing*, 47(4), 161–168. doi:10.3928/00220124-20160322-05
- Galassi, A. L., Grady, M. A., O'Mara, A. M., Ness, E. A., Parreco, L. K., Belcher, A. E., & Hastings, C. E. (2014). Clinical research education: Perspectives of nurses, employers, and educators. *Journal of Nursing Education*, 53(8), 466–472.
- George, K. J., Walsh-Irwin, C., Queen, C., Heuvel, K. V., Hawkins, C., & Roberts, S. (2015). Development of evidence-based remote telemetry policy guidelines for a multifacility hospital system. *Dimensions of Critical Care Nursing*, 34(1), 10–18.
- Grant, L. A., Rockwood, T., & Stennes, L. (2014). Testing telehealth using technology-enhanced nurse monitoring. *Journal of Gerontological Nursing*, 40(10), 15–23.
- Hande, K., Williams, C. T., Robbins, H. M., Kennedy, B. B., & Christenbery, T. (2017). Leveling evidence-based practice across the nursing curriculum. *The Journal for Nurse Practitioners*, 13(1), e17–e22.
- Ingham-Broomfield, R. (2016). A nurses' guide to the hierarchy of research designs and evidence. *Australian Journal of Advanced Nursing*, 33(3), 38–43.
- Joyce, M. (2015). Using narrative in nursing research. *Nursing Standard* (2014+), 29(38), 36–41.
- Krause-Parello, C. A., Sarcone, A., Samms, K., & Boyd, Z. N. (2013). Developing a center for nursing research: An influence on nursing education and research through mentorship. *Nurse Education in Practice*, 13(2), 106–112.
- 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.
- Nibbelink, C. W., & Brewer, B. B. (2018). Decision-making in nursing practice: An integrative literature review. *Journal of Clinical Nursing*, 27(5/6), 917–928.
- Saunders, H., & Vehviläinen-Julkunen, K. (2016). The state of readiness for evidence-based practice among nurses: An integrative review. *International Journal of Nursing Studies*, 56, 128–140.
- Scala, E., Price, C., & Day, J. (2016). An integrative review of engaging clinical nurses in nursing research. *Journal of Nursing Scholarship*, 48(4), 423–430.
- Spruce, L. (2015). Back to basics: Implementing evidence-based practice. *AORN Journal*, 101(1), 106–114.
- Taylor, M. V., Priefer, B. A., & Alt-White, A. C. (2016). Evidence-based practice: Embracing integration. *Nursing Outlook*, 64(6), 575–582.
- Timmins, F. (2015). Disseminating nursing research. *Nursing Standard* (2014+), 29(48), 34–39.
- van Houwelingen, C. T. M., Ettema, R. G. A., Kort, H. S. M., & ten Cate, O. (2017). Internet-generation nursing students' view of technology-based health care. *Journal of Nursing Education*, 56(12), 717–724.
- White, S., & Spruce, L. (2015). Perioperative nursing leaders implement clinical practice guidelines using the Iowa model of evidence-based practice. *AORN Journal*, 102(1), 50–59. doi:http://dx.doi.org.library.capella.edu/10.1016/j.aorn.2015.04.001

#### 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.

- Academy of Medical-Surgical Nurses. (n.d.). Evidence-based practice. Retrieved from <https://www.amsn.org/practice-resources/evidence-based-practice>
- Agency for Healthcare Research and Quality. (2013). Communication and dissemination strategies to facilitate the use of health-related evidence. Retrieved from <https://www.ahrq.gov/research/findings/evidence-based-reports/commstrattp.html>
- Ho, G. J., Liew, S. M., Ng, C., Shunmugam, R., & Glasziou, P. (2016). Development of a search strategy for an evidence based retrieval service. *PLoS One*, 11(12), 1–14. Retrieved from <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0167170>
- National Center for Complementary and Integrative Health. (n.d.). Finding and evaluating online resources. Retrieved from <https://nccih.nih.gov/health/webresources>
- OvidWoltersKluwer. (Producer). (n.d.). Evidence based practice fundamentals [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=iby88f5PJas>
- RHIhub. (n.d.). Telehealth use in rural healthcare. Retrieved from <https://www.ruralhealthinfo.org/topics/telehealth>
- Sbaffi, L., & Rowley, R. (2017). Trust and credibility in web-based health information: A review and agenda for future research. *Journal of Medical Internet Research*, 19(6), e218–e232.

#### 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.

### Library

The following optional readings may be available in the Capella University Library. 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. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Boswell, C., & Cannon, S. (2015). *Introduction to nursing research*. Burlington, MA: Jones & Bartlett Learning.

### 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.

- National League for Nursing. (n.d.). [Unfolding cases: Advancing care excellence for persons with disabilities](http://www.nln.org/professional-development-programs/teaching-resources/ace-d/unfolding-cases). Retrieved from <http://www.nln.org/professional-development-programs/teaching-resources/ace-d/unfolding-cases>
- National League for Nursing. (n.d.). [Unfolding cases: Advancing care excellence for seniors](http://www.nln.org/professional-development-programs/teaching-resources/ace-s). Retrieved from <http://www.nln.org/professional-development-programs/teaching-resources/ace-s>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

## Unit 1 >> Evidence-Based Practice, Databases, and Nursing Practice

### Introduction

This unit will introduce you the Capella University Library, which will be a key source of resources and tools as you progress through this course. Understanding how to conduct effective research and evidence searches is a key component to building your competence in EBP. Without being able to locate relevant evidence efficiently, it is difficult to effectively incorporate EBP principles into nursing practice.

### Learning Activities

#### u01s1 - Studies

## Capella Resources

Review the following Capella resources, which will help you prepare for your discussions in this unit, as well as familiarize yourself with the various areas of the Capella library that you will need to explore throughout your work in this course:

- [Introduction to the Writing Center](#).
- [BSN Program Library Research Guide](#).
  - The library research guide will be useful in guiding you through the Capella library, offering tips for searching the literature and other references for your assignments.
- [Databases A-Z: Nursing & Health Sciences](#).
  - This is a list of the library databases that are relevant to nursing and health sciences.
- [Evidence-Based Practice in Nursing & Health Sciences](#).
  - Library guide to EBP-related topics with a focus on nursing and health sciences.
- [Find Scholarly & Peer-Reviewed Sources](#).
  - Guide to help you more efficiently locate scholarly and peer-reviewed resources.
- [Get Critical Search Skills](#).
  - This guide offers a five-step approach to improving your research search effectiveness.

## APA Style and Format

Capella University follows the style and formatting guidelines in the *Publication Manual of the American Psychological Association*, known informally as the APA manual. Refer to the Writing Center's [APA Module](#) for tips on proper use of APA style and format.

### u01s1 - Learning Components

- Identify databases relevant to nursing practice.

### u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

## Using ePortfolio to Prepare for Your Capstone

Your program culminates in a capstone course. At that time, you will be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses. Remember to save your assignments to your ePortfolio.

## Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

## Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio, visit the Campus [ePortfolio](#) page.

## Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

### u01d1 - Databases and Your Practice

The Unit 3 assignment will focus on locating databases that are most relevant to helping research a specific clinical diagnosis or problem. The resources in this unit were centered around helping you to grow accustomed to the Capella library, which will be an important resource for not only the Unit 3 assignment, but the rest of your work in this course.

