

Minnesota State University Moorhead

NURS 615: Research and Evidence-Based Practice

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 0

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course focuses on evidence-based practice and the foundational knowledge necessary to support such practice. The interrelationship between theory, ethics, research, and evidence-based clinical practice will be highlighted. The course builds upon understanding of research and evidence-based practice concepts, processes, and methodologies appropriate for diverse healthcare career paths (e.g., academic, leadership, practice). Knowledge acquisition, leveling of evidence, and literature synthesis will be addressed. Translational science strategies to improve practice change implementation will be analyzed. Throughout the course, students will critique research and evidence-based practice changes. The importance of participating in and/or leading collaborative teams to improve health outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning, as well as, evaluating knowledge implementation will be emphasized. Pre-Req: An education, business, or healthcare statistics course at the undergraduate (300/400 course, 3000/4000 course) or graduate level must be taken prior to registering for NURS 615. A course within the last 5 years is highly recommended.

B. COURSE EFFECTIVE DATES: 09/02/2016 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Advocate for the ethical and legal conduct of research and translational scholarship.
2. Analyze foundational research concepts by comparing research methodologies and processes.
3. Analyze the inter-relationship between literature gaps, practice needs, theory, research, and evidence-based practice.
4. Articulate compelling practice questions (e.g., PICOT, PSCOT) based on issues arising in healthcare practice, leadership, or education.
5. Critically appraise research studies, clinical guidelines, and evidenced-based practice initiatives for credibility, validity, and clinical relevance.
6. Differentiate research and evidence-based practice.
7. Evaluate evidence-based practice models.
8. Evaluate strength of data from multiple sources as a foundation for best practices.
9. Incorporate translational science theory into healthcare outcome improvement strategies.
10. Synthesize data to inform evidence-based recommendations for healthcare practice, leadership, education improvement.
11. Utilize search strategies from multiple sources to gather high-level evidence.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted