

NURS-3600: EVIDENCE-BASED AND SAFE NURSING PRACTICE

Cuyahoga Community College

Viewing: NURS-3600 : Evidence-Based and Safe Nursing Practice

Board of Trustees:

October 2025

Academic Term:

Fall 2026

Subject Code

NURS - Nursing

Course Number:

3600

Title:

Evidence-Based and Safe Nursing Practice

Catalog Description:

This course introduces core concepts of evidence-based practice (EBP) and patient safety in nursing. Students learn to formulate clinical questions, locate and appraise research, and apply evidence to improve patient outcomes. The course also covers safety principles, quality improvement, and strategies for reducing risk in healthcare settings. By the end of the course, students will be able to develop and propose evidence-based interventions aimed at improving patient outcomes and fostering a culture of safety within healthcare environments.

Credit Hour(s):

4

Lecture Hour(s):

4

Requisites

Prerequisite and Corequisite

NURS-3100 Transition to Nursing Practice and NURS-3200 Pathology and Health Assessment.

Outcomes

Course Outcome(s):

Analyze research process elements and evidence-based practice models to determine strategies for improving patient safety and reducing risk.

Objective(s):

1. Differentiate between evidence-based practice (EBP) and nursing research.
2. Describe how research contributes to the development of EBP in nursing.
3. Identify clinical problems suitable for EBP and research inquiry.
4. Identify ethical issues in nursing research.
5. Explain the relationship between clinical questions and the research process.
6. Differentiate between quantitative research designs including their underlying principles and methods.
7. Explain the strengths and limitations of various research methods to ensure valid and reliable research outcomes in nursing practice.

Course Outcome(s):

Integrate evidence-based practice principles to enhance quality and safety in nursing care across diverse populations and settings.

Objective(s):

1. Describe the relationship between EBP, clinical decision-making, and harm reduction in nursing care.
2. Discuss the relevance of clinical and statistical significance in nursing practice as it relates to patient safety and outcomes.

3. Analyze research data to determine risk factors for patient harm and poor outcomes in clinical settings.
4. Interpret basic statistical results in research studies and relate findings to patient safety and quality care.

Course Outcome(s):

Locate, appraise, and synthesize current research evidence to inform clinical decision-making, minimize patient harm, and improve quality outcomes.

Objective(s):

1. Analyze structured literature searches using databases such as Cumulative Index to Nursing and Allied Health Literature (CINAHL), PubMed, and Cochrane relevant to nursing practice and patient harm reduction.
2. Differentiate between qualitative, quantitative, and mixed-methods research designs.
3. Evaluate the strength, credibility, and relevance of research using standardized appraisal tools and evidence hierarchies.

Course Outcome(s):

Apply critical thinking and clinical reasoning to evaluate the strength and relevance of evidence in relation to nursing practice.

Objective(s):

1. Differentiate between sampling methods and their appropriate use in nursing research.
2. Describe common data collection methods and their strengths and limitations in research studies.
3. Explain the concepts of validity and reliability and their importance in selecting and evaluating measurement tools used in research.

Course Outcome(s):

Translate research findings into practice by developing and implementing evidence-based protocols, guidelines, or care plans.

Objective(s):

1. Describe the process of translating research evidence into practical recommendations for nursing practice.
2. Identify common barriers and facilitators to the implementation of evidence-based practice (EBP) and strategies to address them.
3. Explore and compare key EBP models and their application in real-world healthcare settings.
4. Apply research study design principles, data analysis techniques, and literature review findings to develop evidence-based practice recommendations.

Course Outcome(s):

Differentiate between various types of research designs and levels of evidence to assess the applicability of findings to clinical practice.

Objective(s):

1. Differentiate between quantitative and qualitative data analysis methods and their applications in nursing research.
2. Explain the process involved in analyzing qualitative and quantitative data to interpret research findings effectively.
3. Explain the difference between statistical significance and clinical significance.

Course Outcome(s):

Advocate for the use of best evidence in improving nursing practice, patient safety, quality of care, and the delivery of cost-effective, risk-reducing interventions.

Objective(s):

1. Synthesize EBP knowledge to demonstrate a clear synthesis of the principles of research into practice recommendations.
2. Explain how critically appraised research can inform safer nursing interventions and improve patient outcomes.
3. Apply findings from data analysis to propose evidence-informed strategies that promote safety and reduce patient harm.