For your initial post, complete the following in writing:

- Identify two of the databases available through the Capella library. For each database, answer the following:
  - What subject areas does the database focus on?
  - To what degree is the database relevant to the health care field and nursing practice?
  - How could the database be useful in addressing a specific clinical diagnosis or problem?
  - Do you have any prior experience with the database? If so, how have you utilized it in your nursing practice?

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, complete one or more of the following in writing:

- Comment on your peer's discussion of the relevance of one or more of the databases he or she identified.
- Provide a new way in which one of the databases your peer identified could be useful in addressing a specific clinical diagnosis or problem.
- Compare and contrast any experience you have with one of the databases to the experience of your peer.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Identify databases relevant to nursing practice.
- Explain how a database could be useful in nursing practice.

**u01d2 - Evidence-Based Practice in Your Career**

More than likely, you have engaged in EBP at some point in your career. The goal of this discussion is to broaden your understanding of what EBP looks like in nursing practice through the sharing of experiences with your peers.

For your initial post, complete the following in writing or video:

- Share an example from your professional experience where you were asked to, or did, engage in EBP.
  - How did it go?
  - What, if anything, did you learn from the experience?

Refer to Using Kaltura (linked in the resources) if you need help recording or posting a video.

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, complete one or both of the following in writing or video:

- Compare and contrast your experience to that of your peer.
- Offer advice on how the peer could improve his or her application of EBP in a similar situation in the future.

*Please bear in mind that Kaltura transcripts are available in roughly 24 hours.*

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[Using Kaltura](#)

u01d2 - Learning Components

- Describe an experience engaging in evidence-based practice.

**Unit 2 >> Determining Credibility**

## Introduction

This unit will focus on strategies for determining the credibility of resources and evidence. Finding evidence to use in EBP is just the first step in an effective approach. The next step is determining whether the evidence that has been found is, in fact, credible. It can be dangerous to apply non-credible evidence to nursing practice. So, ensuring you have a grasp on ways to determine credibility is vital for providing safe and quality care.

## Learning Activities

### u02s1 - Studies

## Readings

### Determining Credibility

Read or review the following:

- National Center for Complementary and Integrative Health. (n.d.). [Finding and evaluating online resources](https://nccih.nih.gov/health/webresources). Retrieved from <https://nccih.nih.gov/health/webresources>
  - This collection of resources and guides can help walk you through steps to determine the credibility of resources that you find online.
- Sbaffi, L., & Rowley, R. (2017). [Trust and credibility in web-based health information: A review and agenda for future research](#). *Journal of Medical Internet Research*, 19(6), e218–e232.
  - This article presents a literature review targeted at the different strategies that practitioners use to assess credibility of information and evidence.

### Multimedia

Complete the following Capella multimedia:

- [Evaluating the Credibility of Evidence](#).
  - This media offers an opportunity to practice evaluating the credibility of evidence. These skills will be necessary to complete discussion and assignment successfully. This is for your own practice and self-assessment.

### u02s1 - Learning Components

- Identify strategies for determining credibility.

### u02s2 - Assignment Preparation

Your first assignment is due in Unit 3. To prepare for successful completion of your Unit 3 assignment, complete the following:

- Read the Locating Credible Databases and Research assignment description and scoring guide to ensure that you understand all criteria.
- Conduct any additional research you need to meet the required number of resources for the assignment.
- Ask your instructor any questions you have about the assignment.

Additionally, to help ensure you are prepared to complete this assignment, review the following Capella resources. These resources will provide you an overview of the types of tools, resources, and guides available in the Capella library. This may be useful in forming a better understanding of the library to apply to the hypothetical situation laid out in the scenario of this assignment.

- [BSN Program Library Research Guide](#).
- [Evidence-Based Practice in Nursing & Health Sciences](#).
- [Databases A-Z: Nursing & Health Sciences](#).
- [Get Critical Search Skills](#).

Remember, it is also appropriate to look toward databases and resources outside of the Capella library, such as organizational policies, professional organizations, and government health care resources.

The activities in Units 1, 2, and 3 will help you do some prework for this assignment. Make sure you reference this work as you prepare your final submission.

## u02s2 - Learning Components

- Identify preparation needs to successfully complete the assignment.

### u02d1 - Criteria Used to Determine Credibility

Being able to determine if a database and the resources within it are credible is an important skill when engaging in research and EBP. One strategy for determining credibility is to apply a set of criteria to resources to gauge their credibility. The goal of this discussion is to follow you to explore criteria that could be used to determine credibility and apply it to a resource.

For your initial post, complete the following in writing:

- Create a set of at least six criteria that could be used to determine the credibility of a resource.
  - Briefly explain how your set of criteria is grounded in the literature and/or best practices.
- Search for a resource that is relevant to the health care field or nursing practice. Provide a link to it in your discussion post.
  - You are providing this so your peers can practice applying your criteria to the resource you selected in an effort to determine how credible it is.

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

**Note:** Try to respond to a peer who has not yet received a response.

In your response, complete the following in writing:

- Read the resource your peer provided.
- Apply the criteria your peer developed to the resource. Explain how credible you believe the resource is based on your peer's criteria.
- Offer suggestions on how your peer could refine his or her criteria to make them easier to apply or to create a better understanding of the credibility of a resource.

### Course Resources

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Undergraduate Discussion Participation Scoring Guide

## u02d1 - Learning Components

- Create criteria to determine credibility of resources.
- Determine the credibility and usefulness of a resource.

## Unit 3 >> Nursing Research

### Introduction

EBP integrates the best evidence available to guide optimal nursing care, with a goal to enhance safety and quality. EBP is crucial to nursing practice because it incorporates the best evidence from current literature, along with the expertise of the practicing nurse. The concern for quality care that flows from EBP generates a desired outcome. Without these factors, a nurse cannot be an effective leader. It is important to lead not only from this position but from knowledge and expertise. To gain the knowledge, you require a good understanding of how to search for scholarly resources, as well as identify which databases and websites are credible for the purposes of implementing evidence-based changes in practice.

In this unit, you will look more in depth at the role of nurses in health care research. Additionally, you will submit your Locating Credible Databases and Research assignment by the end of the unit.

### Learning Activities

#### u03s1 - Studies



## Readings

### Nurses and Research

Read the following:

- Athanasakis, E. (2013). Nurses' research behavior and barriers to research utilization into clinical nursing practice: A closer look. *International Journal of Caring Sciences*, 6(1), 16–28.
  - This article discusses barriers as to why nurses may not perform research or look for evidence-based findings. It also discusses the use of the PubMed database, which could be helpful in completing your assignment.
- Galassi, A. L., Grady, M. A., O'Mara, A. M., Ness, E. A., Parreco, L. K., Belcher, A. E., & Hastings, C. E. (2014). Clinical research education: Perspectives of nurses, employers, and educators. *Journal of Nursing Education*, 53(8), 466–472.
  - This article presents a study related to the state and needs of clinical research education for nurses.
- Krause-Parello, C. A., Sarcone, A., Samms, K., & Boyd, Z. N. (2013). Developing a center for nursing research: An influence on nursing education and research through mentorship. *Nurse Education in Practice*, 13(2), 106–112.
  - This article presents a case study of a center for nursing research and the impacts that it had on developing nurse education and research.
- Saunders, H., & Vehviläinen-Julkunen, K. (2016). The state of readiness for evidence-based practice among nurses: An integrative review. *International Journal of Nursing Studies*, 56, 128–140.
  - This article examines nurses' level of comfort and competency when implementing evidence-based research. Looks at nurse's knowledge, skills, attitudes, and willingness to research. It discusses the use of databases such as Medline, CINAHL, and Cochrane, which could be helpful in completing your assignment.
- Scala, E., Price, C., & Day, J. (2016). An integrative review of engaging clinical nurses in nursing research. *Journal of Nursing Scholarship*, 48(4), 423–430.
  - The article reviews strategies for encouraging and motivating nurses to engage in research.

