



**BSN Program  
NURS 4342; Nurse as Research Consumer  
Syllabus**

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**COURSE INFORMATION**

**Materials- Textbooks, Readings, Supplementary Readings:**

**Textbook(s) Required:**

LoBiondo-Wood, G. and Haber, J (2013). *Nursing research: Methods and critical appraisal for evidence-based practice*. (8<sup>th</sup> Ed). St. Louis: Mosby/Elsevier, (ISBN: 978-0-323-10086-1)

**COURSE DESCRIPTION: (3 credit hours)**

This course is a study of theory and research as a base for nursing practice. Published research studies are critically analyzed with regard to implications for clinical practice. The course is planned for collaborative peer examination of the research process through critique of nursing studies.

**Prerequisites:** NURS 3530, NURS 3631, NURS 3332, MATH 453 Essentials of Statistics or consent of instructor

**Student Learning Outcomes:**

1. Understands the need to base nursing practice on theory and creditable research findings and describes the interrelationships among theory, practice and research.
  - a. Describes the scientific basis of a practice discipline.
  - b. Explains the relationship between nursing theory development and nursing research.

- c. Identifies clinical nursing problems that need scientific investigation.
  - d. States usual barriers to the use of theory and research findings to improve clinical practice.
  - e. Analyze the ethical, legal, political, and economic dimensions of research studies and various ways of knowing.
2. Demonstrates and analyzes the steps of the research process and models for applying evidence to clinical practice.
    - a. In selected research reports, identifies the steps of the research process.
    - b. Identifies the decision points and options considered by the investigator as the research process is implemented.
    - c. Distinguishes among different research designs and identifies the purposes, strengths, and weaknesses of each.
    - d. Utilizes electronic communication to search data bases and disseminate findings.
    - e. Analyzes basic characteristics of data collection methods.
    - f. Evaluates data quality in quantitative and qualitative reports.
  3. Judges the value of selected nursing research studies and the protection of human subjects by use of criteria.
    - a. Describes selected research studies.
    - b. Systematically critiques the research process in each study.
    - c. Utilizes critical thinking to summarize the strengths and weaknesses of selected study.
    - d. Relates each study to its theoretical base and to clinical practice.
    - e. Following a systematic critique states and defends a decision regarding utilization of the findings in clinical practice.
    - f. Communicates research findings clearly, concisely, and in a cogent manner via written and verbal communication.
    - g. Discuss the need to advocate for the protection of human subjects in the conduct of research.
  4. Integrates selected adult principles and processes into the learning experience.
    - a. Accepts responsibility for prior class preparation and active participation in each class meeting.
    - b. Evaluates own progress toward achievement of long term goals within the nursing profession.
    - c. Participates in the creation of a positive learning environment. Incorporates selected elements of own practice throughout the learning experience.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

This course will be taught using any or all of the following methods: In-class activities, written assignments, lecture, discussion, world-wide-web-resources, web-based discussions, email interactions, required readings, online quizzes/examinations, independent study, and library/internet searches.

## Grading

The course grade will be determined by:

Quantitative Research Article Critique (Individual)	20%
Qualitative Research Article Critique (Individual)	20%
PICOT questions (Individual)	15%
Retrieved Evidence Based Practice Literature (Individual)	15%
Evidence Based Practice Project and Presentation (Group)	30%

## Grading Scale

A = 90-100

B = 80-89

C = 75-82

D = 67-74

F = 66 and below

### Research Critique Assignment (Individual) (20% each/40% total)

You will select a quantitative and a qualitative nursing research article. Each study's main components should be summarized. A critique also contains comments about the positive and negative aspects of the study and the report of the study. The critique should be written as concisely as possible, no longer than five pages, typewritten, double-spaced. The paper should address all parts of the report equally, with strengths and weaknesses outlined where appropriate. Where possible, include suggestions for improvement. The Research Critiques must be submitted electronically before the assigned due date and time. An electronic copy of the research discussed must be submitted with the assignment. At least one of the lead authors on each article must be a nurse.

