



# Course Specification

## (Postgraduate Programs)

Course Title: Evidence Based Practice
Course Code: NRS 621
Program: Master of Science in Nursing (MSN) – Management and Leadership
Department: Nursing
College: Nursing
Institution: Majmaah University
Version: Second Version
Last Revision Date: 4/9/1445



## Table of Contents

A. General information about the course:.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:.....	4
C. Course Content: .....	5
D. Students Assessment Activities: .....	7
E. Learning Resources and Facilities:.....	7
F. Assessment of Course Quality:.....	8
G. Specification Approval Data: .....	8



## A. General information about the course:

### 1. Course Identification:

1. Credit hours: 3 Hours (2+1+0 )

### 2. Course type

A.  University  College  Department  Track

B.  Required  Elective

3. Level/year at which this course is offered: (Level 2 / 1<sup>st</sup> Year)

### 4. Course General Description:

The course focuses on the skills needed to critically examine research and clinical practice. Explore databases and evaluate the quality of research, as well as its applicability to advanced nursing practice. Facilitates the analysis of various types and levels of evidence for determining best practices. Identifies strategies for disseminating evidence-based research, interdisciplinary collaboration, and improving patient care and outcomes.

### 5. Pre-requirements for this course (if any):

NRS 611

### 6. Pre-requirements for this course (if any):

### 7. Course Main Objective(s):

1. What is the main purpose for this course?

This course provides students with the theoretical basis to understand the concept of the evidenced based practice in health care and specifically in nursing practice. It emphasizes the importance of evidenced based practice in providing high quality patient care.

Upon completion of this course, the student will be able to:

1. Use analytical methods and research to facilitate the opportunity for improvement in the evaluation of systems of care that will improve patient outcomes.
2. Critically appraise the evidence related to the opportunity for improvement.



3. Synthesize evidence to inform the design and implementation of a project.
4. Critically analyze the organizational context, including facilitators and barriers, to further inform the design and implementation of a project.
5. Present project concepts and literature review.

**2. Teaching Mode:** (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	50%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning	30	50%

**3. Contact Hours:** (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	30
3.	Field	
4.	Tutorial	
5.	Others (specify).....	
	<b>Total</b>	<b>60</b>

**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:**

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
K1.1	K1.1 Discuss the nature of evidence-based nursing	K1	Lecture-discussion	Examination
K3.1	K3.1 Identify legal and ethical aspects of	K3	Lecture-discussion	Examination
...				





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
<b>2.0</b>	<b>Skills</b>			
S1.1	Explain the connection between research evidence and practice	S1	Lecture-discussion, Problem-Based Teaching	Examination, Project (Problem-Based Learning), Paper Critique
S2.1	Explain how evidence can be used in the decision-making process	S2	Lecture-discussion, Problem-Based Teaching	Examination, Project (Problem-Based Learning), Paper Critique
...				
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
V4.1	Demonstrate development and achievement of clinical competence	V4	Lecture-discussion	Examination
...				

### C. Course Content:

No	List of Topics	Contact Hours
1.	Unit 1: Introduction to Evidence Based Practice in Nursing: Evidence based movement across health care Definitions of EBNP Purposes of EBNP EBNP and outcomes EBNP and accountability Evidence-Based Nursing The rôle of nursing in Evidence-Based Practice Nursing engages in research utilisation Barriers to EBNP Some sources for EBP information/guidelines. Practical Session: ü Critiquing Quantitative Research	Theory: 3H Practical: 8H