### u03s1 - Learning Components

- Identify communication strategies to encourage nurses to research.

### u03a1 - Locating Credible Databases and Research

## Professional Context

As a baccalaureate-prepared nurse, you will be responsible for providing patient-centered, competent care based on current evidence-based best practices. You will be required to do research, analysis, and dissemination of best evidence to stay abreast of these best practices. Understanding where to go to find credible sources and locate evidence, as well as which search terms to use, is the foundation of incorporation of best practices.

## Scenario

You are supervising three nurses working on the medical-surgical floor of a local teaching hospital. This hospital is nationally recognized as a leader in education and has a computer lab with an online library where staff has access to medical research databases (that is, CINAHL, PubMed, Medline, and Cochrane library) and online sources of all hospital policies, procedures, and guidelines, and computers at nurse workstations that also have access to these resources. (For this scenario, use the Capella library to simulate the hospital's online library.) You have given the nurses their patient assignments and you have all participated in shift report. A new nurse who just completed orientation and training a week ago approaches you and tells you that one of the assigned patients has a diagnosis he or she is very unfamiliar with. Knowing that patient-centered care based on best practices is imperative to positive patient outcomes, you want to assist this nurse to find research that can be utilized to provide the best care for this patient. Describe how you would communicate with this nurse to encourage him or her to research the diagnosis. Assume you will assist in the quest to locate evidence, then describe where you would go within the facility and what resources you would look for. These resources may include websites, journals, facility policies or guidelines, or any other sources of online information.

You may choose the diagnosis for the patient in this scenario. Choose something you would find interesting to research or that applies to a clinical problem you would be interested in addressing. Create a list of at least five sources that could be used to find evidence, with the best source listed first, and explain why the sources you chose are best to find evidence for the diagnosis you chose and the clinical scenario. You are only evaluating the sources of evidence (database, website, policy database or website, et cetera). You are *not* actually completing a search and selecting evidence. Consider the following examples: a nursing journal in CINAHL may not be the best source of evidence for information on how to administer medications through a central-venous catheter, whereas a hospital policy database found on a website may not be the best source of information on caring for a patient with a rare chromosomal abnormality.

## Instructions

The purpose of this assignment is to understand where to find evidence that can be applied to clinical scenarios and to learn effective communication and collaboration with clinical staff during the process of evidence location. As a baccalaureate-prepared nurse, you will not only use research for self-improvement in your clinical role, but you will also serve as a mentor to supervised nursing staff. Therefore, you will need to be able to communicate and collaborate effectively to guide them toward resources to find research, as well as support them through the initial evidence location process. In doing so, nurses can gain access to evidence that can be analyzed and utilized to stay current on best practices. This allows them to provide safe, patient-centered care and improve patient outcomes.

For this assignment:

- Describe your role as a baccalaureate-prepared nurse supervising clinical staff nurses with regard to communication and collaboration in locating evidence for application to a nursing practice scenario.
- Compile a list of five online databases or other online sources (that is, websites, journals, facility policies or guidelines, et cetera) that can be used to research evidence to apply to this scenario and describe to which of these you would direct a nurse colleague to search for evidence.
- Describe where you might go in the clinical setting to complete this research and how you would access the desired, relevant research within research databases or other online sources.

Be sure to address the following in this assignment, which corresponds to the grading criteria in the scoring guide. Please study the scoring guide carefully so that you will know what is needed for a distinguished score.

- Describe communication strategies to encourage nurses to research the diagnosis, as well as strategies to collaborate with the nurses to access resources.
- Describe the best places to complete research and what types of resources you would want to access to find pertinent information for the diagnosis within the context of a specific health care setting.
- Identify five sources of online information (medical journal databases, websites, hospital policy databases, et cetera) that could be used to locate evidence for a clinical diagnosis.
- Explain why the sources of online information selected should provide the best evidence for the chosen diagnosis.
- Communicate using writing that is clear, logical, and professional with correct grammar and spelling using the current APA style.

**Note:** While you are not selecting and evaluating specific evidence to help with the clinical diagnosis, you should still be citing the literature and best practices to support your description of your communication and collaboration approach. Additionally, it is appropriate to cite best practices related to EBP and evaluating databases to support your explanation as to why you selected the five sources of online information that you did.

**Example assignment:** You may use the assignment 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

Your assignment should meet the following requirements:

- **Length of submission:** 1–2 pages (not including the reference page) description of communication, collaboration, and evidence location process, including a list of databases or other sources with description of why they are appropriate for clinical scenario diagnosis (that is, something that would be useable in professional practice for other nurses). Be sure to include an APA-formatted reference page at the end of your submission.
- **Number of references:** Cite a minimum of three sources of scholarly or professional evidence that supports your findings and considerations. Resources should be no more than five years old.
- **APA formatting:** References and citations are formatted according to the current APA style.

**Portfolio Prompt:** Remember to save your presentation to your ePortfolio so that you may refer to it as you complete the final capstone course.

Course Resources

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[APA Module](#)

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[ePortfolio](#)

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[Unit 3 Assignment Example \[PDF\]](#)

For this discussion, you will share a situation from your nursing practice, or create a scenario, to which research and evidence could be applied to form a solution.

For your initial post, complete the following in writing:

- Present a situation or scenario (that is, tell a story) where there was a health care issue or practice question that required research or the identification of relevant evidence. Your story should answer the following questions, but prioritize the narrative over explicitly answering the questions:
  - What is the health care issue or practice question?
  - Who is involved in the scenario (patients, families, colleagues, stakeholders, et cetera)?
  - Where is the situation taking place?
  - Why is it important to ensure the issue is addressed or the question answered?

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

**Note:** Try to respond to a peer who has not yet received a response.

In your response, address the following in writing:

- What databases might be most helpful and relevant to addressing the issue or question in your peer's scenario?
- Why would the databases be relevant and helpful?

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Describe a health care issue or practice question.
- Identify databases relevant to addressing a health issue or practice question.

## Unit 4 >> Evidence-Based Practice Basics

### Introduction

In this unit, you will dig deeper into the basics of EBP. Additionally, you will develop a personalized definition of EBP that is relevant to your practice. By framing EBP within the context of your own nursing practice, you can make it a more meaningful part of your professional life and work.

