



NURS. 4342.01B NURSING RESEARCH

COURSE SYLLABUS: Fall, 2018

INSTRUCTOR INFORMATION

Instructor:

Carole A. McKenzie, PhD, CNM, RN (Course Coordinator)

Associate Professor of Nursing

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Monica Tenhunen, DNP, RN, GNP-BC

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Clinical Assistant Professor

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Preferred Form of Communication: Email

Communication Response Time: Two Business Days only during business hours (0800-1700)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

LoBiondo-Wood, G, & Haber, J. (2018). *Nursing research: Methods and critical appraisal for evidence-based practice*. (9th ed.). St. Louis, MO: Mosby/Elsevier. (ISBN: 978-0-323-43131-6)

Recommended Text:

Matkovich, S. (2015). *APA Made Easy* (3rd ed.) Columbia, SC: You Versus the World. (www.youversustheworld.com). (ASIN: B0054EXBH6)

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 or consent of instructor

Student Learning Outcomes

- 1. Understands the need to base nursing practice on theory and credible 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.

Minimal Technical Skills Needed

Must be able to use the learning management system, Microsoft Word and PowerPoint and other Microsoft Office programs as needed, presentation and graphics programs, email and other programs as needed for presentations and papers.

Student Responsibilities or Tips for Success in the Course

Students are expected to access the course website daily to check for announcements and other information. They are also expected to read the required assignments PRIOR to class; participate in class and study material weekly for at least 6 hours for a 3 credit hour course. Assignments are expected to be completed on time and follow the attached and posted grading rubrics.

GRADING

The course grade will be determined by:

| | |
|---|-----|
| Quantitative Research Article Critical Appraisal (Individual) | 20% |
| Qualitative Research Article Critical Appraisal (Individual) | 20% |
| One PICOT question based on a clinical situation (Individual) | 10% |
| EBP Project and Presentation (Group) | 20% |
| Paper based on EBP project and chosen (Group) | 20% |
| Abstract based on EBP lit review and EBP project (Group) | 10% |

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 Critical Appraisal Assignments (Individual) (20% each/40% 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 critical appraisal also contains comments about the positive and negative aspects of the study and the report of the study. The critical appraisal 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 in-text citations and references and should include an introduction and a

conclusion. The critical appraisals must be submitted electronically before the assigned due date and time. An electronic copy of the article discussed must be submitted with the assignment. At least one of the first three 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 Critical Appraisal (20%) due in Dropbox at 23:59 on Friday, October 26, 2018 (Individual)

Qualitative Critical Appraisal (20%) due in Dropbox at 23:59 on Friday, November 23, 2018 (Individual)

(See posted grading rubric and criteria)

2. PICOT question with Clinical Situation (Individual) (10%)

One appropriately formatted PICOT question will be submitted for review. Be sure you include all components of PICOT questions. The PICOT should be based on a clinical situation that you have encountered. **PICOT Question with Clinical Situation due to Dropbox at 23:59 on Friday, September 14, 2018 (See posted grading rubric and criteria)**

3. Abstract (10%) (Group)

An abstract of the work based on the retrieval of evidence for the EBP project must be submitted in appropriate APA abstract format. Faculty feedback from this abstract will assist you in being on track for your project.

Abstract in APA format due to Dropbox at 23:59 on Friday, October 12, 2018 (See posted grading rubric and criteria)

4. Paper based on EBP project (20%) (Group)

Your research group will decide on a PICOT/clinical situation that you will research for your group paper and your evidence based project. That question must be submitted for group approval to Dr. McKenzie by the date specified.

You need to retrieve at least 5 nursing research, peer reviewed publications that support the project. A paper, 3-5 pages, will then be written that reveals a clinical decision made about each article. The critical appraisal, including the hierarchy of evidence model must be used to support the strength of evidence for your intervention. One of the goals is to be able to differentiate research from other types of publications, with a focus on recent (within last 5 years) nursing research. The other goal is to critically

appraise the research you have found and indicate where it fits in the level of hierarchy and how you will use it (fully utilize, nice to know, or discard the clinical evidence) with respect to patients with the type of clinical situation you have chosen. At least one article must be qualitative and one must be quantitative. Copies of **5 retrieved** full-text publications are to be submitted with the paper. At least one of the first three 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. Correct APA format must be utilized. Copy of the full article is required, not just the abstract. No more than two of the articles can be from outside the United States. Assignment must be submitted electronically before the assigned due date and time. The paper should be submitted with the abstract, title page, introduction, conclusion and reference page in APA format.

Group Question with Clinical Situation submitted to Dropbox at 23:59 for Dr McKenzie's approval on September 28, 2018 (Group Project)

Group Paper with attached references submitted to Dropbox at 23:59 on Friday, November 16, 2018 (see posted rubric and criteria) (Group Project)

5. Evidence Based Research Project and Presentation (20%) (Group Project)

This project is to be done in a group to develop an evidence based research project, based on the approved PICOT question. This question should be based on an actual patient situation and a proposed nursing intervention. Utilizing the PICOT question, utilize the evaluation you submitted with the group paper. You will report the evidence that supports the effectiveness or lack of effectiveness of this intervention for this individual patient's needs and preferences in your presentation. The critical appraisal of at least 5 appropriate, nursing research articles from peer reviewed nursing journals should be utilized for this project. The critical appraisal, 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 all 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 the presentation and will be evaluated according to the presentation grading rubric.

Evidence Based Research Project and Presentation due in class on Tuesday, November 27, 2018 or Tuesday, December 4, 2018 (Group)—Faculty will schedule the order of presentation. (See

posted and grading rubric and criteria)

Group Work

All members of the group will receive the same grade on any group work. 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

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

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|-----------------------------|---|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- 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.

