



Course Specifications

Course Title:	Evidence-Based Practice in Nursing
Course Code:	56034410-2
Program:	Bachelor's degree in nursing program
Department:	Science & Nursing Research Department.
College:	Faculty of Nursing
Institution:	Umm Al-Qura University

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A. Course Identification

1. Credit hours: 2 hours			
2. Course type			
a.	University <input type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: 4th year, 2 nd semester			
4. Pre-requisites for this course (if any):			
<ul style="list-style-type: none"> • Ethics in Nursing • Medical English language • Epidemiology and Biostatistics in nursing 			
5. Co-requisites for this course (if any):			
<ul style="list-style-type: none"> • Introduction to nursing research 			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended	30	100 %
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	28
2	Laboratory/Studio	2
3	Tutorial	
4	Others (specify)	
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces the nursing students to the basic knowledge and skills related to the concepts of nursing Evidence-Based Practice (EBP). The course also helps the student to make decisions by learning from what others in the field have. The aim of EBP process and the application of current quality evidence from research in clinical and health care are emphasized.

2. Course Main Objective

At the end of this course the student will be able to acquire:

- Knowledge and practice related to concept of evidence-based nursing.
- Identify different resources of evidence-based nursing.
- Use scientific evidence in clinical practice

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Identify the seven steps of evidence-based practice (EBP)	1.2
1.2	Describe a body of evidence based on the evidence hierarchy for specific types of clinical questions.	1.3
1.3	Determine factors, barriers, and models to organizational change.	1.4
1.4	Recognize the importance of the EBP mentor role to sustainability of an EBP culture	1.2
1.5	Define the proper strategies for disseminating evidence through oral and poster presentations, publications, the media, and health policy briefs	1.5
2	Skills :	
2.1	Formulate the PICOT question: population, issue or intervention of interest, comparison of interest, outcome, and time for intervention to achieve the outcome.	2.1
2.2	Apply basic strategies for conducting a systematic search based on the PICOT question	2.5
2.3	Apply different critical appraisal checklists for different evidence resources in relation to specific nursing problems.	2.4
2.4	Integrate the best evidence with one's clinical expertise and patient/family preferences and values in making a practice decision or change	2.1, 2.7
2.5	Create a plan for how best to implement an EBP change project taking into account ethical considerations.	2.1, 2.2
2.6	Incorporate the steps of EBP process in nursing.	2.3
2.7	Discuss leadership qualities that are essential for sustaining an EBP culture.	2.6 & 2.7
3	Values:	
3.1	Maintain a positive attitude for life-long learning in the field of EBP in nursing.	3.1
3.2	Apply professional and ethical standards of EBP in nursing.	3.2 & 3.3
3.3	Perform effective communication skills and positive relation with others.	3.1

C. Course Content

No	List of Topics	Contact Hours
1	Week 1 - Introduction to nursing EBP course	2
2	Week 2 - Common terminologies and abbreviations used in EBP	2
3	Week 3 - <u>Steps of EBN Practice:</u> Step 0: Cultivate a Spirit of Inquiry Within an EBP Culture and Environment	2
4	Week 4 - Step 1: Ask the burning clinical question in PICOT format	2
5	Week 5 - Step 2: Search for and collect the most relevant best evidence	2
6	Week 6 - Laboratory tutorial	2
7	Week 7 - Midterm	2
8	Week 8 - Step 3: Critically appraise the evidence (Part I)	2
9	Week 9 - Step 3: Critically appraise the evidence (Part II)	2