### Learning Activities

u04s1 - Studies

## Readings

Evidence-Based Practice Basics

Read or view the following:

- Academy of Medical-Surgical Nurses. (n.d.). [Evidence-based practice](https://www.amsn.org/practice-resources/evidence-based-practice). Retrieved from <https://www.amsn.org/practice-resources/evidence-based-practice>
  - A collection of resources that could be useful in growing your baseline understanding of EBP.
- Hande, K., Williams, C. T., Robbins, H. M., Kennedy, B. B., & Christenbery, T. (2017). [Leveling evidence-based practice across the nursing curriculum](#). *The Journal for Nurse Practitioners*, 13(1), e17–e22.
  - This article looks at setting appropriate EBP competencies within the context of different nursing curricula.
- OvidWoltersKluwer. (Producer). (n.d.). [Evidence based practice fundamentals \[Video\]](#) | Transcript. Retrieved from <https://www.youtube.com/watch?v=iby88f5PJas>
  - This brief video provides a basic overview of EBP.

- Spruce, L. (2015). Back to basics: Implementing evidence-based practice. *AORN Journal*, 101(1), 106–114.
  - This article provides a framework for identifying and appraising research, as well as how to implement changes and practices based on research.
- Taylor, M. V., Prierer, B. A., & Alt-White, A. C. (2016). Evidence-based practice: Embracing integration. *Nursing Outlook*, 64(6), 575–582.
  - This paper presents a call, and potential framework for viewing EBP as a way to encourage nurses to assume ownership of their practice and not just a process to follow.

#### Hierarchy of Evidence

Read the following:

- Ingham-Broomfield, R. (2016). A nurses' guide to the hierarchy of research designs and evidence. *Australian Journal of Advanced Nursing*, 33(3), 38–43.
  - This article presents a guide to the hierarchy of evidence, as well as potential research designs that may help inform aspects of your assignment.

#### u04s1 - Learning Components

- Identify evidence-based practice basics.

#### u04s2 - Assignment Preparation

Your second assignment is due in Unit 5. To prepare for successful completion of your Unit 5 assignment, complete the following:

- Read the Determining the Credibility of Evidence and Resources assignment description and scoring guide to ensure that you understand all criteria.
- Determine which of the three options for context you will choose for your assignment submission. They are:
  - The specific diagnosis you identified in your previous assignment.
  - The simulation Vila Health: Determining the Credibility of Evidence.
  - A personal practice experience in which a sentinel event occurred.
- Conduct any additional research you need to meet the required number of resources for the assignment.
- Ask your instructor any questions you have about the assignment.

The activities in Units 4 and 5 will help you do some prework for this assignment. Make sure you reference this work as you prepare your final submission.

#### Course Resources

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#### Vila Health: Determining the Credibility of Evidence

#### u04s2 - Learning Components

- Identify preparation needs to successfully complete the assignment.

#### u04d1 - Defining Your Definition of Evidence-Based Practice

This discussion will focus on you creating your own definition of EBP. You should make use of the unit readings, your knowledge from your experience in your career, as well as examples of EBP you have participated in.

Refer to Using Kaltura (linked in the resources) if you need help recording or posting a video.

For your initial post, complete the following in writing or video:

- Describe your knowledge of EBP within the context of your health care career.
  - Provide a relevant example of an EBP experience, if possible.
- Explain the key points regarding EBP from this unit's readings.
- Share a definition of EBP that synthesizes your experiences with the readings that you think will be relevant to your practice.

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, complete one or more of the following in writing or video:

- Compare and contrast your personal definition of EBP with that of your peer.
- Comment on how well you see your peer's definition aligning with his or her practice.

*Please bear in mind that Kaltura transcripts are available in roughly 24 hours.*

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[Using Kaltura](#)

u04d1 - Learning Components

- Create a personally relevant definition of evidence-based practice.
- Describe personal knowledge of evidence-based practice within the context of personal nursing practice.

### **u04d2 - Health Care Issues, Evidence-Based Practice, and Your Practice**

This discussion will make use of the EBP definition that you created for the first discussion in this unit.

For your initial post, complete the following in writing or video:

- Describe a current or recent health care issue from your nursing practice.
- Look at your definition of EBP and briefly explain an EBP approach that you could apply, or could have applied, to help ensure the use of the best evidence and potentially improve outcomes.

Refer to Using Kaltura (linked in the resources) if you need help recording or posting a video.

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, complete one or more of the following in writing or video:

- Comment on how well you think your peer's definition of EBP applies to the issue they described.
- Offer suggestions on how EBP could further be used to help ensure improved outcomes.
- Share how you think you could apply your peer's definition of EBP to your own practice.

*Please bear in mind that Kaltura transcripts are available in roughly 24 hours.*

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[Using Kaltura](#)

u04d2 - Learning Components

- Describe a current or recent health care issue that is relevant to personal practice.
- Explain how an evidence-based practice approach could apply to a specific health care issue.

## **Unit 5 >> Promoting Evidence-Based Practice**

### **Introduction**

The goal of using evidence-based research findings is to enhance safety and quality of patient care and ensure optimal outcomes are achieved. It is not uncommon to hear a nurse say, "why change it as we have always done it this way." However, this is no longer acceptable in today's practice environment. The profession of nursing has evolved, and the expectation is that the professional nurse has a scientific foundation to support the care that is provided. As the profession of nursing continues to evolve and engage in health care transformation, baccalaureate-prepared nurses are expanding taking on leadership roles that include incorporating EBPs. To be able to do this, the nurse needs to understand the criteria and makes a resource credible, as this is crucial when deciding if the research is valid and reliable for implementation into health care settings.

By the end of this unit, you will submit your Determining the Credibility of Evidence and Resources assignment.

## Learning Activities

### u05s1 - Studies

## Readings

### Promoting Evidence-Based Practice

Read the following:

- 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.
  - This article presents EBP competencies that would be useful in promoting and improving EBP for nurses.
- Black, A. T., Balneaves, L. G., Garossino, C., Puyat, J. H., & Qian, H. (2015). Promoting evidence-based practice through a research training program for point-of-care clinicians. *The Journal of Nursing Administration, 45*(1), 14–20.
  - This article presents a study in which point-of-care clinicians were provided training with the goal of promoting EBP.

### Credibility of Evidence

#### Multimedia

Complete the following Vila Health media:

- Vila Health: Determining the Credibility of Evidence.
  - This media simulation offers an opportunity to review a scenario and work on determining the credibility of presented evidence. These skills will be necessary to complete your assignment successfully. This media simulation is the basis of the discussion in this unit and is one potential source of context for to base your assignment submission on.

#### Course Resources

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Vila Health: Determining the Credibility of Evidence

### u05s1 - Learning Components

- Identify strategies for determining credibility.
- Identify strategies for promoting evidence-based practice.

### u05a1 - Determining the Credibility of Evidence and Resources

## Professional Context

As a baccalaureate-prepared nurse, you will be responsible for locating and identifying credible and scholarly resources to incorporate the best available evidence for the purposes of enhancing clinical reasoning and judgement skills. When reliable and relevant evidence-based findings are utilized, patients, health care systems, and nursing practice outcomes are positively impacted.

## Scenario

You may choose from the following options as the context for the quality or safety issue or chosen diagnosis:

- The specific diagnosis you identified in your previous assignment, or:
- The simulation Vila Health: Determining the Credibility of Evidence.
- A personal practice experience in which a sentinel event occurred.

