



NURS 4342; Nursing Research; Section. 01B COURSE SYLLABUS: Spring, 2017

COURSE FACULTY:

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Preferred Form of Communication: E Mail
Communication Response Time: Two Business Days

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*. (8th ed.). St. Louis, MO: Mosby/Elsevier. (ISBN: 978-0-323-10086-1)

Course Description

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

The course grade will be determined by:

Quantitative Research Article Critique (Individual)	25%
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 = 60-74

F = 59 and below

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

1. Research Critique Assignment (Individual) (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, and no more than 6 pages excluding title and reference pages. 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 nursing journal and must be recent (within last 5 years). It should also be research based in the USA.

Quantitative Critique (25%) due in Dropbox at 23:59 on Friday, March 24, 2017

Qualitative Critique (25%) due in Dropbox at 23:59 on Friday, April 28, 2017

(See posted and attached grading rubric and criteria)

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 questions.

You need to retrieve a nursing research, peer reviewed publication that

supports 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 and must be attached to each PICOT question. 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 question. Copy of the full article is required, not just abstract. Assignment must be submitted electronically before the assigned due date and time.

The group PICOT question must be approved by faculty for the evidence base project.

PICOT Questions with APA Citations due to Dropbox at 23:59 on Friday, February 10 2017
(See posted and attached grading rubric and criteria)

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. A critique of at least 4 appropriate, nursing research articles from peer reviewed nursing journals should be utilized for this project. On all of the articles at least one of the lead authors must be a nurse and they must be recent (within last 5 years). Only one article can include research done outside of the USA.

The critique, including the hierarchy of evidence model 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 for this project and for class group work. The project will be discussed throughout the semester. Presentations will be at the end of the semester, lasting a maximum of 15 minutes for presentation and questions and will be evaluated according to the presentation grading rubric.

This presentation is a group or team project. All members of the group will receive the same grade on the paper. However, a student can be removed

from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own

Evidence Based Research Project and Presentation due in class, 8-10a either on Tuesday, May 2, 2017—Faculty will schedule the order of presentation.

(See posted and attached grading rubric and criteria)

4. Research Day

Students will attend an EBP Research Day sponsored by Sigma Theta Tau International Iota Nu At Large Chapter on Tuesday, February 14, 2017. The workshop is in Tyler, Texas and students are encouraged to car pool.

Students have already been registered and the fee paid by the nursing department. Link for information regarding the conference--

<http://www.uttyler.edu/nursing/ebp/>

3rd Annual Evidence-Based Practice Interprofessional Conference



Embracing the Heart: Promoting Evidence-Based Outcomes

DATE AND TIME

Tue, February 14, 2017
8:00 AM – 3:30 PM CST

LOCATION

Green Acres CrossWalk Conference Center
1607 Troup Highway
Tyler, TX 75701

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 internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- 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.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#BrowserSet](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#BrowserSet)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)

- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- 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: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) 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 [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses 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 for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak 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. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, 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 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email 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 [myLeo. https://leo.tamuc.edu](https://leo.tamuc.edu)

Learner Support


The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy

- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

For students with excused absences, which include participation in a University-sponsored event, illness accompanied by a doctor's note, death in the student's immediate family, a verifiable court appearance or any other similar circumstance in the view of the instructor, written documentation must be turned in to the instructor immediately upon return to class.

Academic dishonesty/ Plagiarism:

Instructors at Texas A&M University-Commerce do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. Here is the university policy”

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head, Dr. Barbara Tucker

Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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

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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal

Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE CALENDAR
Nurs. 4342 Nursing Research
Spring 2017

