INFO 5960: Searching for Evidence
Course Syllabus
Fall 2020

Faculty

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Course Description

In this course, you will learn about evidence-based practice and how you can integrate it into your work as an information professional. The course will introduce you to strategies for finding and critically appraising research publications to use as evidence to support decision-making. Applications of evidence-based practice will be covered, such as health, business, education, and librarianship. Students will apply evidence-based practice principles to a real-world question.

Learning Outcomes

By the end of the semester, students will be able to:
- Define concepts and terminology related to evidence-based practice.
- Explain evidence-based practice and its application to multiple disciplines.
- Formulate an answerable question.
- Describe the types of evidence.
- Identify and use sources of evidence.
- Evaluate relevant research using a critical appraisal tool.
- Apply the steps in evidence-based practice to a real-world question.
- Describe the activities of an information professional in evidence-based practice.

Course Organization

This course is organized into 6 modules:
- Module 1: Introduction to Evidence-Based Practice
- Module 2: Formulating a Question
- Module 3: Acquiring Evidence
- Module 4: Critically Appraising Evidence

- Module 5: Answering the Question
- Module 6: Information Professionals and Evidence-Based Practice

Textbook

The textbook for the course is:

Koufogiannakis, D., & Brettle, A. (Eds.) (2016). *Being evidence-based in library and information practice.* Neal-Schumann.

Course Requirements

There are five course requirements: (1) Reading Discussion Questions, (2) Evidence-Based Practice Project, (3) Chat with a Guest Professional

Reading Discussion Questions (30%)

Purpose	To provide the students with background in evidence-based practice, and to critically examine issues related to evidence-based practice.
Description	Each of the course modules has associated readings from the textbook, journal articles, and websites. You can access the readings through the Modules. For the purposes of this assignment, the Modules have been divided into two parts: **Part 1** • Module 1: Introduction to Evidence-Based Practice • Module 2: Formulating the Question • Module 3: Acquiring the Evidence **Part 2** • Module 4: Critically Appraising Evidence • Module 5: Answering the Question • Module 6: Information Professionals and Evidence-Based Practice

| Instructions | You will be answering two (2) discussion questions over the course of the semester based on the module readings. Reading Discussion Question 1 relates to the Part 1 readings, and Reading Discussion Question 2 relates to the Part 2 readings.

Your response to each question should be 300-500 words in length, follow APA format, and include in-text citations and references. A *minimum* of at least **three (3) non-textbook readings** should be cited in your response to each discussion question. Provide a list of references at the end of your summary. |
|---|---|
| **Submission** | Submit each Reading Discussion Question to Canvas. |

Evidence-Based Practice Project (60%)

Purpose	To apply the steps in evidence-based practice to answer a real-world question and to summarize, assess, and synthesize current research.
Description	The project will be developed in six (6) parts.

Part 1: Formulating the Question

Part 2: Searching the Evidence

Part 3: Collecting the Evidence

Part 4: Appraising the Evidence

Part 5: Summarizing the Evidence and Answering the Question

Part 6: Presenting the Evidence |
| **Instructions** | Parts 1-5 should be written in a Word document (12-point font, double-spaced), which includes your name and follows APA guidelines.

Part 5 will be developed as PowerPoint presentation that you will present live during a Zoom session.

The specific instructions for each part of the project follow below.

Part 1: Formulating the Question Instructions

Include: |

- A paragraph (100-200 words in length) stating the importance of the topic.
- Completed SPICE question framework table below (see pages 21-22 of the textbook for more guidance).

[Note: If you'd like to use another question framework for your project, please obtain permission from the instructor before proceeding.]

Setting	
Perspective	
Intervention	
Comparison	
Evaluation	
Formulated Question:	

- List of references used.

Part 2: Searching for Evidence Instructions

Include:
- Completed Searching for Evidence worksheet (see Module 3: Acquiring the Evidence).