## Instructions

The purpose of this analysis is to better understand what constitutes credibility of journal articles as well as websites. The role of the baccalaureate-prepared nurse in incorporating evidence-based research continues to grow in clinical practice. As quality improvement (QI) measures to reduce safety risks continue to be emphasized, the need for evidence-based models and evidence-based templates is growing. This type of systematic approach to incorporating evidence-based findings allows nurses to make clinical and operational decisions based upon the best available evidence. When the most up-to-date evidence-based findings are utilized, patient-centered care improves outcomes and enhances the patient experience.

For this assignment:

- Explain the criteria that should be used when determining the credibility of journal articles as well as websites.
- Support your explanations with references to the literature or research articles that describe criteria that should be used to determine credibility.
  - Your identification and determination of credibility should be done within the context of your chosen scenario for this assignment. For example, if you choose to use the provided Vila Health scenario, your initial identification of resources should be of resources that will best help address the presented issue. However, if you are locating resources to help provide evidence-based care for the diagnosis you identified in the first assignment, you may want to begin your literature and evidence search from the databases that identified. Any of the three scenario options are acceptable. So, pick the one that most interests you.

Be sure to address the following in this assignment, which correspond to the grading criteria in the scoring guide. Please study the scoring guide carefully so that you will know what is needed for a distinguished score.

- Describe a quality or safety issue, or a chosen diagnosis, that could benefit from an evidence-based approach.
- Explain criteria that should be considered when determining credibility of resources such as journal articles and websites.
- Analyze the credibility and relevance of evidence and resources within the context of a quality or safety issue, or a chosen diagnosis.
  - This is where you are selecting the specific resources to help address the issue in your chosen scenario.
- Explain the importance of incorporating credible evidence into an EBP model used to address a quality or safety issue, or a chosen diagnosis.
- Communicate using writing that is clear, logical, and professional with correct grammar and spelling using current APA style.

## Submission Requirements

Your assignment should meet the following requirements:

- **Length of submission:** 2–4-page scholarly paper, not including the APA-formatted title page and reference list.
- **Number of references:** Cite 3–5 sources of scholarly or professional evidence that support your findings and considerations. Resources should be no more than five years old.
- **APA formatting:** References and citations are formatted according to current APA style.

**Portfolio Prompt:** Remember to save your presentation to your ePortfolio so that you may refer to it as you complete the final capstone course.

Course Resources

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[APA Module](#)

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[ePortfolio](#)

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[Vila Health: Determining the Credibility of Evidence | Transcript](#)

### u05d1 - Vila Health: Determining the Credibility of Evidence

This discussion is based on the Vila Health: Determining the Credibility of Evidence simulation. Make sure you have worked through this media piece before attempting to complete this discussion.

For your initial post, address the following in writing:

- How did the characters go about assessing the credibility of evidence? Explain.
- What did they do well when assessing credibility?

- How could they have done better in assessing the credibility of the evidence?

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, complete the following in writing:

- Compare and contrast your views on what the characters did well in their assessment of credibility.
- Compare and contrast your views on how the characters could have done better in their assessment of credibility.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[Vila Health: Determining the Credibility of Evidence](#) | Transcript

u05d1 - Learning Components

- Identify criteria that could be used to determine the credibility of resources.
- Explain a process for determining the credibility of evidence.

## Unit 6 >> PICO(T) Process

### Introduction

PICO(T) is an acronym that helps researchers and practitioners define aspects of a potential study or investigation.

It stands for:

- P – Patient/population/problem.
- I – Intervention.
- C – Comparison (of potential interventions, typically).
- O – Outcome(s).
- T – Time frame (if time frame is relevant).

The end goal of applying PICO(T) is to develop a question that can help guide the search for evidence (Boswell & Cannon, 2015). From this perspective, a PICO(T) question can be a valuable starting point for nurses who are starting to apply an evidence-based model or EBPs. By taking the time to precisely define the areas in which the nurse will be looking for evidence, searches become more efficient and effective. Essentially, by precisely defining the types of evidence within specific areas, the nurse will be more likely to discover relevant and useful evidence during their search.

Reference

Boswell, C., & Cannon, S. (2015). *Introduction to nursing research*. Burlington, MA: Jones & Bartlett Learning.

### Learning Activities

u06s1 - Studies

## Readings

PICO(T)

Read the following:

- Abbade, L. P. F., Wang, M., Sriganesh, K., Jin, Y., Mbuagbaw, L., & Thabane, L. (2017). [The framing of research questions using the PICOT format in randomized controlled trials of venous ulcer disease is suboptimal: A systematic survey](#). *Wound Repair & Regeneration*, 25(5), 892–900.
  - This article presents a study that examined the use of PICO(T) questions to locate evidence related to specific types of resources and research.
- Ho, G. J., Liew, S. M., Ng, C., Shunmugam, R., & Glasziou, P. (2016). [Development of a search strategy for an evidence based retrieval service](#). *PLoS One*, 11(12), 1–14. Retrieved from <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0167170>



- This article presents a study comparing the use of PICO(T) questions in a literature search to other search strategies.

Vila Health

Complete the following Vila Health simulation:

- Click **Vila Health: PICO(T) Process** to practice working through creating a PICO(T) question within the context of an issue at a Vila Health facility. These skills will be necessary to complete your discussion and assignment work successfully. This is for your own practice and self-assessment.

## Optional Readings

This first two chapters in the following text, of which the Capella library has limited copies, could be helpful in expanding your knowledge regarding the PICO(T) process.

- Boswell, C., & Cannon, S. (2015). *Introduction to nursing research*. Burlington, MA: Jones & Bartlett Learning.

Course Resources

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Vila Health: PICO(T) Process

u06s1 - Learning Components

- Identify characteristics of the PICO(T) process and questions.

### u06s2 - Assignment Preparation

Your third assignment is due in Unit 7. To prepare for successful completion of your Unit 7 assignment, complete the following:

- Read the PICO(T) Questions and an Evidence-Based Approach assignment description and scoring guide to ensure that you understand all criteria.
- Identify an issue of interest from your current nursing practice that you will use as the basis for creating a PICO(T) question.
  - If you do not have an issue of interest from your personal nursing practice, then review the optional case studies given and select one of those as the basis for your assignment.
- Conduct any additional research you need to meet the required number of resources for the assignment.
- Ask your instructor any questions you have about the assignment.

The activities in Units 6 and 7 will help you do some prework for this assignment. Make sure you reference this work as you prepare your final submission.

## Optional Case Studies

If you choose not to use a problem from your practice experience as the basis of this assignment, consider reviewing the following case studies:

- National League for Nursing. (n.d.). [Unfolding cases: Advancing care excellence for persons with disabilities](http://www.nln.org/professional-development-programs/teaching-resources/ace-d/unfolding-cases). Retrieved from <http://www.nln.org/professional-development-programs/teaching-resources/ace-d/unfolding-cases>
- National League for Nursing. (n.d.). [Unfolding cases: Advancing care excellence for seniors](http://www.nln.org/professional-development-programs/teaching-resources/ace-s). Retrieved from <http://www.nln.org/professional-development-programs/teaching-resources/ace-s>

u06s2 - Learning Components

- Identify preparation needs to successfully complete the assignment.