Week Monday Dates	Content	Reading Assignments LoBiondo- Wood and Haber	
1 1/16	Introduction to Course; What is Nursing Research Evidence Based Practice and its Environment;	Chapter 1	Class 1/17 10a-12n Drs. McKenzie and Tenhunen
2 1/23	Theoretical and Conceptual Frameworks Hierarchy of Evidence	Chapters 1, 4	
3 1/30	The Research Process Research Problems, Questions and Hypotheses Literature Review	Chapters 2, 3	Class 1/31 10-1200 Dr. Tenhunen
4 2/6	Systematic Reviews	Chapter 11	PICOT Questions and APA citations! Due 2/10 @2359 in Dropbox
5 2/13			Class 2/14 UT Tyler EBP Conference 08- 1600
6 2/20	Reliability and Validity; Rigor	Chapter 15	
7 2/27	Quantitative Research Designs Sampling Plans Data Collection, Measurement, and Quality; Data Analysis	Chapters 8, 9, 10, 12 Chapters 14, 16	Class 2/28 10-1200 Drs. McKenzie & Tenhunen
8 3/6	Evaluating Quantitative Research	Chapters 17, 18	
3/13	Spring Break		
9 3/20			No Class 3/21 Quantitative Critique due 3/24 2359 in Dropbox
10 3/27	Ethics in Research	Chapter 13	

11 4/3	Introduction to Qualitative Research and Qualitative Approaches to Research	Chapters 5, 6	Class 4/4 10-1200 Dr. McKenzie
• Thursday, April 6	TAMUC Annual Research Symposium	Science Building	Time TBA, usually 1200-1600
12 4/10	Using EBP results in practice	Chapters 19, 20, 21	
13 4/17	Trustworthiness and Integrity in Qualitative Research; Qualitative Data Analysis	Chapter 7, 16	Class 4/18 10-1200 Dr. McKenzie
14 4/24			Qualitative Critique Due 4/28 @2359 in Dropbox
15 5/1	Presentations		Class 5/2 10-1230 EBP Presentations

Quantitative Critique Criteria

1. The Research Question
 - a. Is the research question stated clearly?
 - b. Does the research question express a relationship between two or more variables or at least between an independent and a dependent variable, implying empirical testability?
 - c. How has the significance of the research question been identified?
2. The Hypothesis
 - a. Is the hypothesis concisely stated in a declarative form?
 - b. Are the independent and dependent variables identified in the statement of the hypothesis?
 - c. Is the hypothesis stated in such a way that it is testable?
3. Review of the Literature
 - a. Are all of the relevant concepts and variables included in the review?
 - b. What gaps or inconsistencies in knowledge does the literature review uncover?
 - c. Does the critique of each reviewed study include strengths, weaknesses, or limitations of the design, conflicts, and gaps in information related to the area of interest?
 - d. Is the literature review presented in an organized format that flows logically (e.g., chronologically, clustered by concept or variables), enhancing the reader's ability to evaluate the need for the particular research study or evidence-based practice project?
4. Theoretical Framework
 - a. Is the framework for research clearly identified?
 - b. Is the framework consistent with a nursing perspective?
 - c. Is the framework appropriate to guide research on the subject of interest?
 - d. Are the concepts and variables clearly and appropriately defined?
5. Research Design
 - a. Is the type of design used appropriate?
 - b. Does the design used seem to flow from the proposed research question, theoretical framework, literature review, and hypothesis?
6. Type of Design-use the questions below that are applicable to your study
 - a. Experimental Designs

1. What experimental design is used in the study?
2. How are randomization, control, and manipulation applied?
3. Are all threats to internal validity, including mortality, testing, and selection bias addressed in the report?
4. Are the findings generalizable to the larger population of interest?

b. Quasi-Experimental Designs

1. What quasi-experimental design is used in the study, and is it appropriate?
2. What are the most common threats to internal and external validity of the findings of this design?
3. Are the author's explanations of threats to internal and external validity acceptable?
4. To what extent are the study findings generalizable?

c. Nonexperimental Designs

1. How is the design congruent with the purpose of the study?
2. Is the design appropriate for the research question or hypothesis?
3. Where appropriate, how does the researcher discuss the threats to internal validity (bias) and external validity (generalizability)?
4. How does the author identify the limitations of the study? That is, are the threats to internal validity (bias) and external validity identified?

