

Texas A&M University - Corpus Christi College of Nursing and Health Sciences
NURS 6304. W01 & W02 Application of Evidence in Clinical Practice I
Syllabus
Fall 2025

FACULTY: Renae Schumann, PhD, RN, CNE
OFFICE: Island Hall, Office 329
OFFICE HOURS: Tuesdays 1- 3:30 pm & Wednesday 9-11 am or by appointment
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(prefer communication to occur in the Canvas course)

Class Meeting Time: Virtual Asynchronous per the calendar
Location: Virtual Online
CREDITS: 3 semester hours (3:0)

Course Description: Exploration of issues related to evidence-based practice in select clinical settings under the direction of faculty. Synthesize key research related to clinical topics as part of the systematic review of evidence.

Pre-Requisites: Successful completion of NURS 6300, NURS 6200, NURS 6221, NURS 6301, NURS 6302.

Student Learning Outcomes:

Upon completion of the course, students will be able to:

- 1.** Critically appraise and systematically collect data pertinent to a clinical or executive practice question or problem within a designated population (AACN Advanced-Level Domain 4; NONPF Competencies II; 3, 4, VIII; 2, 3; AONL Competencies 1A, 1D, 2C, 2E).
- 2.** Categorize and organize current evidence for practice to ensure culturally relevant health care for designated populations (AACN Advanced-Level Domain 4, IV; NONPF Competency V [12], and AONL Competencies 2G, 3C, 4A, 4D).
- 3.** Synthesize current evidence to enhance the safety and quality of health care for designated populations (AACN Advanced-Level Domain 4; NONPF Competency IV [1], and AONL Competencies 5D).

General Information: This course is required for students enrolled in the Texas A&M University-Corpus Christi College of Nursing and Health Sciences Doctor of Nursing Practice program. Learning activities are designed to guide students in conducting an integrative systematic review of the literature describing the current evidence surrounding a clinical practice problem-based question. The student will use a systematic search method, appraisal, analysis, and synthesis of the evidence, combined with clinical expertise to answer the question, and provide best practice recommendations to support the need for and methods of the proposed DNP project.

Online presentation: This course is delivered exclusively through online technology and may be accessed at the [Canvas](#) Learning Management System (LMS). Students will need to provide PowerPoint, word processing, and other software as needed to complete requirements of this course and may need to download collaborative tools such as the Zoom application.

Preferred Method of Communication: Preferred method of communication is Canvas message. Email messages must come from student Islander account; email from unknown personal accounts will not be opened due to security issues

Required Textbooks:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. ISBN: 978-1-4338-3216-1 (paperback) there are two other options: hardcover and spiral.

Bettany-Saltikov, J. & McSherry, R. (2016). How to do a systematic literature review in nursing. A step-by-step guide. London, England: Open University Press. ISBN 13: 978-0335263806

Melnyk, B., Fineout-Overholt, E. (2018). Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice (4th ed.). Philadelphia: Wolters Kluwer. ISBN 13: 978-1496384539.

Required Resource:

Intellectus Research Module and Statistical Package:
(Purchase information to be found on the course announcement)

Suggested Resources:

Gray, J. R., Grove, S. K., & Sutherland, S. (2017). Burns and Grove's The practice of nursing research: Appraisal, synthesis, and generation of evidence (8th ed.). St. Louis, MI: Elsevier.

Oermann, M.H., & Hays, J.C. (2016). Writing for publication in nursing (3rd ed.). New York: Springer Publishing Company.

Learning Experiences:

- Course objectives may be met through individual study using suggested resources, active involvement in formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills.
- Teaching methods include discussion, small group/team work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed.
- While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.
- Zoom and other technologies may be used for formal and informal exchange of ideas.

- Discussion assignments may be provided to enhance student learning and engagement.

Major Course Requirements:

Evaluation is a mutual on-going process providing the student and faculty with feedback regarding their performance in achieving course objectives.

Grading Rubrics: Discussions, presentations, papers, and other assignments will have instructions and grading rubrics available in the LMS. Be sure to review these documents carefully when planning, formatting, writing, and submitting your assignments.

Guidelines for Written Assignments: Students are expected to follow instructions associated with the assignments for this course. If there is confusion about an assignment, contact the professor in a timely manner to ensure satisfactory completion of the assignment by the due date.