### u06d1 - PICO(T) Process and Your Practice

In this unit, the resources focused on the PICO(T) process. In this discussion, you will be given the opportunity to explore how this process could be applied to an issue in your practice.

For your initial post, complete the following in writing:

- Share an example from your professional practice where there is a practice issue that might be appropriate for a PICO(T) approach.
- Explain how you identified that this was a practice issue.
- Include the Boolean search terms that would help identify sources of evidence.

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, complete the following in writing:

- Comment on if you agree or disagree that the practice issue presented by your peer is appropriate for a PICO(T) approach.
  - Why do you agree or disagree?
- Offer one or more additional search term that might help your peer identify sources of evidence.

Course Resources

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### Undergraduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Describe search strategies related to a potential PICO(T) approach.
- Identify a practice issue that could benefit from a PICO(T) approach.

### u06d2 - Defining a PICO(T) Question to Guide a Search for Evidence

In this discussion, you will draft a PICO(T) question that you could use for your Unit 7 assignment. Additionally, you will comment on how you think your draft question will help you in finding relevant evidence and information to answer your question. The main goal of this discussion is to give you practice creating a PICO(T) question and to receive feedback on it.

For your initial post, complete the following in writing:

- Identify a practice issue.
- Create a PICO(T) question that could help address the practice issue.
- Explain how a PICO(T) question can help focus a search for relevant evidence.

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, address the following in writing:

- To what extent is does your peer's question address all aspects of a good PICO(T) question?
  - How could the question be improved or clarified?
- To what extent is the PICO(T) question relevant to the identified practice issue?
  - How could the question be tweaked to make it more relevant to the identified practice issue?

Course Resources

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### Undergraduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Identify a practice issue that could benefit from a PICO(T) approach.
- Create a PICO(T) question.
- Explain how a PICO(T) question can help focus a search for relevant evidence

## Unit 7 >> Communicating Research

### Introduction

By the end of this unit, you will submit your PICO(T) Questions and an Evidence-Based Approach assignment. Additionally, you will explore strategies and best practices for communicating research findings. This is a critical step in improving EBP within a health care organization. If research cannot be communicated to colleagues in a manner that they can make use of it to improve their practices, then it will not be able to help improve care outcomes.

## Learning Activities

### u07s1 - Studies

## Readings

### Communicating Research

Read the following:

- Joyce, M. (2015). [Using narrative in nursing research](#). *Nursing Standard (2014+)*, 29(38), 36–41.
  - This article discusses the value of using narrative (that is, storytelling) to improve communication of qualitative research.
- Timmins, F. (2015). [Disseminating nursing research](#). *Nursing Standard (2014+)*, 29(48), 34–39.
  - This article discusses barriers related to nurses sharing and communicating their research, and strategies to overcome those barriers.

### u07s1 - Learning Components

- Identify strategies for communicating research findings to colleagues.

### u07a1 - PICO(T) Questions and an Evidence-Based Approach

## Professional Context

As a baccalaureate-prepared nurse, you will be responsible for locating and identifying credible and scholarly resources to incorporate the best available evidence for the purposes of enhancing clinical reasoning and judgement skills. When reliable and relevant evidence-based findings are utilized, patients, health care systems, and nursing practice outcomes are positively impacted.

PICO(T) is a framework that can help you structure your definition of the issue, potential approach that you are going to use, and your predictions related to the issue. Word choice is important in the PICO(T) process because different word choices for similar concepts will lead you toward different existing evidence and research studies that would help inform the development of your initial question.

## Scenario

For this assignment, please use an issue of interest from your current or past nursing practice.

If you do not have an issue of interest from your personal nursing practice, then review the optional case studies (given in the resources) and select one of those as the basis for your assignment.

## Instructions

For this assignment, select an issue of interest and apply the PICO(T) process to define the question and research it.

Your initial goal is to define the population, intervention, comparison, and outcome. In some cases, a time frame is relevant and you should include that as well, when writing a question you can research related to your issue of interest. After you define your question, research it, and organize your initial findings, select the two sources of evidence that seem the most relevant to your question and analyze them in more depth. Specifically, interpret each source's specific findings and best practices related to your issues, as well explain how the evidence would help you plan and make decisions related to your question.

If you need some structure to organize your initial thoughts and research, the Evidence-Based Practice in Nursing & Health Sciences: PICOT Question Process library guide may prove beneficial.

In your submission, make sure you address the following grading criteria:

- Define a practice issue to be explored via a PICO(T) approach.
- Identify sources of evidence that could be potentially effective in answering a PICO(T) question.
- Explain the findings from articles or other sources of evidence.

- Explain the relevance of the findings from chosen sources of evidence to making decision related to a PICO(T) question.
- Communicate using writing that is clear, logical, and professional with correct grammar and spelling using current APA style.

**Example assignment:** You may use the assignment example, linked in the resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

## Additional Requirements

Your assignment should meet the following requirements:

- **Length of submission:** Create a 3–5-page submission focused on defining a research question and interpreting evidence relevant to answering it.
- **Number of references:** Cite a minimum of four sources of scholarly or professional evidence that support your findings and considerations. Resources should be no more than five years old.
- **APA formatting:** Format references and citations according to current APA style.

**Portfolio Prompt:** Remember to save your presentation to your ePortfolio so that you may refer to it as you complete the final capstone course.

Course Resources

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[APA Module](#)

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[ePortfolio](#)

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[Evidence-Based Practice in Nursing & Health Sciences: PICOT Question Process](#)

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[Unfolding Cases: Advancing Care Excellence for Persons With Disabilities](#)

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[Unfolding Cases: Advancing Care Excellence for Seniors](#)

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[Unit 7 Assignment Example \[PDF\]](#)

### u07d1 - Communicating Your Research to Colleagues

Review the research you have conducted for your Unit 7 assignment.

Choose one finding you have made related to your PICO(T) question. For your initial post, complete the following in writing:

- Summarize the research findings.
- Explain its relevance to your PICO(T) question.
- Explain how you would explain the research finding and its relevance to colleagues in a way that they could understand the finding and make use of it in their practice.
  - What best practices did you draw upon to craft your communication strategy?

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, address the following in writing:

- To what degree do you think your peer's explanation of their research finding would help their colleagues understand and make use of the finding?
- What suggestions do you have for your peer on how he or she could improve the communication with the colleagues?

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

## u07d1 - Learning Components

- Explain the relevance of research findings to a PICO(T) question.
- Explain strategies for communicating research findings to colleagues.

## Unit 8 >> Technology, Communication, and Collaboration

### Introduction

As technologies and the health care industry continue to evolve, remote care, diagnosis, and collaboration are becoming increasingly more regular methods by which nurses are expected to work. Learning the ways in which evidence-based models and care can help remote work produce better outcomes will become critical for success. Additionally, understanding how to leverage EBP principles in collaboration will be important in the success of institutions delivering quality, safe, and cost-effective care. It could also lead to better job satisfaction for those engaging in remote collaboration.