7. Sampling

- a. Have the sample characteristics been completely described?
- b. Can the parameters of the study population be inferred from the description of the sample?
- c. How was the sample selected? Is the method of sample selection appropriate?
- d. What kind of bias, if any, is introduced by this sampling method?
- e. Is the sample size appropriate? How is it substantiated?
- f. Are there indications that rights of subjects have been ensured?

8. Data-Collection Methods

- a. Are all of the data-collection instruments clearly identified and described?
- b. Is the method used appropriate to the problem being studied?
- c. Were all data collectors adequately trained and supervised?

9. Descriptive and Inferential Statistics

- a. Are there appropriate summary statistics for each major variable, for example, demographic variables, and any other relevant data?
- b. Are the statistics used appropriate to the hypothesis, the research question, the method, the sample, and the level of measurement?

- c. If tables and graphs are used, do they agree with the text and extend it, or do they merely repeat it?
- d. Are the results understandable?

10. Research Findings

- a. Are the results of each of the hypotheses presented?
- b. Are the results interpreted in light of the hypotheses and theoretical framework and all of the other steps that preceded the results?
- c. How does the investigator attempt to identify the study's weaknesses, that is, threats to internal and external validity, and strengths, as well as suggest possible solutions for the research area?
- d. Does the researcher discuss the study's clinical relevance?
- e. Are any recommendations for future research stated or implied?

QUALITATIVE RESEARCH CRITIQUE GUIDE

1. Statement of the Phenomenon of Interest
 - a. What is the phenomenon of interest and is it clearly stated for the reader?
 - b. What is the justification for using a qualitative method?
 - c. What are the philosophical underpinnings of the research method?
2. Purpose
 - a. What is the purpose of the study?
 - b. Does the study purpose match the study design?
 - c. Is the research question/purpose congruent with a qualitative approach?
 - d. What is the projected significance of the work to nursing?
 - e. Was the existing literature on the topic reviewed and discussed?
3. Method and Sampling
 - a. Is the method used to collect data compatible with the purpose of the research?
 - b. Is the method adequate to address the phenomenon of interest?
 - c. If a particular approach is used to guide the inquiry, does the researcher complete the study according to the processes described?
 - d. What type of sampling is used? Is it appropriate given the particular method?
 - e. Are the informants who were chosen appropriate to inform the research?
4. Data Collection
 - a. Is data collection focused on human experience?
 - b. Does the researcher describe data collection strategies (ie. interview, observation, field notes, transcriptions)?
 - c. Is protection of human subjects addressed?
 - d. Is saturation of the data described? Was it achieved? Why or why not?
 - e. What were the procedures for collecting data?
5. Data Analysis
 - a. What strategies are used to analyze the data?
 - b. Has the researcher remained true to the data?
 - c. Does the reader follow the steps described for data analysis?
 - d. Does the researcher address the credibility, auditability, and fittingness of the data?
 - e. Were manual methods used to index and organize the data, or was a computer program used?
6. Credibility
 - a. Do the participants recognize the experience as their own?

- b. Has adequate time been allowed to fully understand the phenomenon?
 - c. What evidence did the report provide that the analysis is accurate and replicable?
7. Auditability
- a. Can the reader follow the researcher's thinking?
 - b. Does the researcher document the research process?
8. Fittingness
- a. Are the findings appropriate outside of the study situation?
 - b. Are the results meaningful to individuals not involved in the research?
 - c. Is the strategy used for analysis compatible with the purpose of the study?
9. Findings
- a. Are the findings presented within a context?
 - b. Is the reader able to apprehend the essence of the experience from the report of the findings?
 - c. Are the researcher's conceptualizations true to the data?
 - d. Does the researcher place the report in the context of what is already known about the phenomenon?
 - e. Was the existing literature on the topic related to the findings?
 - f. What major themes or processes emerged? If excerpts from the data are provided, do the themes appear to capture the meaning of the narratives?
10. Conclusions, Implications and Recommendations
- a. Do the conclusions, implications and recommendations give the reader a context in which to use the findings?
 - b. How do the conclusions reflect the study findings?
 - c. What are the recommendations for future study? Do they reflect the findings?
 - d. How has the researcher made explicit the significance of the study to and implications for nursing theory, research or clinical practice?
 - e. Did the report discuss any study limitations and their possible effects on the credibility of the results or on interpretations of the data?