Part 3: Collecting the Evidence

Include:
- Completed Collecting the Evidence worksheet (see Module 3: Acquiring the Evidence) for a minimum of 5 studies and a maximum of 8 studies related to your question.

Part 4: Appraising the Evidence

Include:
- Completed Appraising the Evidence worksheet (see Module 4: Critically Appraising the Evidence) for a minimum of 5 studies and a maximum of 8 studies related to your question.

Part 5: Summarizing and Answering the Question Instructions

Include:
- A summary (750-1000 words) of the research evidence (minimum of 5 studies) related to your question, which highlights key statements from the literature. Discuss the similarities and

	differences among the studies. Use tables, figures, or other illustrations as appropriate. • Your "answer" to the question based on the evidence found or a description of why you cannot definitely "answer" the question. • List of references used. **Part 6: Presenting the Evidence Instructions** You will be delivering a 5-minute PowerPoint presentation (no more than 5 slides) during a live Zoom session with your instructor and fellow classmates. Include: • Slide 1 – Your name and formulated question • Slide 2 – Key search terms, databases searched • Slide 3 – List of evidence in APA format • Slide 4 – Overall summary of the evidence and your "answer."
Submission	Parts 1, 2, 3, 4, & 5 (Word documents) should be submitted to the appropriate modules in Canvas. Part 6 (PowerPoint) should be submitted to the appropriate module in Canvas and delivered during the live Zoom session.

Chat with a Guest Professional (10%)

Purpose	To provide the students with an opportunity to interact in a synchronous setting with a guest professional.
Description	Students are **required** to attend the chat and listen to the guest professional's presentation.
Instructions	Participate in chat with the guest professional in Zoom and make note of one item you learned from the presentation provided. Please notify the instructor if you will not be able to attend the chat.
Submission	Submit the one item you learned from that chat to the appropriate module in Canvas.

Course Grading

Reading Discussion Questions   30%

Evidence-Based Practice Project	60%
Chat	10%
Total	**100%**

Technology Requirements

It is important to read and understand the Technology Requirements outlined by the Department of Information Science: http://informationscience.unt.edu/technology-requirements. Be sure to note that Microsoft Office is the standard software for the Department.

Course Policies

Attendance

Students are expected to fulfill their online responsibilities, unless otherwise arranged with the course faculty. Not meeting this requirement can impact your final grade.

Communication within the Course

Announcements: The faculty will use this communication tool to share important information of interest to all students, and students are expected to read these messages.

Email: Faculty will make every effort to answer emails within 48 hours.

Discussions: Course communication channel visible to all students and faculty with access to course.

Zoom: The faculty will use this communication tool for synchronous online chats in the course. Students will need to have access to a webcam and microphone to participate.

Grading

You can expect to have your assignments graded and returned to you within a week or less of submission. If there are any delays in grading assignments, faculty will notify students via Canvas Announcements.

Late Assignments

Students are expected to submit all of their assignments on time unless other arrangements have been made with the faculty prior to the due date of the assignment(s).

Incompletes

The UNT Graduate Catalog describes and explains grading policies. A grade of Incomplete (I) will be given only for a justifiable reason and only if the student is passing the course. The student is responsible for communicating with the instructor to request an incomplete and discuss requirements for completing the course. If an incomplete is not removed within the time frame agreed to by instructor and student, the instructor may assign a grade of F. https://registrar.unt.edu/grades/incompletes

Tracking

Canvas enables the faculty to track students' activity in the course.

University Policies

Academic Integrity Standards and Consequences

According to UNT Policy 06.003 (https://policy.unt.edu/policy/06-003), Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty.

In this course, cheating and/or plagiarism will not be tolerated.

ADA Accommodation

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Acceptable Classroom Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at http://www.unt.edu/csrr/student_conduct/index.html

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-

campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Intellectual Property

Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Transmission and Recording of Student Images in Electronically-Delivered Courses

This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.