### Learning Activities

#### u08s1 - Studies

## Readings

### Technology and Telehealth Resources

Read the following:

- Grant, L. A., Rockwood, T., & Stennes, L. (2014). Testing telehealth using technology-enhanced nurse monitoring. *Journal of Gerontological Nursing*, 40(10), 15–23.
  - This article presents a study in which additional technology and support monitoring was applied to telehealth procedures.
- RHlhub. (n.d.). Telehealth use in rural healthcare. Retrieved from <https://www.ruralhealthinfo.org/topics/telehealth>
  - This online resource repository could be helpful in examining ways in which telehealth care is delivered, as well as how you might blend evidence-based care delivery to telehealth patients.
- van Houwelingen, C. T. M., Ettema, R. G. A., Kort, H. S. M., & ten Cate, O. (2017). Internet-generation nursing students' view of technology-based health care. *Journal of Nursing Education*, 56(12), 717–724.
  - This article presents the results of a study that examined the views of younger first-year nursing students with regard to a variety of technologies.

### Communication and Collaboration

Read the following:

- Agency for Healthcare Research and Quality. (2013). Communication and dissemination strategies to facilitate the use of health-related evidence. Retrieved from <https://www.ahrq.gov/research/findings/evidence-based-reports/commstrattp.html>
  - This presents a summary of a study that focused on strategies to communicate evidence related to health care to different audiences.

### Multimedia

Complete the following Capella multimedia:

- Barriers and Benefits of Remote Collaboration.
  - This media presents a case study in which you can practice identifying the barriers and benefits of remote collaboration. These skills will be necessary to complete your discussion and assignment successfully. This is for your own practice and self-assessment.

## u08s1 - Learning Components

- Identify remote collaboration and communication strategies.

### u08s2 - Assignment Preparation

Your final assignment is due in Unit 9. To prepare for successful completion of your Unit 9 assignment, complete the following:

- Read the Remote Collaboration and Evidence-Based Care assignment description and scoring guide to ensure that you understand all criteria.
- Make sure you have worked through the Vila Health: Remote Collaboration on Evidence-Based Care as it will serve as the basis of your assignment.
  - You may also wish to review the [Exemplar Kaltura Reflection](#) video. This example video is a different scenario than the one presented in the Vila Health, but it does model the type of communication that is expected in your assignment submission.
- Conduct any additional research you need to meet the required number of resources for the assignment.
- Ask your instructor any questions you have about the assignment.

The activities in Units 8 and 9 will help you do some prework for this assignment. Make sure you reference this work as you prepare your final submission.

Course Resources

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Vila Health: Remote Collaboration on Evidence-Based Care

u08s2 - Learning Components

- Identify preparation needs to successfully complete the assignment.

#### **u08d1 - Remote Collaboration**

Remote care delivery is becoming increasingly more widespread and nurses are being asked to collaborate remotely more than ever before. The goal of this discussion is to encourage professional discourse on your experience and view of the benefits and challenges with collaborating to deliver remote care.

For your initial post, address the following in writing or video:

- What, if any, experience do you have with delivering care remotely and/or collaborating remotely?
- What do you view as the biggest benefits of remote collaboration?
- What do you view as the biggest challenges of remote collaboration?

Refer to Using Kaltura (linked in the resources) if you need help recording or posting a video.

## **Response Guidelines**

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, complete one or both of the following in writing or video:

- Compare and contrast your experiences with remote care and collaboration with your peer.
- Provide one or more possible strategies to overcome the challenges of remote collaboration that your peer described.

*Please bear in mind that Kaltura transcripts are available in roughly 24 hours.*

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[Using Kaltura](#)

u08d1 - Learning Components

- Describe a remote collaboration experience.

#### **u08d2 - Practice for Remote Collaboration and Evidence-Based Care Video**

For this discussion, record and post a 5–10-minute rehearsal of the Remote Collaboration and Evidence-Based Care video that is due by the end of Unit 9.

The goal of this discussion is to give you time to practice and receive feedback from your peers and instructor. It is fine if your video is a little rough. You will have time to incorporate feedback and rerecord it before the end of next unit when the assignment is due.

Refer to the helpful links in the resources as you prepare your post:

- Vila Health: Remote Collaboration on Evidence-Based Care will provide the context for your video.
- The Exemplar Kaltura Reflection video will model the type of communication that is expected
- Using Kaltura will explain how to record your video and post a link to it to the discussion area.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations. Submitting a written post of professional and academic quality is also an option; please contact your instructor in advance should you choose this alternative.

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, complete the following in writing or video:

- Select two grading criteria from the Remote Collaboration and Evidence-Based Care Scoring Guide. For each criterion, provide the following feedback:
  - Which rubric level do you think your peer's draft would receive?
    - What are your reasons for that evaluation?
    - What is least one suggestion for your peer to improve his or her draft and receive a *distinguished* score?

*Please be aware that transcripts for Kaltura videos are generally available in 24 hours. Plan accordingly.*

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Using Kaltura](#)

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[Exemplar Kaltura Reflection](#) | Transcript

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[Vila Health: Remote Collaboration on Evidence-Based Care](#) | Transcript

u08d2 - Learning Components

- Practice communicating in video.

## Unit 9 >> Evidence-Based Practice Models, Theory, and Decision Making

### Introduction

EBP models provide frameworks to apply EBP across a variety of contexts. By leveraging EBP models, baccalaureate-prepared nurses can help ensure that the work that they and their interprofessional team is undertaking is well grounded in evidence and best practices. This helps interprofessional teams improve their ability to collaborate and deliver positive care outcomes.

By the end of this unit, you will submit your Remote Collaboration and Evidence-Based Care assignment.

### Learning Activities

u09s1 - Studies

## Readings

### Evidence-Based Practice Models and Examples of Application

Read the following:

- Brown, C. G. (2014). The Iowa model of evidence-based practice to promote quality care: An illustrated example in oncology nursing. *Clinical Journal of Oncology Nursing*, 18(2), 157–159.
  - This article examines the Iowa model for EBP. The specific example in which the model is presented is oncology nursing, but there are valuable lessons to learn about applying evidence-based models to nursing practice no matter what your personal focus might be.
- Canada, A. N. (2016). Probing the relationship between evidence-based practice implementation models and critical thinking in applied nursing practice. *The Journal of Continuing Education in Nursing*, 47(4), 161–168. doi:10.3928/00220124-20160322-05
  - This article may help you to better understand how to implement EBP, as well as the importance and impact of critical thinking on EBP.
- George, K. J., Walsh-Irwin, C., Queen, C., Heuvel, K. V., Hawkins, C., & Roberts, S. (2015). Development of evidence-based remote telemetry policy guidelines for a multifacility hospital system. *Dimensions of Critical Care Nursing*, 34(1), 10–18.
  - This article presents an example of evidence-based policy develop. This may help you in thinking through the various ways EBP can be applied within health care practice.
- White, S., & Spruce, L. (2015). Perioperative nursing leaders implement clinical practice guidelines using the Iowa model of evidence-based practice. *AORN Journal*, 102(1), 50–59. doi:http://dx.doi.org.library.capella.edu/10.1016/j.aorn.2015.04.001
  - This article examines how using an evidence-based model can help in the implementation of care guidelines.