Critiquing Qualitative Research		
2.	<p>Unit 2: Reading and Critiquing Research Articles and Scientific Papers:</p> <p>Introduction</p> <p>Objectives</p> <p>Definitions</p> <p>Major areas of emphasis</p> <p>Factors to consider with interpretation of findings</p> <p>Guidelines for Critiquing research reports</p> <p>General Questions</p> <p>The title, abstract, Introduction, Literature Review</p> <p>Research Questions and Hypothesis, Methods, Results</p> <p>Discussion, conclusion, Reference</p>	Theory: 3H
3.	<p>Unit 3: Models for Evidence-Based Nursing Practice:</p> <p>Introduction</p> <p>Stetler's Model</p> <p>Iowa Model</p> <p>Rosswurm &amp; Larrabee Model</p> <p>The ACE Star Model of Knowledge Transformation</p> <p>The ACPTCC Model</p> <p>The Jones Hopkins Model</p> <p>Practical Session:</p> <p>Evaluating EBP Model</p>	Theory: 3H Practical: 7H
4.	<p>Unit 4: The Practice Question:</p> <p>The Origin Of Practice Questions</p> <p>Sources Of Practice Problems</p> <p>The Practice Question</p> <p>The Background Question</p> <p>The Foreground Question</p> <p>Developing an answerable EBNP question</p> <p>Using PICO format to create a foreground question</p>	Theory: 3H
5.	<p>Unit 5: Searching the Evidence:</p> <p>Introduction</p> <p>Primary Evidence</p> <p>Evidence Summaries</p> <p>Translation Literature</p> <p>Searching The Evidence</p> <p>Practical Examples</p>	Theory: 3H
6.	<p>Unit 6: Conducting a Systematic Review:</p> <p>Significance of Systematic Reviews</p> <p>Characteristics of Systematic Reviews</p> <p>Inclusion/Exclusion Criteria</p> <p>Literature Search</p> <p>Literature Search Challenges</p>	Theory: 8H Practical: 8H





	Data Collection Quality Assessment Data Synthesis Types of Systematic Reviews <ul style="list-style-type: none"> <li>• <i>Integrative Research Reviews</i></li> <li>• <i>Meta Analysis</i></li> <li>• <i>Meta Synthesis</i></li> </ul> Practical Session: <ul style="list-style-type: none"> <li>ü Determine the inclusion/exclusion criteria, keywords, aims and research question.</li> <li>ü Using PRISMA Checklist and other tools</li> </ul> Conducting a Systematic literature Review (Supervised Project)	
7.	Unit 7:Translating the Evidence into Practice: Introduction Steps of translation process Practical Session: <ul style="list-style-type: none"> <li>ü Creation of a plan for wider implementation</li> <li>ü Communicating findings</li> </ul>	Theory: 3H Practical: 7H
8.	Unit 8:The Critical Thinking Process and Nursing Practice: Definitions of critical thinking Components of critical thinking Dimensions of critical thinking Critical thinking in nursing literature Critical thinking versus problem solving Critical thinking in nursing education	Theory: 4H
<b>Total</b>		Theory 30 Hours Practical: 30 Hours

#### D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Paper Critique	10 <sup>th</sup> week	10%
2.	Midterm examination	9 <sup>th</sup> week	20%
3.	Project (Problem-Based Learning)	13 <sup>th</sup> week	30%
4.	Professionalism and Group discussion	14 <sup>th</sup> week	10%
5.	Final examination (Theory)	16 <sup>th</sup> week	30%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

#### E. Learning Resources and Facilities:

##### 1. References and Learning Resources:





<b>Essential References</b>	Polit, D. & Beck, C. (2020). Nursing research: Generating and assessing evidence for nursing practice. (11th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
<b>Supportive References</b>	Bernadette Mazurek. (2023). Evidence-Based Practice in Nursing & Healthcare. 5th Edition - A Guide to Best Practice. J.B. Lippincott
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>• www.sdl.edu.sa</li> <li>• www.pubmed.com</li> <li>• www.allnurses.com</li> <li>• www.nurse.com</li> <li>• www.medscapenurses.com</li> <li>• www.findarticles.com</li> <li>• www.allnurses.com</li> </ul>
<b>Other Learning Materials</b>	

## 2. Educational and Research Facilities and Equipment Required:

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms accommodating 30-40 students
<b>Technology equipment</b> (Projector, smart board, software)	Projector or Smart board • Clickers
<b>Other equipment</b> (Depending on the nature of the specialty)	

## F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
<b>Effectiveness of teaching</b>	Student	Direct
<b>Effectiveness of students' assessment</b>	Student	Indirect
<b>Quality of learning resources</b>	Student	Direct
<b>The extent to which CLOs have been achieved</b>	Student	Direct
<b>Other</b>		

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

<b>COUNCIL /COMMITTEE</b>	ACADEMIC COUNCIL MEETING
---------------------------	--------------------------







REFERENCE NO.	DEPARTMENT MEETING MINUTES NO 4
DATE	2/3/1446