10	Week 10 - Step 4: Integrate the best evidence with one's clinical expertise and patient/family preferences and values in making a practice decision or change	2
11	Week 11 - Ethical Considerations for Evidence Implementation and Evidence Generation	2
12	Week 12 - Step 5: Evaluate outcomes of the practice decision or change based on evidence.	2
13	Week 13 - Step 6: Disseminate the outcomes of the EBP decision or change	2
14	Week 14 - Creating and Sustaining a Culture and Environment for Evidence-Based Practice	2
15	Week 15 - Models of Organizational Change	2
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Identify the seven steps of evidence-based practice (EBP)	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning 	<ul style="list-style-type: none"> Midterm exam Semester activity Final exam
1.2	Describe a body of evidence based on the evidence hierarchy for specific types of clinical questions.	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning 	<ul style="list-style-type: none"> Midterm exam Semester activity Final exam
1.3	Determine factors, barriers, and models to organizational change.	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning 	<ul style="list-style-type: none"> Midterm exam Semester activity Final exam
1.4	Recognize the importance of the EBP mentor role to sustainability of an EBP culture	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning 	<ul style="list-style-type: none"> Midterm exam Semester activity Final exam
1.5	Define the proper strategies for disseminating evidence through oral and poster presentations, publications, the media, and health policy briefs	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning 	<ul style="list-style-type: none"> Midterm exam Semester activity Final exam
2.0	Skills		
2.1	Formulate the PICOT question: population, issue or intervention of interest, comparison of interest, outcome, and time for intervention to achieve the outcome.	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning Group discussion 	<ul style="list-style-type: none"> Semester activity
2.2	Apply basic strategies for conducting a systematic search based on the PICOT question.	<ul style="list-style-type: none"> Traditional classroom 	<ul style="list-style-type: none"> Midterm exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		<ul style="list-style-type: none"> E-learning Distance learning Group discussion 	<ul style="list-style-type: none"> Semester activity Final exam
2.3	Apply different critical appraisal checklists for different evidence resources in relation to specific nursing problems.	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning Group discussion 	<ul style="list-style-type: none"> Semester activity
2.4	Integrate the best evidence with one's clinical expertise and patient/family preferences and values in making a practice decision or change.	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning Group discussion 	<ul style="list-style-type: none"> Midterm exam Semester activity Final exam
2.5	Create a plan for how best to implement an EBP change project taking into account ethical considerations.	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning Group discussion 	<ul style="list-style-type: none"> Semester activity
2.6	Incorporate the steps of EBP process in nursing.	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning Group discussion 	<ul style="list-style-type: none"> Semester activity
2.7	Discuss leadership qualities that are essential for sustaining an EBP culture.	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning Group discussion 	<ul style="list-style-type: none"> Midterm exam Final exam
3.0	Values		
3.1	Maintain a positive attitude for life-long learning in the field of EBP in nursing.	<ul style="list-style-type: none"> Independent learning 	<ul style="list-style-type: none"> Midterm exam Semester activity Final exam
3.2	Apply professional and ethical standards of EBP in nursing.	<ul style="list-style-type: none"> Traditional classroom E-learning Distance learning Group discussion 	<ul style="list-style-type: none"> Semester activity
3.3	Perform effective communication skills and positive relation with others.	<ul style="list-style-type: none"> Traditional classroom E-learning 	<ul style="list-style-type: none"> Semester activity

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		<ul style="list-style-type: none"> Distance learning Group discussion 	

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm exam	7	15
2	Semester activity, including any of the followings: Presentation, poster, completing a digital library course, or critical appraisal	10	15
3	Evidence-based practice project	12	20
4	Final exam	17	50

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Academic office hours (2hr)
- Academic advising service

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> Melnyk, B. M., & Fineout-Overholt, E. (2019). <i>Evidence-based practice in nursing & healthcare: A guide to best practice</i> (4th ed.). Philadelphia, PA: Wolters Kluwer. 	
Essential References Materials	<ul style="list-style-type: none"> Melnyk, B. M., & Fineout-Overholt, E. (2019). <i>Evidence-based practice in nursing & healthcare: A guide to best practice</i> (4th ed.). Philadelphia, PA: Wolters Kluwer. Schmidt N., and Beown J (2012): Evidence based practice for nurse's appraisal and application of research. Jones and Bartlett, London. 	
Electronic Materials	<ul style="list-style-type: none"> Saudi Digital Library, UPToDate, and ProQuest databes. 	
Other Learning Materials		

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> Effective classroom environment including the seats, desks, lights, and air conditioner, and cleanliness

Item	Resources
	<ul style="list-style-type: none"> • Projector • Board
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> • Laptop and projector
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> • Computers lab with internet and audiovisual materials

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<ul style="list-style-type: none"> • Student Evaluation Course Survey. 	<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> • Checklist format
<ul style="list-style-type: none"> • Content of the course • Effectiveness of teaching and assessment methods. • Media used during the course • Teacher performance • Environmental learning 	<ul style="list-style-type: none"> • Students/ Faculty/ Head of the Department 	<ul style="list-style-type: none"> • Confidential completion of standard course evaluation questionnaire. • Focus group discussion with small groups of students. • Students opinions toward strengths, weakness and their suggestions for improvement. • Students' exam/ assignment results. • Faculty/ self - evaluation.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	10 th Council Nursing Science and Research department meeting
Reference No.	٣٦٤٩٦/٣٩٤.٥٠٧١٤٤٢١٠
Date	١٤٤٢/٧/٩ هـ