### Theory and Decision Making

Read the following:

- Barret, D. (2017). Rethinking presence: A grounded theory of nurses and teleconsultation. *Journal of Clinical Nursing*, 26(19/20), 157–159.
  - The article presents a potential evidence-based and theory approach to delivering effective remote patient care.
- Nibbelink, C. W., & Brewer, B. B. (2018). Decision-making in nursing practice: An integrative literature review. *Journal of Clinical Nursing*, 27(5/6), 917–928.
  - This literature review examines the various ways that decision-making strategies and the evidence that informs though strategies are demonstrated in practice.

### u09s1 - Learning Components

- Identify strategies for applying evidence-based practice to solve practice issues.
- Identify ways to leverage theory to help make care planning decisions.

### u09a1 - Remote Collaboration and Evidence-Based Care

## Professional Context

Remote care and diagnosis is a continuing and increasingly important method for nurses to help deliver care to patients to promote safety and enhance health outcomes. Understanding best EBPs and building competence in delivering nursing care to remote patients is a key competency for all nurses. Additionally, in some scenarios, while you may be delivering care in person you may be collaborating with a physician or other team members who are remote. Understanding the benefits and challenges of interdisciplinary collaboration is vital to developing effective communication strategies when coordinating care. So, being proficient at communicating and working with remote health care team members is also critical to delivering quality, evidence-based care.

## Scenario

The Vila Health: Remote Collaboration of Evidence-Based Care simulation will provide the context for this assignment.

## Instructions

Before beginning this assignment, make sure you have worked through the following media:

- Vila Health: Remote Collaboration on Evidence-Based Care.

For this assignment, you are a presenter! You will create a 5–10-minute video using Kaltura (preferred) or similar software. In the video:



- Propose an evidence-based care plan that you believe will improve the safety and outcomes of the patient in the Vila Health Remote Collaboration on Evidence-Based Care media scenario.
- Discuss the ways in which an EBP model and relevant evidence helped you to develop and make decision about the plan you proposed
- Wrap up your video by identifying the benefits of the remote collaboration in the scenario, as well as discuss strategies you found in the literature or best practices that could help mitigate or overcome one or more of the collaboration challenges you observed in the scenario.

Be sure you mention any articles, authors, and other relevant sources of evidence that helped inform your video. **Important:** You are required to submit an APA-formatted reference list of the sources you cited specifically in your video or used to inform your presentation.

The following media is an example learner submission in which the speaker successfully addresses all competencies in the assignment.

- Exemplar Kaltura Reflection.
  - Please note that the scenario that the speaker discusses in the exemplar is different from the Vila Health scenario you should be addressing in your video. So, the type of communication expected is being model, but the details related to the scenario in your submission will be different.

Make sure that your video addresses the following grading criteria:

- Propose an evidence-based care plan to improve the safety and outcomes for a patient.
- Explain the ways in which an EBP model was used to help develop the care plan.
- Reflect on which evidence was most relevant and useful when making decisions regarding the care plan.
- Identify benefits and strategies to mitigate the challenges of interdisciplinary collaboration to plan care within the context of a remote team.
- Communicate in a professional manner that is easily audible and uses proper grammar, including a reference list formatted in current APA style.

Refer to Using Kaltura (linked in the resources) as needed to record and upload your video.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations. If, for some reason, you are unable to record a video, please contact your instructor as soon as possible to explore options for completing the assignment.

## Additional Requirements

Your assignment should meet the following requirements:

- **Length of video:** 5–10 minutes.
- **References:** Cite at least three professional or scholarly sources of evidence to support the assertions you make in your video. Include additional properly cited references as necessary to support your statements.
- **APA reference page:** In addition to the video, submit a correctly formatted APA reference page that shows all the sources you used to create and deliver your video. Be sure to format the reference page according to current APA style.

**Portfolio Prompt:** Remember to save your presentation to your ePortfolio so that you may refer to it as you complete the final Capstone course.

Course Resources

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[APA Module](#)

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[ePortfolio](#)

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[Exemplar Kaltura Reflection](#) | Transcript

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[Vila Health: Remote Collaboration on Evidence-Based Care](#) | Transcript

### u09d1 - Vila Health: Remote Collaboration on Evidence-Based Care

This discussion is based on the Vila Health: Remote Collaboration on Evidence-Based Care simulation, which you should have worked through in the previous unit. It might also be help to review the feedback you received on your rehearsal video for the Unit 9 assignment, as it could help you focus your thinking and writing for this discussion.

For your initial post, address the following in writing:

- What are the main collaboration challenges that might arise in regard to the patient's care?
- What EBP models might help to address these challenges?
  - How would the EBP model help a nurse to navigate the challenges?
  - What other strategies might be helpful and why?

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, complete the following in writing:

- Comment on your peer's chosen EBP model and his or her explanation for how it would be helpful.
  - To what extent do you agree with your peer?
  - How might the chosen model not completely overcome the identified challenges?
  - What other EBP models could help to address the challenges and why?

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[Vila Health: Remote Collaboration on Evidence-Based Care | Transcript](#)

u09d1 - Learning Components

- Identify remote collaboration challenges.
- Identify relevant evidence-based practice models.

## Unit 10 >> Course Reflection

### Introduction

Fulfilling a nurse's commitment to providing leadership in EBP is a great responsibility. Nursing participation in EBP, interprofessional collaboration, and improving care outcomes will be paramount for the future of any health care organization's ability to improve. In this unit, you will reflect on the competencies you have addressed during this course.

Congratulations. You have nearly completed your third BSN core course. Good work, everyone.

### Learning Activities

#### u10d1 - Your End-of-Course Definition of Evidence-Based Practice

At this point in the course, you have likely completed all of your assignments. You have engaged in a number of research and EBP activities. It is possible that you have even been able to apply some of your course learning to your nursing practice.

For this discussion, think about how your understanding of EBP has changed as you have worked through this course. Also, look back at your Defining Your Definition of Evidence-Based Practice discussion post in Unit 4.

After you have completed the above, complete the following in writing or video:

- Share your current definition of EBP that synthesizes your experiences with the readings that you think will be relevant to your practice.
  - Reflect on how your definition has changed from the definition you put forth in Unit 4.
    - What are the main factors that have contributed to your change in definition?

Refer to Using Kaltura (linked in the resources) if you need help recording or posting a video.

## Response Guidelines

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, complete one or more of the following in writing or video:

- Compare and contrast your new definition of EBP with that of your peer.
- Compare and contrast the factors that lead to your change in definition to those of your peer.

*Please bear in mind that Kaltura transcripts are available in roughly 24 hours.*

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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Using Kaltura

u10d1 - Learning Components

- Create a personally relevant definition of evidence-based practice.

**u10d2 - Course Reflection**

For this discussion, please reflect on your experiences and learning throughout this course. For your initial post, address the following in writing:

- What have been the most useful and interesting skills you have obtained or content you have learned about?
- How do you envision (or have you already begun) applying aspects of your coursework 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

Review the posts of your peers and respond according to the guidelines in the FEM.

In your response, address one or more of the following in writing:

- How were your course experiences similar to or different from those of your peer?
- How are your plans to apply your learning in this course to your practice similar to or different from your peer's?

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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u10d2 - Learning Components

- Reflect on learning and personal growth.