APA Editorial Style: Unless otherwise instructed, you should use the APA Publication Manual, 7th edition as a reference for formatting and organizing written assignments. Assume all required papers are scholarly products and, as such, should adhere to APA scholarly report guidelines.

The campus Center for Academic Student Achievement (CASA) provides writing support both in person and in an online format (361-825-2254) / <http://casa.tamucc.edu>). Be sure to review all writing and research resources listed in the LMS.

The grading scale for the College of Nursing and Health Sciences is:

A	90 – 100	D	67 – 74
B	83 – 89	F	below 67
C	75 – 82		

Successful completion of course requires a grade of B or better.

*Courses not passed with at least a B may result in an alternate degree plan and delay program completion.

Grading Determinants:

Learning Activity/Assignment	% of final grade
Course Orientation Assignments	P/F
Intellectus Module Assignments	10
ISRL: Introduction & Methods Draft Paper	10
Evidence Table with Quality Appraisal	20
Synthesis of the Literature Activity	10
Integrative Systematic Review Paper (ISRP) (with abstract)	40
Discussion	10
Total	100

Course Policies

Participation:

- This class is an on-line learning environment. Students are responsible for active participation in the LMS. Students are expected to log on to the LMS frequently.
- Email communication should occur through the LMS, Canvas.
- Respectful and timely participation in discussion forums is required. Since it is assumed, each student will be prepared for discussions, all contributions will be considered knowledgeable contributions. Disrespect in any form will NOT be tolerated. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course. Students are expected to respect the learning rights of all others in the online learning environment. Communications should follow the basic rules of netiquette.
- Students are expected to complete all required reading. As a 3-hour graduate level credit course delivered in 15 weeks, it is expected that students will spend at least 18 hours of independent study and preparation each week in addition to the 3 hour weekly presence associated with assignment and assessment time.
- Considerations for time and effort to achieve maximal learning outcomes are instrumental to success. Faculty recommend scheduling your time to include reading, reflection, and completion of assignments.
- Required readings provide a general framework for understanding topics relevant to this course and are insufficient to establish expertise on any topic. Therefore, students will review and read additional materials on for assignments and discussions.
- The student is responsible to have the correct system requirements. Students can access digital learning technologies help at the Island Online page: <https://iol.tamucc.edu/index.html>
- All assignments are due by 11:59 pm on the specified due date in the course schedule unless prior arrangements are made with the instructor.
- The time spent in the course is set by each student's personal learning schedule. Students should review Canvas mail and announcements at least every 48 hours.

Technology Requirements:

This course is delivered exclusively through online technology. Students will need:

- To have access to a computer and operating system that can support the [Canvas LMS](#).
- A backup plan should be in place if normal computer access becomes unavailable, i.e. arrange use of a computer elsewhere.
- The IT helpline is available for any problems with technology, computer, internet browsers, internet connections, Canvas, etc: (361) 825-2692 or computer.helpline@tamucc.edu
- A reliable high-speed internet access greater than 2mbps upload and download speed
- Microsoft Office 365 available from TAMUCC website for all students: <https://it.tamucc.edu/Desktops%20and%20Software/Office%20365.html>
- A webcam that is functional with Zoom or MS Teams.
- Other learning and collaboration technologies may be used. The professor will provide instruction in the use of such technologies.

Late work

Work submitted late will be subject to point deductions as follows:

- 10 points will be deducted for submissions up to 1 week after the due date.
- A grade of zero will be awarded for any submissions greater than 1 week late.

In the event that a student is aware they may need to submit an assignment late due to illness or other circumstances, it is the student's responsibility to inform the professor prior to the due date. Deductions for late assignments with special circumstances and notification before the due date may be waived.

Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in report to the Academic Integrity Committee for review.