Methods of Evaluation:

1. Discussion boards
2. Quizzes and Exams
3. Written Assignments

Course Content Outline:

1. Introduction to EBP and Research
 - a. EBP vs. nursing research
 - b. Role of EBP in improved patient safety and outcomes
 - c. Ethical issues in nursing research
 - d. Relationship between clinical questions, research process, and harm reduction
2. Quantitative, qualitative, and mixed methods study designs
 - a. Quantitative research
 - i. Strengths
 - ii. Limitations
 - b. Qualitative research
 - i. Strengths
 - ii. Limitations
 - c. Mixed methods
 - i. Strengths
 - ii. Limitations
 - d. Validity and reliability of research outcomes in nursing practice
3. Locating and appraising research and evidence
 - a. Structured literature searches related to nursing practice and patient harm reduction
 - i. CINAHL
 - ii. PubMed
 - iii. Cochrane
4. Standardized appraisal tools and evidence hierarchies
 - a. Strength
 - b. Credibility
 - c. Relevance
5. Benefits of research
 - a. Safer nursing interventions
 - b. Improved patient outcomes
6. Sampling, Data Collection, and Measurement
 - a. Sampling methods
 - i. Strengths
 - ii. Limitations
 - iii. Validity
 - iv. Reliability
 - b. Data collection methods
 - i. Strengths
 - ii. Limitations
 - iii. Validity
 - iv. Reliability
7. Data analysis and interpretation
 - a. Quantitative vs. Qualitative analysis methods
 - i. Applications in nursing research
 - ii. Process in analyzing data for effective interpretation
 - b. Statistical significance vs. clinical significance
 - i. Patient safety
 - ii. Patient outcomes
 - c. Determining risk factors for patient harm and poor outcomes
 - d. Basic statistical results in research studies
 - i. Interpretation
 - ii. Relating findings to patient safety and quality care
 - e. Application of findings from data analysis
8. Applying and translating evidence to practice

- a. Process of translating evidence into practical recommendations for nursing practice
- b. Strategies to address common barriers and facilitators to implementation of recommendations
- c. Key EBP models and their application in real-world healthcare settings

Religious Accommodation

Before reviewing the course schedule, students should carefully review the following religious accommodation policy and other required instructional policies:

Religious Accommodation:

Students seeking an accommodation for absences permitted under Ohio's Testing Your Faith Act must provide the instructor with written notice of the specific dates for which the student requires an accommodation and must do so not later than fourteen (14) days after the first day of instruction. Please submit requests for accommodations at this link: <https://portal2.tri-c.edu/ReligiousAccommodation/ReligiousAccommodationForm>. Students with questions about their religious accommodations under Ohio's Testing Your Faith Act may contact the College's Office of General Counsel and Legal Services by phone at 216.987.4856 or via email at legal@tri-c.edu.

Other Required Instructional Policies:

<https://www.tri-c.edu/student-resources/curriculum/documents/syllabus-part-b.pdf>

Weekly Schedule

	Topics
Week 1	Introduction to Evidence-Based Practice & Research
Week 2	Introduction to Evidence-Based Practice & Research
Week 3	Quantitative, Qualitative, and Mixed Methods Study Designs
Week 4	Quantitative, Qualitative, and Mixed Methods Study Designs
Week 5	Locating and Appraising Research Evidence
Week 6	Locating and Appraising Research Evidence
Week 7	Sampling, Data Collection, and Measurement
Week 8	Sampling, Data Collection, and Measurement
Week 9	Data Analysis and Interpretation
Week 10	Data Analysis and Interpretation
Week 11	Applying and Translating Evidence to Practice
Week 12	Applying and Translating Evidence to Practice
Week 13	Synthesizing EBP knowledge and research principles into practice recommendations
Week 14	Synthesizing EBP knowledge and research principles into practice recommendations
Week 15	Synthesizing EBP knowledge and research principles into practice recommendations
Week 16	Comprehensive Final Exam

The Course Schedule is subject to change due to pedagogical needs, instructor discretion, parts of term, and unexpected events.

Required/Recommended Readings

1. Leibold, N. (2020). The art and science of evidence-based practice in nursing. St. Paul, MN: Nanza Publications. Creative Commons License: BY NC. Available at <https://www.softchalkcloud.com/lesson/serve/Au0xZt1zQdV67O/html>
2. Schmidt, N. A., & Brown, J. M. (2023). *Evidence-Based Practice for Nurses: Appraisal and Application of Research* (6th ed.). Jones & Bartlett Learning.

Resources for the Instructor

Schmidt, N. A., & Brown, J. M. . (2023) *Evidence-Based Practice for Nurses: Appraisal and Application of Research*, Jones & Bartlett Learning.

Additional Resources for the Instructor

1. Cumulative Index to Nursing and Allied Health Literature. <https://www.ebsco.com/products/research-databases/cinahl-database>. (<https://www.ebsco.com/products/research-databases/cinahl-database.html>) 2025

2. National Library of Medicine. PubMed (<https://pubmed.ncbi.nlm.nih.gov/>). U.S. Department of Health and Human Services. 2025.
3. Cochrane Library. <https://www.cochranelibrary.com/> John Wiley & Sons, Inc. 2025.

Articles:

1. Hertog & Niessen (2020)
2. McMenamin et al. (2019) (requested)
3. Selecting a Research Problem
4. Adorno et al. (requested)
5. Mick (2019)
6. Beckett & Powell (2021) (found)

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