**Quantitative Critique due at 23:59 on Friday, March 28, 2014**

**Qualitative Critique due at 23:59 on Friday, April 18, 2014**

**See grading rubric below.**

### PICOT questions (Individual) (15%)

Five appropriately formatted PICOT questions will be submitted for review. One of them should be for the evidence based research project. Be sure you write a question for each type of PICOT question and included all components of PICOT. An appropriate research article should be attached to each question.

Assignment must be submitted electronically before the assigned due date and time.

**PICOT Questions due at 23:59 on Friday, January 31, 2014**

**See grading rubric below**

### Retrieved Research Publications with APA Citations (Individual) (15%)

The purpose of this assignment is to retrieve a minimum of 5 nursing research publications. The goal is to be able to differentiate research from other types of publications, with a focus on recent, quantitative, nursing research. Copies of **5 retrieved** full-text publications are to be submitted with an accurately cited reference page formatted in APA style. At least one of the

lead authors on each article must be a nurse. Assignment must be submitted electronically before the assigned due date and time.

**Retrieved Evidence Based Practice Literature due at 23:59 on Friday, February 28, 2014  
See grading rubric below.**

**Evidence Based Research Project and Presentation (30%) (Group Project)**

This project is to be done in a group to develop an evidence based research project, based on an approved PICOT question. This question should be based on a patient situation and a proposed nursing intervention. Utilizing the PICOT question, evaluate the evidence that supports the effectiveness or lack of effectiveness of this intervention for this individual patient's needs and preferences. The hierarchy of evidence must be used to support the strength of evidence for your intervention. Based on the evidence, a clinical decision must be made. Students will be assigned to a group at the beginning of the semester. Refer to grading rubric below. The project will be discussed throughout the semester. Presentations will be at the end of the semester and will be evaluated according to the presentation grading rubric. In addition, each group member will be evaluated by other members of the group and members will have their individual grade for the presentation adjusted accordingly.

**Evidence Based Research Project and Presentation due in class, 10a-12n on Thursday,  
April 24, 2014**

**TECHNOLOGY REQUIREMENTS**

This course will be enhanced using eCollege, the Learning Management System used by Texas A&M University-Commerce. To login to the course, go to: <http://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu)

The following hardware and software are necessary to use eCollege.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (MS Word, or Word Perfect)

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP, Vista, or 7) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, or 9.0).

Your courses will also work with Macintosh OS X or better along with a recent version of Safari (5.1 is now available). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows, and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to eCollege, click on the "myCourses" tab, and then select the "Browser Test" link under Support Services.

## COMMUNICATION AND SUPPORT

Communication between faculty and students is important and taken seriously. Preferred communication methods are through individualized faculty office hours, email, or office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so will result in the student receiving a zero for the missed exam or quiz.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
5. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

### ADA Statement

The Americans with Disability 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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 468-8148**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
Student Disability Resources & Services

**Student Conduct Code – Refer to the BSN Student Guide**

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

### COURSE CALENDAR

<b>Week Dates</b>	<b>Content</b>	<b>Reading Assignments LoBiondo- Wood and Haber</b>	
1 1/20	Introduction to Course; What is Nursing Research Evidence Based Practice and its Environment	Chapter 1	<b>Class 1/21 1-3p Drs. McKenzie and Tenhunen</b>
2 1/27	Theoretical and Conceptual Frameworks	Chapter 4	<b>1/31 PICOT Questions Due</b>
3 2/3	The Research Process Research Problems, Questions and Hypotheses Literature Review	Chapters 2 3	<b>Class 2/6 1-3p Dr. Tenhunen</b>
4 2/10	Systematic Reviews	Chapter 11	
5 2/17	Reliability and Validity; Rigor	Chapter 15	<b>Class 2/20 1-3p Dr. McKenzie</b>
6 2/24	Types of Research Sampling Plans	Chapter 12	<b>2/28 Retrieved Evidence Based Practice Literature</b>
7 3/3	Quantitative Research Designs	Chapters 8 9 10	<b>Class 3/6 1-3p Dr. Tenhunen</b>
8 3/17	Evaluating Quantitative Research	Chapters 17 18	
9 3/24	Data Collection, Measurement, and Quality	Chapter 14	<b>Class 3/27 1-3p Dr. Tenhunen 3/28 Quantitative Research Critique Due</b>
10 3/31	Ethics in Research	Chapter 13	
11 4/7	Qualitative Research Qualitative Analysis Trustworthiness and Integrity in Qualitative Research	Chapters 5 6 7	<b>Class 4/10 1-3p Dr. McKenzie</b>
12 4/14	Data Analysis	Chapter 16	<b>4/18 Qualitative Research Critique Due</b>
13 4/21	Using results in Practice	Chapters 19 20 21	<b>Class 4/24 10-12 noon EBP Project Presentations/Paper Due</b>