Artificial Intelligence

The use of artificial intelligence (AI) or other automated writing tools to complete assignments is strictly prohibited in this class. Any evidence of the use of AI will be considered a violation of academic integrity and will be met with a failing grade for the assignment and may result in further disciplinary action. It is the responsibility of each student to ensure that all work submitted for this class is their own original work, written and completed without the use of AI or other automated writing tools.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please contact me if you feel the need to drop the class. ***Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.*** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Student Grade Appeals*

As stated in university procedure 13.02.99.C0.03, Student Grade Appeals, a student who believes that their final grade reflects academic evaluation which is arbitrary, prejudiced, or inappropriate in view of the standards and practices outlined in the class syllabus, may appeal the final grade given for the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. Student are encouraged to first discuss their final grade with the instructor prior to filing a grade appeal. For complete details on the grade appeal process, including the timeline, please review university procedure 13.02.99.C0.03, Student Grade Appeals at <https://www.tamucc.edu/governance/rules->

procedures/assets/13.02.99.c0.03-student-grade-appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Dean's/Director's office in the college/school in which the course is taught.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Civil Rights Reporting*

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work

placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

Campus Emergencies*

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

- For any emergency, dial the University Police Department (UPD) at 361-825-4444 or dial 911. It's a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don't have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and proceed to _____ (location).
 - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
 - Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
 - Review the evacuation route (see specific Building Emergency Plan).
- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
 - The notifications include emails, text and pre-recorded messages, as appropriate.
 - Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
 - Students can update personal contact information anytime at <https://emergency.tamucc.edu/staffcontact/>
- Shelter in Place via Code Blue.
 - "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
 - If there is a shelter in place for a tornado warning, our preferred location is the bottom floor of this building, away from windows and doors.
- Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/>

For the *Quick Campus Guide to Campus Emergencies* (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/emergency-management/assets/documents/finalbooklet.pdf>

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Canvas LMS and/or email. In addition, the syllabus and class activities may be modified to allow

continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Canvas) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

***Topical Outline:**

Module	Week(s)	Topics
1	1-3	• 10 strategic points & ISRL Introduction & Overview
2	2-8	• Collection, Appraisal, and Organization of the Evidence
	3-4	• Research Refresher
3	8-14	• Synthesis, Reflection, & Clinical Recommendations
4	12-14	• Writing for Publication and Dissemination

Graded Assignments' Overview:

Below is a general description of the major assignments in the course. Due dates and more detailed instructions may be found on the Course Schedule and within the LMS.

Intellectus Module Assignments

These modules are designed as a refresher course on nursing research methodologies.

ISRL: Introduction & Methods Draft Paper

This assignment will begin your integrative review of the literature paper by formally writing the elements you outlined in your group discussion. This paper will describe the significance of the clinical problem you have chosen (i.e., why is it important?), any background/contextual information readers need to know to understand the problem, your PICO(T) question and purpose statement, and the search methods you will use to conduct this review (search terms, databases, quality appraisal method, inclusion/exclusion criteria), and a reference list.

Evidence Table with Quality Appraisal

In this assignment, you will conduct the systematic search of the literature (using [Zotero](#) software or equivalent), screen your articles based on your inclusion/exclusion criteria, appraise them for methodological quality using a critical appraisal tool, and organize, and summarize their findings by creating an Evidence Table. **Part of this assignment is completion of 20 Synthesis hours and correct entry into Typhon.**

Synthesis of the Literature Activity

In this assignment, you will practice synthesis of the literature using your evidence table. You will use the table to identify trends across the literature and practice writing about the findings.

Integrative Systematic Review Paper (with abstract)

The final assignment combines all your previous work from the course into a professionally formatted paper. In Units 4 and 5 you will analyze the findings of each of your articles in relationship to how they inform your PICO(T) question and how they provide a basis for you to make recommendations for clinical practice and future research. Additionally, you will be able to describe the state of the science surrounding your project, i.e., the evidence supporting a gap in clinical practice that your project can fill and evidence supporting the intervention/evaluation/policy work you plan to do for your DNP project. After completing Units 4 and 5 you may choose to refine and submit the paper for publication and/or for conference presentation.

Discussions

Discussions will be used through the course for engagement and participation purposes to keep everyone on track. We will discuss your findings on the SQUIRE 2.0 Reconnaissance Assignment, your PICOT (this process, your trajectory is a refining work in progress, so you need to be talking about your PICOT all the time at this stage), and each other's outlines. Other discussions may be needed, but it will be no more than two.

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Canvas. It is the STUDENT'S responsibility to keep abreast of course announcements. Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.

*Required by SACSCOC, HB2504 or TAMU-CC