**Department of Graduate Studies**

**Master of Science in Nursing**

**NURS 610**

  **Translational Scholarship for Evidence Based Practice**



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**NURS 610**

**Translational Scholarship for Evidence Based Practice**

**Eastern Mennonite University**

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**Office Hours:** By appointment. Feel free to contact me by email to set up a time to meet.

**Credits:** 3 credits

**COURSE DESCRIPTION**

This course is designed to allow the learner to critically appraise research in order to translate current evidence into practice. Attention will be given to issues of research ethics, practice concerns, diverse populations and identifying gaps in evidence. The learners will investigate the role of the nurse leader in making the case for evidence-based practice. Learners will examine barriers to EBP, assess and work toward change as necessary to implement EBP, learn how to prepare staff for EBP, develop a structure for EPB, determine resources needed for EBP, use technology for EBP and complete a review of literature related to a quality improvement project.

**COURSE OBJECTIVES**

The learner will:

1. Discuss the need for evidence-based practice (EPB) in the healthcare setting.
2. Employ knowledge of the research process to provide group and individual critique of current research.
3. Examine issues relating to the ethical conduct of research, equitable healthcare, culturally sensitive and competent research and implementation of translational research.
4. Utilize technology (e.g. databases) effectively to identify research evidence to support change in practice or policy for ongoing quality improvement.
5. Determine gaps in current evidence related to identified practice or policy issues.
6. Interpret evidence within the context of diverse groups.
7. Articulate the role of a nurse leader in promoting and/or implementing EBP.
8. Assess barriers to the implementation of EBP in a practice setting.
9. Investigate key stakeholders within an organization that may impact the implementation of EBP.
10. Discuss the role of team collaboration in the implementation of EBP.
11. Conduct a literature review related to the identified quality improvement project.
12. Synthesize identified current evidence that supports a quality improvement project.
13. Illustrate how the nurse leader can help lead a change toward EBP within an organization.
14. Examine how to prepare staff for implementation of EBP.
15. Discuss methods of translating research into practice.
16. Compare methods of disseminating EBP.

**EVALUATION**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Focus Paper (First Paper) | 50 |
| Identification of 10 Research Reports for ROL | 50 |
| First Research Appraisals (5 studies) | 50 |
| Second Research Appraisals (5 studies) | 50 |
| Taking Ungraded Research Terms Quiz | 25 |
| Completion of Human Subjects Research Protection Training  | 55 |
| Review of Literature | 50 |
| Forum Discussions (2 @ 10 points) | 20 |
| **Total Points** | **350** |

**TEXTBOOKS**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.).Washington, DC: Author.

**COURSE EXPECTATIONS AND DELIVERABLES**

1. **Forum Assignments**
* These vary according to the week. Some will be individual forums between course professor and student. Others will involve the entire class.
* Directions are found in the *Moodle* course room.
1. **Focus Paper**
* To form the foundation of EMU’s capstone project, each student will complete a Focus Paper. This will include the SWOT analysis
* Detailed guidelines are found in the *Moodle* course room.
1. **Human Research Protection Foundational Training** Students must complete the *Protecting Human Research Participants* online module via *Moodle*. Completion requires taking quizzes.
2. **Review of Literature Paper**
* This paper will include a review of 10 studies related to the identified problem.
* Detailed guidelines are found in the *Moodle* course room.

**COURSE SCHEDULE**

Details of the course schedule and weekly assignments are provided in the *Moodle* course room.

**ACADEMIC PROGRAM POLICIES:** For EMU graduate program policies, please see the complete [graduate catalog](https://emu.edu/catalog/graduate).

The Graduate and Seminary [Student Handbook](https://emuhelpdesk.atlassian.net/wiki/spaces/EMUHandbook/pages/4034363771/Graduate%2Band%2BSeminary%2BStudent%2BHandbook) contains policies, information, and resources. This section of the syllabus highlights several key items.

**CLASSROOM CULTURE & RELATED POLICIES**

EMU’s [Life Together](https://emuhelpdesk.atlassian.net/wiki/spaces/EMUHandbook/pages/4063363330/Life%2BTogether%2BCommitments%2Bfor%2Ba%2BCommunity%2Bof%2BLearning) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences.  If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others’ right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group.  Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

[**INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY**](https://emuhelpdesk.atlassian.net/wiki/spaces/PP/pages/4587390198/Inclusive%2BCommunity-Creating%2BPolicy)

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation.  We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](https://emuhelpdesk.atlassian.net/wiki/spaces/PP/pages/4578640056/LGBTQIA%2BStudent%2BSupport%2BPolicy)**.**

**BIAS** [**RESPONSE**](https://emuhelpdesk.atlassian.net/wiki/spaces/PP/pages/4583751827/Bias%2BResponse%2BPolicy%2Band%2BProcedure)

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](https://cm.maxient.com/reportingform.php?EasternMennoniteUniv&layout_id=2) incidents of bias.

**ATTENDANCE POLICY & LEARNING ENGAGEMENT**

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed . Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

**RELIGIOUS HOLIDAYS**

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

**WRITING GUIDELINES**

EMU has adopted a set of writing [guidelines](https://emu.edu/writing-program/docs/Graduate_rubric.ProvostCouncil.Feb22.2017.pdf) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

**GRADUATE & PROFESSIONAL STUDIES WRITING CENTER**

Please utilize the [writing program](http://www.emu.edu/writing-program/)! They offer free individual tutoring from a [graduate writing](https://emu.edu/writing-program/tutors/graduate-tutors) coach. Please visit the website to schedule an appointment.

[**ACADEMIC ACCOUNTABILITY & INTEGRITY**](https://emuhelpdesk.atlassian.net/wiki/spaces/PP/pages/4577165742/Academic%2BAccountability)

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community.  Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](https://emuhelpdesk.atlassian.net/wiki/spaces/PP/pages/4577165742/Academic%2BAccountability). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one’s own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one’s credentials, and facts or opinions; and appropriately documenting use of technology.

**TURNITIN**

For this class, you will submit your papers, via Moodle, to a learning tool and plagiarism prevention system provided by EMU called Turnitin. When grading your work, I will interpret the originality report accordingly and will follow the [Academic Accountability Policy and Procedures](https://emuhelpdesk.atlassian.net/wiki/spaces/PP/pages/4577165742/Academic%2BAccountability) as appropriate. For more information about Turnitin, please see [this site](http://turnitin.com/). Note that submitted papers become part of the Turnitin.com database.

**MOODLE**

[Moodle](https://moodle.emu.edu/)is the online learning platform that EMU has chosen to provide to faculty, administrators and students.  Students will have access to course information within Moodle for any class they are registered for in a given term.  The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

**LIBRARY**

The [Hartzler Library](https://emu.edu/library/) offers research support (via email, chat, phone, or SSC campus).  The library home page offers subject guides to help start your research.

**DISABILITY RESOURCES**

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](https://emu.edu/academics/access/) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

**TITLE IX**

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply to incidents that happened* ***prior to your enrollment at EMU****.*

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution’s Title IX Coordinator.  If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](https://cm.maxient.com/reportingform.php?EasternMennoniteUniv&layout_id=2). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

P.S. 3/31/2025