Critique Assignment Grading Criteria/Rubric

Name:

Criteria	Not Acceptable	Adequate	Good	Excellent	Earned Points
Critique of areas/ coverage relevant to questions #1-3	0 Inadequate Many important things missing	5 Adequate Some gaps	10 Good All areas	20 Excellent coverage	
Critique of areas/ coverage relevant to questions #4-7	0 Inadequate Many important things missing	5 Adequate Some gaps	10 Good All areas	20 Excellent coverage	
Critique of areas/ coverage relevant to questions #8-10	0 Inadequate Many important things missing	5 Adequate Some gaps	10 Good All areas	20 Excellent coverage	
Organization of the paper, manner of presentation	0 Disorganized Incoherent	5 Serious organization problems	10 Acceptable, not outstanding	12 Excellent Ideas flow well	
Use of proper format for references, in text references and reference page, including title page *All or none	0 No reference list, not in correct APA format Numerous errors	0	0	15 Follows APA format	
Grammar Spelling 6 pages, not including title and reference page	0 10 or more errors	6 5-9 errors	8 Fewer than 5 errors	13 Excellent No errors	

Maximum points 100

Total:

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 and appropriate research article for that assignment in Dropbox. 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)**

Score	Excellent (2 pts.)	Not evident or relevant (0 pts.)	Score
Population	Multiple relevant descriptors of the population present in question	Population not adequately identified in question	
Intervention	Includes specific interventions of interest	Intervention not adequately identified in question	
Comparison	Identifies specific alternatives of interest for comparison	Comparison not adequately identified in question	
Outcome	Objective and meaningful outcomes included in question	Outcome not adequately identified in question	
Timeliness	Appropriate clinical measurement of time present	Time not measureable. appropriate or present	
Relevance	Well-built question raising clinically significant issue—searchable	Does not present a clinical question or issue	

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

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

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 and all aspects of the rubric critique to support your intervention should be discussed.
7. Based on the critique of the evidence, what clinical decision should be made?
8. Grades will be assigned according to the Evidence-Based Project Evaluation Criteria.
9. Groups will have 15 minutes to present and answer questions.

10. Presentations will include the components listed in the Evidence-Based Project Evaluation Criteria.
11. At least one of the lead authors on each article must be a nurse, the article must be from a refereed, nursing journal and must be recent (within last 5 years). In addition, only one of the articles can be research done in another country. The remainder must be based in the USA.
12. Students are expected to work collaboratively and as a team with each other.
13. This presentation is a group or team project. All members of the group will receive the same grade on the paper. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own

EBP Project Evaluation Criteria

<u>Criteria</u>	<u>Points</u>
1. Introduction of the actual patient case study	3
2. PICOT question	
a. Formatting	3
b. Fit between PICOT and case study	10
3. Identification of proposed intervention	7
5. Critique of Evidence relative to clinical situation/PICOT	18
a. Description of the Study	
b. Literature Evaluation, including Hierarchy of Evidence	
i. <u>Levels of Hierarchy discussed in relation to each article</u>	
At least four articles included.	
c. Sample	
d. Methods and Design	
e. Results	
6. Clinical Decision Making	50
The decision reflects the following:	
a. clearly stated	
b. supported by evidence presented	
c. answers the PICOT question	
d. incorporates individual patient needs, characteristics, preferences	
6. Appropriate Use of Handouts, Visual Aids, Equipment/ Professional Appearance	3
8. Hard Copy APA Reference list and Power Point submitted to each faculty member (3 faculty)	3
9. Presentations and questions presented in 15 minutes	3