## QUANTITATIVE RESEARCH CRITIQUE GUIDE

Use the following guide in writing the critique:

1. Statement of the Problem/Purpose
  - Is the problem/purpose clearly stated?
  - Is it easy to identify and locate?
  - Is it significant to nursing?
2. Review of Literature
  - Is it recent? Five years or newer?
  - Were primary sources of authorities or experts used?
  - Is it relevant to the stated problem?
  - Does it provide a solid basis for the study?
3. Conceptual/Theoretical Framework
  - Is there a theoretical or conceptual framework, rationale, and/or map, and (if so) is it appropriate? If not, is the absence of one justified?
  - Are key concepts adequately defined conceptually?
4. Hypothesis(es) or research question(s)
  - Are research questions and/or hypotheses explicitly stated? If not, is their absence justified?
  - Are they adequately stated with clear specification of key variables and the study population?
  - Are they placed in the contexts of a theoretical or conceptual framework?
5. Research Method(s)
  - Were appropriate procedures used to safeguard the rights of study participants? Was the study subject to external review by an IRB/ethics review board?
  - Was study designed to minimize risk?
6. Research Design
  - Does the approach fit the purpose and hypothesis (es)?
  - Was the most rigorous possible design used, given the purpose of the research?
  - Was the number of data collection points appropriate?
  - Did the design minimize biases and threats to internal construct, and external validity of the study?
7. Population and Sample
  - Was the population properly identified and described? Was the sample described in sufficient detail?
  - Was the best possible sampling design used to enhance the sample's representativeness? Were sample biases minimized?
  - Was the sample size adequate? Was a power analysis used to estimate sample size needs?



## 8. Data Collection and Measurement

- Are the operational and conceptual definitions congruent?
- Were key variables operationalized using the best possible method and with adequate justification?
- Are instruments objective? Reliable? Valid?
- Were data collected in a manner that minimized bias? Were the staff that collected data appropriately trained?

## 9. Data Analysis

- Were appropriate statistical methods used, given the level of measurement of the variables, number of groups being compared?
- Is a thorough descriptive analysis given?
- Were Type I and Type II errors avoided or minimized?

## 10. Presentation of Findings/Implications

- Are all hypotheses discussed with findings adequately summarized, with appropriate use of tables and figures?
- Are findings reported in a manner that facilitates a meta-analysis and with sufficient information needed for evidence based practice?
- Were the recommendations for clinical practice and further research reasonable and complete?
- Are limitations presented and adequate?

## QUALITATIVE RESEARCH CRITIQUE GUIDE

1. Is the research tradition for the qualitative study identified? If none was identified, can one be inferred? If more than one was identified, is this justifiable or does it suggest “method slurring”?
2. Does the study purpose match the study design? Was the best possible design (or research tradition) used to address the study purpose? Is the research question congruent with a qualitative approach and with the specific research tradition?
3. Is the design appropriate, given the research question? Does the design lend itself to a thorough, in-depth, intensive examination of the phenomenon of interest?
4. Does the report describe an explicit theoretical or conceptual framework for the study? If not, does the absence of a framework detract from the significance of the research or its conceptual integration?
5. Given the nature of the data, was the data analysis approach appropriate for the research design?
6. Is the category scheme described? If so, does the scheme appear logical and complete? Does there seem to be unnecessary overlap or redundancy in the categories? Were manual methods used to index and organize the data, or was a computer program used?
7. Did the report adequately describe the process by which the actual analysis was performed? Did the report indicate whose approach to data analysis was used (e.g., Glaserian or Straussian, in grounded theory studies)?
8. What major themes or processes emerged? If excerpts from the data are provided, do the themes appear to capture the meaning of the narratives?
9. What evidence did the report provide that the analysis is accurate and replicable? Were data displayed in a manner that allows you to verify the researcher’s conclusions?
10. Did the analysis yield a meaningful and insightful picture of the phenomenon under study? Did the report give you a clear picture of the social or emotional world of study participants?
11. Which specific techniques (if any) did the researcher use to enhance the trustworthiness and integrity of the inquiry? Where these strategies used judiciously and to good effect? Given the efforts to enhance data quality, what can you conclude about the study’s validity/integrity/rigor/trustworthiness? Does the report adequately address the transferability of the findings?

