



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

**COURSE SYLLABUS: Spring, 2016**

**Course Faculty:**

**Carole McKenzie, PhD, CNM, RN, Associate Professor of Nursing;**

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**Office Location: Nursing Building**

**Office Hours: As posted and by appointment**

**Office Phone: 903-886-5315**

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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings**

**Textbook Required;**

LoBiondo-Wood, G. and Haber, J (2013). *Nursing research: Methods and critical appraisal for evidence-based practice*. (8th ed.). St. Louis, MO: 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 3630, NURS 3531, NURS 3232, 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. Analyzes 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. Identifies the steps of the research process in selected research reports.
  - 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 their application to clinical practice.
  - 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 studies.
  - d. Relates each study to its theoretical base and to clinical practice.
  - e. States and defends a decision regarding utilization of the findings in clinical practice following a systematic critique.
  - f. Communicates research findings clearly, concisely, and in a cogent manner via written and verbal communication.
  - g. Evaluates the protection of human subjects in the studies according to the NIH Human Subjects Policies and Guidelines.
  - h. Discusses the need to advocate for the protection of human

- subjects in the conduct of research.
4. Integrates adult learning 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 is a blended course requiring students to complete classroom and online activities as well as independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Additional teaching methods will include: In-class activities, written assignments, minimal lecture, discussion, world-wide-web-resources, web-based discussions, email interactions, required readings, online quizzes/examinations, and library/internet searches.

## **GRADING**

### **Grading**

The course grade will be determined by:

Quantitative Research Article Critique (Individual)	12.5%
Quantitative Research Article Critique (Individual)	12.5%
Qualitative Research Article Critique (Individual)	25%
PICOT questions with APA Citations (Individual)	25%
Evidence Based Practice Project and Presentation (Group)	25%

## **Grading Scale**

A = 90-100

B = 80-89

C = 75-79

D = 67-74

F = 66 and below

A minimum grade of 75 is required to pass the course.

### **1. Research Critique Assignment (Individual) (12.5/12.5/25% each/50% total)**

You will select a quantitative and a qualitative nursing research article from a peer reviewed journal. 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, 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. Papers must follow correct APA format for text citations and references and should include an introduction and a conclusion. 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, the article must be from a refereed journal and must be recent (within last 5 years).

**Quantitative Critique, Part I (questions 1-5 on rubric) due in Dropbox at 23:59 on Friday, February 26, 2016; Part II (questions 6-10) due in Dropbox at 23:59 on Friday, March 25, 2016 (12.5% each or total of 25% for both parts)**

**Qualitative Critique (25%) due in Dropbox at 23:59 on Friday, April 15, 2016**

**(See posted grading rubric)**

### **2. PICOT questions with APA Citations (Individual) (25% each)**

Five appropriately formatted PICOT questions will be submitted for review. One of them should be for the evidence based research project. Be sure you include all components of PICOT. An appropriate, nursing research article from a peer reviewed nursing journal should be attached for each question. The group PICOT question must be approved by faculty for the evidence base project.

You need to retrieve a nursing research, peer reviewed publication that support each PICOT question. The goal is to be able to differentiate research from other types of publications, with a focus on recent (within last 5 years) nursing research. One must be qualitative and 4 must be quantitative. 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 and articles must come from refereed nursing journals. No meta-analyses or comprehensive reviews are permitted. Each group member has to submit a different article related to the group PICOT questions. Copy of full article is required, not just abstract. Assignment must be submitted electronically before the assigned due date and time.

**PICOT Questions with APA Citations due to Dropbox at 23:59 on Friday, February 12 2016  
(See posted grading rubric)**

**3. Evidence Based Research Project and Presentation (25%)  
(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 an actual 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, 8-10a either on Tuesday, April 19 or Tuesday, May 3, 2016—Faculty will schedule each group's presentation time on one of those dates.  
(See posted grading rubrics)**

**4. Late assignments**

Assignments are expected to be submitted by the scheduled times posted in the syllabus and on the course outline. Late assignments will

be docked 10%/day up to three days. After the third day of non-submission, the assignment will be given a zero (0).

## TECHNOLOGY REQUIREMENTS

To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested. You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
    - sound card, which is usually integrated into your desktop or laptop computer
    - speakers or headphones.
  - Depending on your course, you might also need a:
    - webcam
    - microphone

For courses where interactive tools are used, like VoiceThread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at:  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## **ACCESS AND NAVIGATION**

### **Pearson LearningStudio Access and Log in Information**

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.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).**

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

### **Pearson LearningStudio Student Technical Support**

Texas A&M University Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

### **Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you



**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

### **Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

### **Learner Support**

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement**

Communication between faculty and students is important and taken seriously. To that end, faculty are committed to student success in this course. Students are responsible for making appointments and asking questions to clarify any questions or procedures. Preferred communication methods are through individualized faculty office hours, email, or office phone and occur during regular business hours. 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**

## **Course Specific Procedures**

### **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.

## **University Specific Procedures**

### **Students with Disabilities**

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 have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)  
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Tobacco Statement**

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

### **Learner Support**

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Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

