** RN to Bachelor of Science in Nursing Program**

**End of Semester Course Report**

1. Course Number and Name:

Nursing 420: Evidence-Based Practice and Research in Nursing

1. Year / Semester: 2021 Fall
2. Course Faculty (include any adjunct faculty utilized)

Staci Warnert, PhD, RN, CNE

**COURSE STATISTICS**

1. Theory Ratio 21:1 Practicum Ratio N/A

 (Student to faculty ratios: Please use the number of students at the beginning of the semester for these.)

1. Final Theory Outcomes:
	1. Percent Passed: 100% (19/19)
	2. Percent Failed: 0%
	3. Range of Scores: 83.7 - 99.52%
2. Final Practicum Outcomes:
	1. Percent Satisfactory: N/A
	2. Percent Unsatisfactory: N/A
3. Course Attrition:
	1. Beginning number of students: 23
	2. Withdrawals: 0
	3. Incompletes (with expected date of completion): 0

**THEORY EVALUATION**

1. Textbooks used and evaluation of each:
2. Fain, J. A. (2020). Reading, understanding, and applying nursing research (6th ed.). Philadephia, PA: F.A. Davis. ISBN 978080366041
This textbook continues to be a good resource for the scope of the class. It emphasizes the key elements of nursing research that should be addressed at the baccalaureate level. It matches well with accreditation standards for BSN competencies. It is extremely readable and has key elements identified in each section and a nice summary for each chapter. There was an issue with the bookstore ordering the 5th ed. Instead of the 6th edition. Only minimal differences were noted between the two editions so the course was adapted to incorporate both editions of the textbook.
Davies, B. & Logan, J., (2021). Reading research: A user-friendly guide for health professionals. (7th ed). Elsevier. ISBN 9780323759243
This is a great textbook that gives students an easy reference for finding and reading research. Required this text this year and would recommend continuing to do so as it is not very expensive and is a very worthwhile pocket text that students can refer to in the future.

2. American Psychological Association. Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. ISBN 978-1-4338-0561-5
APA formatting is required for this course, therefore this manual is important for the students. The 7th edition is easy to understand. Additional APA materials were posted in the course.
3. Weekly content:

See attached theory and syllabus schedule.

1. Special Experiences related to student learning outcomes and competencies:

 Mock music research study was used as a learning tool. The “study” was adjusted earlier in the course and left open for longer with more feedback about the purpose of the study to more effectively use it as a learning tool for nursing research.

1. Teaching Methods:
* Discussions
* Group assignments
* Literature review table
* Academic poster creation
* Evidence based problem development
* Use of APA citations.

**PRACTICUM EVALUATION**

1. Practicum Site Evaluation - Include EBP, Patient Health & Safety and ANA Standards

(Please list strengths and/or limitations specific to each site)

 N/A

1. Briefly describe any concern(s) regarding practicum site(s) used.

N/A

1. Practicum changes and reason(s):

N/A

1. Special Experiences related to student learning outcomes and competencies:

 N/A

1. Teaching Methods

N/A

**FULL COURSE OVERVIEW**

What worked well and reason(s): The formatting of the course from the previous year worked well with each week being a different module. The literature review table and creation of the poster continue to work well with meeting the course outcomes for the course and student posters at the end of the course were overall excellent!

* The ATI nurse manager “Using Evidence to Guide Decision Making and Management Practices” module fits very well with the course. It was used in the very first module and gave students a foundation for EBP before looking at nursing research more closely. This was especially helpful for going over EBP for students who are new to GBC and did not take NURS 280 as part of their associate program.
* Group work seemed to go well overall for the concepts involved. Students evaluated their peers and all group members seemed to contribute. However, two students mentioned in the course feedback they would like less group work. Only 2 of the assignments in the course included a group component with 3 students in each group. Will reevaluate the group assignments and consider changing one or both to an individual assignment and/or discussion.

Anticipated Changes

1. Changes to weekly content and reason(s):

No changes to weekly content are anticipated as the modules flow nicely to prepare students to conduct a research literature review and put together an EBP poster. Will include the “Steve’s Scale” example for helping students understand reliability and validity at a basic level (for critiquing quality of research).
 “Steve had a scale that he used every morning to weigh himself, recently though the scale has shown some widely diverse readings. Monday it showed 130lbs, Tues 225lbs, Weds 178lbs and so on. He found the scale inconsistent so he decided to replace it. It had neither reliability nor validity. The replacement scale was consistent, reporting a weight of 140lbs every morning. Steve’s wife, however, expressed doubts about the new scale’s accuracy, considering the 5’6” Steve was unable to squeeze into his extra-large shorts. Convinced that this scale was consistent and reliable, but had questionable validity Steve’s wife bought him a new scale. The new scale reported Steve’s weight at 193lbs daily. It was both reliable and valid and Steve’s wife put him on a diet.” Possibly record another video with some of the information for the Module 2 and 4 assignments (group assignments) to simplify these. The articles listed in Module 4 will need to be updated/ changed to current research articles published in 2022.

1. Changes to point allocation and reason(s):

No changes to point allocation is anticipated; however, the rubric for the Literature review table should be looked at and separated. Plan to revisit the required number of articles and systematic review analysis worksheet for student requirements for the Literature review table.

1. Other changes and reason(s):

None – see above. All students agreed or strongly agreed course SLOs were met. Students reported course was challenging, but they learned a lot.

1. Administrative:
	1. Syllabus has been saved to file. [x]
	2. The course was backed up on WebCampus. [ ]
	3. Grades have been entered. [x]
	4. Grade book has been saved to file. [ ]
	5. Student work samples have been filed in student file. \*students reminded to save portfolio project to their portfolio [ ]
	6. Curriculum map has been updated with all changes made

and filed. [x]

* 1. Integrated Concepts Illustration has been updated with

all changes made and filed. [x]

**Faculty Signature(s):** Staci Warnert PhD, RN, CNE

**Date:** 01/14/2021

**Directions:** Complete and save in Dropbox/Nursing Shared Files/SPE/Course Reports along with syllabus, grade book, curriculum map, and integrated concepts illustration.