12. Did the report discuss any study limitations and their possible effects on the credibility of the results or on interpretations of the data? Were results interpreted in light of findings from other studies? Did the researchers discuss the study's implications for clinical practice or future research?

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RESEARCH CRITIQUE ASSIGNMENT GRADING CRITERIA

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Critique of areas/coverage relevant to the topic of the paper	0 Inadequate, many important things missing	5 Adequate, some gaps (7 Areas)	10 Good (10 Areas)	15 Excellent coverage (all 13 areas)	Earned Points _____
Organization of the paper, manner of presentation	0 Disorganized, incoherent	5 Serious organizational problems	10 Acceptable, but not outstanding	15 Excellent, ideas flow nicely	_____
Wording and phrasing	0 Poor wording/phrasing	5 Frequently ambiguous or vague	10 Frequently awkward, but clear	15 Excellent, ideas flow nicely	_____
Use of proper citations and referencing methods within body of the paper	0 Improper use of APA reference standards	5 Missing quotation marks, page #'s missing, poor paraphrasing		10 Properly cited and referenced	_____
Use of proper format for reference list and or bibliography	0 No reference list Not APA format	5 Numerous errors or mistakes		10 Follows APA format	_____
Grammar and sentence structure	0 Poor	5 Adequate	10 Good	15 Excellent	_____
Punctuation, spelling, unedited typing, neatness	0 More than 10 errors	5 5-9 errors	10 Few errors	15 Excellent	_____
On Time	-25 More than 2 weeks late	-15 2 weeks	-5 1 week late	0 On Time	_____

Maximum Points 100

Total: \_\_\_\_\_

## **RETRIEVED RESEARCH PUBLICATIONS GRADING CRITERIA**

1. Submission of 5 Nursing Research Publications 80%
  - a. Published articles are RESEARCH
  - b. Articles are from a quality peer-reviewed nursing journal
  - c. At least one of the lead authors of each article is a nurse
  - d. Minimum of 2 studies that were published in the past 5 years
  - e. Maximum of 1 qualitative study permitted
  - f. No meta-analyses or comprehensive reviews are permitted
  - g. Copy of full article is required, not just abstract
  - h. Group members are NOT permitted to duplicate articles
  
2. Reference Page in APA format 20%
  - a. Running head
  - b. Page numbers
  - c. References heading
  - d. Correct spelling
  - e. Citations accurately referenced
  - f. One point deduction for each unique APA error

## Criteria for PICOT Question Grading

Write 5 PICOT questions using the therapy template below and then locate a nurse authored research article of interest that addresses your question. Submit each PICOT question typed and stapled to the research article for that assignment. Questions will be graded using the following criteria:

- Clarity: Question is written in therapy format of template style of text Use the example in LoBiondo-Wood and Haber (2010, p.47)

“in \_\_\_\_\_, what is the effect of \_\_\_\_\_ on \_\_\_\_\_ compared with \_\_\_\_\_ in \_\_\_\_\_ time frame?”

12%

- Abstract is an evidence based practice article that meets the criteria for Levels 1,2,3,4,5,6, or 7 (Hierarchy of Evidence):

30%

- Research variables are within the scope of baccalaureate nursing practice, or within the realm of influence on multidisciplinary practice.

10%

- All PICOT components are identified and included.

48%

For example:

In adults with pressure-related wounds (**P**), what is the effect of mechanical negative pressure (**I**) on wound healing (**O**) compared with saline packs (**C**) within a two week time frame (**T**)?