### **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**  
**Nurs. 4342 Nursing Research**  
**Spring, 2016**

Week Monday Dates	Content	Reading Assignments LoBiondo- Wood and Haber	
1 1/18	Introduction to Course; What is Nursing Research Evidence Based Practice and its Environment;	Chapter 1	Class 1/19 10a-12n Drs. McKenzie and Tenhunen
2 1/25	Theoretical and Conceptual Frameworks Hierarchy of Evidence	Chapters 1, 4	
3 2/1	The Research Process Research Problems, Questions and Hypotheses Literature Review	Chapters 2, 3	Class 2/2 08-1000 Dr. Tenhunen
4 2/8	Systematic Reviews	Chapter 11	2/12 PICOT Questions and Literature Retrieval Due
5 2/15	Quantitative Research Designs Sampling Plans	Chapters 8, 9, 10, 12	Class 2/16 08-1000 Dr. Tenhunen
6 2/22	Reliability and Validity; Rigor	Chapter 15	2/26 Quantitative Critique Questions #1-5 due
7 2/29	Data Collection, Measurement, and Quality; Data Analysis	Chapters 14, 16	Class 3/1 08-1000 Dr. Tenhunen
8 3/7	Evaluating Quantitative Research	Chapters 17, 18	
3/14	<b>Spring Break</b>		
9 3/21	Introduction to Qualitative Research and Qualitative Approaches to Research	Chapters 5, 6	Class 3/22 08-1000 Dr. McKenzie  3/25 Quantitative Critique Questions #1-10 due

10 3/28	Ethics in Research	Chapter 13	
11 4/4	Trustworthiness and Integrity in Qualitative Research; Qualitative Data Analysis	Chapters 7, 16	Class 4/5 08-1000 Dr. McKenzie
12 4/11	Using EBP results in practice	Chapters 19, 20, 21	4/15 Qualitative Critique Due
13 4/18	Presentations		Class 4/19 08-1000 EBP Presentations
14 4/25			
15 5/2	Presentations		Class 5/3 08-1000 EBP Presentations

## 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 1 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?



## CRITIQUE ASSIGNMENT GRADING CRITERIA

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

	0	5	10	20	Earned Points
Critique of areas/coverage relevant to questions #1-#3	Inadequate, many important things missing	Adequate, some gaps (7 Areas)	Good (10 Areas)	Excellent coverage	_____
Critique of areas/coverage relevant to questions #4-#7	Inadequate, many important things missing	Adequate, some gaps	Good	Excellent coverage	_____
Critique of areas/coverage relevant to questions #8-#10	Inadequate, many important things missing	Adequate, some gaps	Good	Excellent coverage	_____
Organization of the paper, manner of presentation	0 Disorganized, incoherent	5 Serious organizational problems	8 Acceptable, but not outstanding	10 Excellent, ideas flow nicely	_____
Use of proper APA format for references in-text and reference page, including title	0 No reference list Not in APA format	10 Numerous errors or mistakes		15 Follows APA format	_____
Grammar, spelling	0 10 or more errors	6 5-9 errors	8 Few errors	10 Excellent	_____

Maximum Points 100    Total: \_\_\_\_\_

## 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)? What major themes or processes emerged? If excerpts from the data are provided, do the themes appear to capture the meaning of the narratives? 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?
8. 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?
9. 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?

10. 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?

## Criteria for PICOT Question Grading

Write 5 PICOT questions using the therapy template below and then locate a nurse authored, peer reviewed 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 grading rubric:

### **PICOT Question Guide**

- Clarity: Question is written in therapy format of template style of text

Use the example in LoBiondo-Wood and Haber (2014, p.41-43)

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

- Abstract is an evidence based practice article that meets the criteria for Levels 1,2,3,4,5,6, or 7 (Hierarchy of Evidence):
- Research variables are within the scope of baccalaureate nursing practice, or within the realm of influence on multidisciplinary practice.
- All PICOT components are identified and included.

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  
(Each PICOT question is worth 20 points; 5 questions=100 points)**

<b>Score</b>	<b>Excellent (2 pts.)</b>	<b>Not evident or relevant (0 pts.)</b>	<b>Score</b>
<b>Population</b>	<b>Multiple relevant descriptors of the population present in question</b>	<b>Population not adequately identified in question</b>	
<b>Intervention</b>	<b>Includes specific interventions of interest</b>	<b>Intervention not adequately identified in question</b>	
<b>Comparison</b>	<b>Identifies specific alternatives of interest for comparison</b>	<b>Comparison not adequately identified in question</b>	
<b>Outcome</b>	<b>Objective and meaningful outcomes included in question</b>	<b>Outcome not adequately identified in question</b>	
<b>Timeliness</b>	<b>Received on time Delivery utilizes good grammar with correct spelling</b>	<b>Received late or is illegible</b>	
<b>Relevance</b>	<b>Well-built question raising clinically significant issue— searchable</b>	<b>Does not present a clinical question or issue</b>	

<b>Articles</b>	<b>(4 pts) Peer reviewed, nurse authored, appropriate to question</b>	<b>Not appropriate; not peer reviewed; not nurse authored</b>	
<b>APA format from evidence retrieval</b>	<b>(4 points) APA appropriate</b>	<b>APA incorrect</b>	

One (1) Reference Page in APA format for all five articles. It needs to include:

- a. Running head
- b. References heading
- c. Correct spelling
- d. Citations accurately referenced
- e. One point deduction for each unique APA error

## **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	
1. Introduction of the actual patient case study	3
2. PICOT question <u>Formatting</u>	3
<u>Fit between PICOT and case study</u>	10
3. Identification of proposed intervention	10
4. Strength of Evidence	
<u>Levels of Hierarchy discussed in relation to each article</u> At least three articles included.	18
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>	10
<u>Decision supported by evidence presented</u>	10
<u>Decision answers the PICOT question</u>	10
<u>Decision incorporates individual patient needs, characteristics, preferences</u>	10
6. Appropriate Use of Handouts, Visual Aids, Equipment, Poster	3
7. Appearance of Presenters, Presentation Style, 10 min max	3
B. Hard Copy APA Reference list and Power Point submitted to each faculty member	5
C. Peer evaluations	5

## EBP Peer 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:

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

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