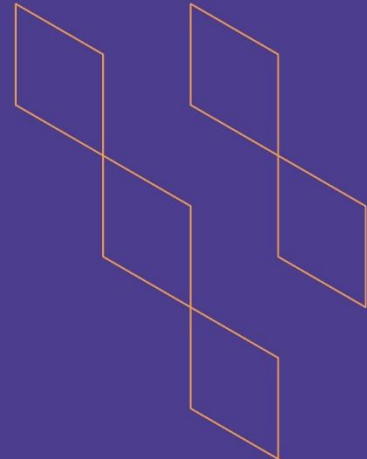T-104
2022

Course Specification

Course Specification

Course Title: Evidence-Based Practice and Critical Thinking
Course Code: NRS 484
Program: Bachelor Degree in Nursing Science (BSN)
Department: Department of Nursing (NRS)
College: College of Applied Medical Sciences (CAMS)
Institution: Majmaah University
Version: T104 2022
Last Revision Date: 21-9-1441

Table of Contents:

A. General information about the course:

Course Identification				
1. Credit hours:	2 (2+0+0)			

2. Course type

a.	University ☐	College ☐	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			

3. Level/year at which this course is offered:	Level 12 / Year 4

4. Course general Description

This course aims at introducing nursing students to the concept of evidence-based practice and the use of critical thinking in utilizing the appropriate evidence for best nursing practice. The course describes the several methods of finding evidence using the databases of scientific research, reading and critiquing research papers and applying critical thinking concepts in the process of translating the evidence to practice. A special focus is placed on the cyclical process of identifying clinical questions, searching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes and identifying additional gaps in nursing knowledge. Integration of the existing evidence with clinical judgment, patient preferences, inter-professional perspectives and other resources form the basis for the clinical decision-making process that is inherent in improving patient, population and organizational outcomes.

5. Pre-requirements for this course (if any): NRS 475

6. Co- requirements for this course (if any): None

7. Course Main Objective(s)

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. The course also aims at improving student's critical thinking ability and skills to prepare them for the application of evidenced based module in nursing.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		

No	Mode of Instruction	Contact Hours	Percentage
4.	Distance learning		

2. Contact Hours (based on the academic semester)

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

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
K3.1	Identify principles and models of evidence-based nursing practice.	K3	Lecture-discussion	Written exams
K3.2	State research questions according to PICO format	K3	Lecture-discussion	Written exams
2.0	Skills			
S1.1	Contrast between different approaches in the process of evidence based nursing practice.	S1	Lecture, research activities	Written exams
S1.2	Criticize research studies and articles pertaining to nursing science.	S1	Lecture-discussion	Written exams, Assignment (Research project)
S2.1	Display effective use of interpersonal skills in the dissemination of evidence to various clinical settings.	S2	Lecture-discussion	Research Project presentation
3.0	Values, autonomy, and responsibility			
V.1.2	Demonstrate collaboration in applying the process of evidence-based practice while using the electronic media and specialized databases.	V1	Lecture-discussion	Professionalism

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 role of nursing in evidence-based practice, nursing engages in research utilization, barrieres to EBNP, Evidence-based relevant to nursing practice, resources and facilitations to EBNP	2
2.	**Unit 2: Models for Evidence-Based Nursing Practice:** Introduction, selected EBNP Models: Stetler's Model, Iowa Model, Rosswurm&Larrabee Model, the ACE Star Model of Knowledge Transformation, the ACPTCC Model, the Jones Hopkins Model	4
3.	**Unit 3: The Practice Question:** The origin of practice questions, sources of practice problems, the practice question, the background question, the foreground question, developing an answerable EBNP question, using PICO Format to create a foreground question	4
4.	**Unit 4: Searching the Evidence:** Introduction, primary evidence, evidence summaries, translation literature, searching the evidence, practical examples	4
5.	**Unit 5: Practical Application in Finding the Evidence:** Finalizing the answerable question, Selecting searchable keywords, synonyms, and related terms from the answerable question, identifying the best sources to find preprocessed information and choosing appropriate search tools, Developing search strategies and performing the search using specific vocabularies, limits, and Boolean operators, Reviewing and Evaluating Search Results for validity and authority, Recording search strategy and saving results	4
6.	**Unit 6: Reading and Critiquing Research Articles and Scientific Papers:** Introduction, objectives, Definitions, Major Areas of Emphasis, Factors to Consider with Interpretation of Findings, Guidelines for Critiquing Research Reports, General Questions, The title, The abstract, The Introduction, The Literature Review, The Research Questions and Hypothesis, The Methods, The Results, The Discussion, The conclusion, The Reference	4
7.	**Unit 7: Translating the Evidence into Practice:** Introduction, Steps of translation process, Assessment of recommendation's feasibility & appropriateness, The creation of an action plan, Piloting (small-scale implementation) and evaluating the change, Reporting to appropriate channels, Fostering support, Creation of a plan for wider implementation, Communicating findings	4
8.	**Unit 8: The Critical Thinking Process and Nursing Practice:**	4

	Introduction, definitions of critical thinking, critical thinking not simply being critical, rewards of learning to think critically, how to improve your thinking, brain-based learning, what is the difference between thinking and critical thinking?, common descriptions of critical thinking, critical thinking, clinical reasoning, and clinical judgment, problem-focused versus outcome-focused thinking, what about common sense? critical thinking indicators, thinking ahead, thinking-in-action, thinking back, putting it all together, critical thinking exercises	
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	3week	10%
2.	Midterm Exam	6th week	30%
3.	Assignment (Project)	7th week	10%
4.	Project Presentation	10th week	5%
5.	Professionalism	9th week	5%
6.	Final Exam	11th - 12thweek	40%

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

E. Learning Resources and Facilities
1. References and Learning Resources

Essential References	Sandra L. Dearholt, Deborah Dang. (2012). Johns Hopkins Nursing Evidence Based Practice Model and Guidelines (Second Edition) 2nd Edition
Supportive References	Alba Dicenso, Gordon Guyatt, Donna Ciliska (2010). Evidence-Based Nursing: A Guide to Clinical Practice. Mosby (December 23, 2004) Jean V. Craig, Rosalind L. Smyth MA (2006). The Evidence-Based Practice Manual for Nurses 3rd Edition. Churchill Livingstone; (3th Ed)
Electronic Materials	www.Google.com, www.pubmed.com www.books.google.co.in www.sdl.edu.sa
Other Learning Materials	Web-based question bank and assessment test

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom / Computer Lab.
Technology equipment (projector, smart board, software)	Smart board / Question-bank software
Other equipment (depending on the nature of the specialty)	International Nursing Scientific Journals

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	**Direct**: Course Evaluation Survey Quality of Exam Survey
	Faculty	**Indirect:** CLO Mapping with teaching & assessment. Course Blueprinting

		9	Grade Analysis Psychometric Analysis
	Peers		✓ Grade Verification
Effectiveness of students assessment	Students		**Direct:** Course Evaluation Survey Quality of Exam Survey
Quality of learning resources	Students / Faculty		✓ **Indirect:** Academic advising survey ✓ **Direct:** Student experience survey
The extent to which CLOs have been achieved	Faculty member / Quality assurance committee/ Program Leaders		✓ **Direct** assessment outcome analysis ✓ Course report preparation
Other	NA		---

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Academic Council Meeting
REFERENCE NO.	Meeting Number 13
DATE	17/05/1444