**PICOT Question Grading Rubric for each of 5 questions**

<b>Score</b>	<b>Population</b>	<b>Intervention</b>	<b>Comparison</b>	<b>Outcome</b>	<b>Timeliness</b>	<b>Relevance</b>	<b>Total</b>
<b>Excellent (8 pts.)</b>	<b>Multiple relevant descriptors of the population present in question</b>	<b>Includes specific interventions of interest</b>	<b>Identifies specific alternatives of interest for comparison</b>	<b>Objective and meaningful outcomes included in question</b>	<b>Received on time Delivery utilizes good grammar with correct spelling</b>	<b>Well-built question raising clinically significant issue—searchable</b>	<b>40 points</b>
<b>Limited (4 pts.)</b>	<b>Only single or general descriptors of the population present in question</b>	<b>Intervention listed but too general to be clear or searchable</b>	<b>Mentions comparison but unclear and difficult to search</b>	<b>Nonspecific or outcome too general to be searchable or applicable</b>	<b>Turned in on time but with grammatical errors or spelling errors</b>	<b>Question is difficult to follow or is not very relevant to clinical practice</b>	<b>20 points</b>
<b>Not evident or relevant (0 pts.)</b>	<b>Population not adequately identified in question</b>	<b>Intervention not adequately identified in question</b>	<b>Comparison not adequately identified in question</b>	<b>Outcome not adequately identified in question</b>	<b>Received late or is illegible</b>	<b>Does not present a clinical question or issue</b>	<b>0 points</b>

## **Evidence Based Practice Project**

### **Purposes:**

1. To critically appraise nursing research that supports nursing practice.
2. To provide the opportunity to use group process skills to identify and investigate the empirical practice of clinical problem.
3. To integrate research findings into evidence-based practice.
4. To utilize teaching-learning principles in the presentation of this empirical data to classmates and other nursing colleagues.

As nurses, the ability to critically appraise and disseminate information is necessary to assure nursing practice that is scientifically sound.

### **General Guidelines**

1. Students will work in groups.
2. Identify a patient that has been cared for in a clinical setting. Do not provide any identifying information.
3. Focus on a clinical problem this person has, e.g., hypertension, dyspnea, etc.
4. Identify a proposed nursing intervention for this problem for this individual patient.
5. Using a PICOT question, evaluate the evidence that supports the effectiveness or lack of effectiveness of this intervention for this individual patient's needs and preferences.
6. The Hierarchy of Evidence must be used to support the strength of evidence for your intervention.
7. Based on the evidence, what clinical decision should be made?
8. Grades will be assigned according to the Evidence-Based Project Evaluation Criteria.
9. Presentations will include the components listed in the Evidence-Based Project Evaluation Criteria.
10. Students are expected to work collaboratively and as a team with each other. Each student will complete peer evaluations for the other members in their group. Individual grades for this portion of the overall grade will be the average of the ratings given by the other group members.



## EBP Project Evaluation Criteria

A. Presentation .....		80%
1. Introduction of the case study		3
2. PICOT question		3
<u>Formatting</u>		3
<u>Fit between PICOT and case study</u>		6
3. Identification of proposed intervention		10
4. Strength of Evidence		
<u>Levels of Hierarchy discussed</u>		14
a. Level 1		
b. Level 2		
c. Level 3		
d. Level 4		
e. Level 5		
f. Level 6		
g. Level 7		
5. Clinical Decision Making		
<u>Decision is clearly stated</u>		6
<u>Decision supported by evidence presented</u>		10
<u>Decision answers the PICOT question</u>		8
<u>Decision incorporates individual patient needs, characteristics, preferences</u>		10
6. Appropriate Use of Handouts, Visual Aids, Equipment		3
7. Appearance of Presenters, Presentation Style		7
B. APA Reference list submitted.....		5%
C. Peer evaluations.....		10%
D. Attendance at all EBP Presentations.....		5%

## EBP Project Evaluation Criteria

Instructions: Please rate each member of your group according to the following 1-10 scale:

1 \_\_\_\_\_ 10  
Did not participate Fully participated  
Did not complete assignments Completed assignments

Name of Group Member	Score (1-10)

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluated by: \_\_\_\_\_  
(Print name)

**HAND IN THIS SHEET ON THE DAY OF THE EBP PRESENTATIONS**