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.

ACCESS AND NAVIGATION

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: 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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Faculty are available at posted office hour times, but since clinical and other responsibilities can affect those times, the best approach is to email for an appointment. Faculty have two business days to respond to email within business hours (0800-1700).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Group Work

All members of the group will receive the same grade on any group work. 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

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).

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<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.

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
Fall, 2018

| Week Monday Dates | Content | Reading Assignments LoBiondo- Wood and Haber | |
|-------------------------|---|---|--|
| 1 8/27 | Introduction to Course; What is Nursing Research Evidence Based Practice and its Environment; | Chapter 1 | Orientation Class 8/28 1000-1200 Drs. McKenzie, Kosarek, and Tenhunen |
| 2 9/3 | Hierarchy of Evidence | Chapter 1 | Dr. Tenhunen |
| 3 9/10 | Tools for Evidence Based Practice –The Iowa Model | Chapter 19 | Class 9/11 1000-1200 Dr. Tenhunen PICOT Question and Case Study Due 9/14 at 2359 in Dropbox |
| 4. 9/17 | Systematic Reviews and Meta-analyses; Clinical Practice Guidelines | Chapter 11 | Dr. Tenhunen |
| 5 9/24 | The Research Process Research Problems, Questions and Hypotheses Literature Review Theoretical and Conceptual Frameworks | Chapters 2, 3, 4, 8 | Class 9/25 1000- 1200/Dr. Tenhunen Group PICOT question due 9/28 at 2359 in Dropbox |
| 6 10/1 | Reliability and Validity; Rigor; Sampling | Chapter 12,15 | |
| 7 10/8 | Data Collection, Measurement, and Quality; Data Analysis | Chapters 14-16, 18 | Class 10/9 1000-1200 Dr. Tenhunen Abstract Due 10/12 at 2359 in Dropbox |
| 8 10/15 | Ethics in Research | Chapter 13 | Note attendance at EBP workshop UT Tyler in Tyler, Texas 10/19 -0730-1600 Dr. Kozarek |
| 9 10/22 | Introduction to Qualitative Research and Qualitative | Chapters 5, 6 | Class 10/23 1000-1200 Dr. McKenzie Quantitative Critical |

| | | | |
|-------------|--|-----------------|--|
| | Approaches to Research | | Appraisal Due 10/26 @2359 in Dropbox |
| 10 10/29 | Quality Improvement—the Goal of Clinical Research | Chapter 21 | Dr. Kozarek |
| 11 11/5 | Trustworthiness and Integrity in Qualitative Research; Qualitative Data Analysis | Chapters 7, 17 | Class 11/6 10-1200 Dr. McKenzie |
| 12 11/12 | Open | | Group Paper Due 11/16 at 2359 in Dropbox |
| 13 11/19 | Developing an Evidence Based Practice Using EBP results in practice | Chapters 19, 20 | Class 11/20 1000-1200 Dr. Kozarek Qualitative Critical Appraisal Due 11/23 @2359 in Dropbox |
| 14 11/26 | EBP Presentations | | Class 11/27 1000-1200 EBP Presentations |
| 15 12/3 | Presentations | | Class 12/4 1000-1200 EBP Presentations |

Criteria for PICOT Question Grading

Write 1 PICOT question using the therapy template below and then locate a nurse authored, peer reviewed research article of interest that addresses your question. Submit the PICOT question 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?"

- 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.
- The PICOT question is derived from an actual clinical situation.
- Choose a clinical situation that you have encountered as a student. Describe the situation, including demographic data;
- Patient diagnosis
- Pertinent assessment information
- Relevant labs, diagnostic tests and meds
- Any special needs for this patient

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

| Score | Excellent | Not evident or relevant | Score |
|--------------------------------------|--|---|-------|
| Population/clinical situation | (10 pts) Multiple relevant descriptors of the population present in question | (0 pts.) Population not adequately identified in question | |
| Intervention | (10 pts) Includes specific interventions of interest | (0 pts.) Intervention not adequately identified in question | |
| Comparison | (10 pts) Identifies specific alternatives of interest for comparison | (0 pts.) Comparison not adequately identified in question | |
| Outcome | (10 pts) Objective and meaningful outcomes included in question | (0 pts.) Outcome not adequately identified in question | |

| | | | |
|---|--|--|--|
| Timeliness | (10 pts) Appropriate clinical measurement of time present | (0 pts.) Time not measurable. appropriate or present | |
| Relevance | (10 pts) Well-built question raising clinically significant issue— searchable | (0 pts.) Does not present a clinical question or issue | |
| Articles | (20 pts) Peer reviewed, nurse authored, appropriate to question | (0 pts.) Not appropriate; not peer reviewed; not nurse authored | |
| APA format from evidence retrieval | (20 points) APA correct | (0 pts.) APA incorrect | |

Critical Appraisal Assignment Grading Criteria/Rubric

Name:

| Criteria | Not present or included | Not Acceptable | Needs improvement | Satisfactory | Excellent | Earned Points |
|--|----------------------------------|---|-----------------------------|-------------------------|-----------------------------|----------------------|
| Critique of areas/ coverage relevant to question #1 | 0 Not present or included | 2 Inadequate Many important things missing | 4 Adequate Some gaps | 6 Good All areas | 8 Excellent coverage | |
| Critique of areas/ coverage relevant to question #2 | 0 Not present or included | 2 Inadequate Many important things missing | 4 Adequate Some gaps | 6 Good All areas | 8 Excellent coverage | |
| Critique of areas/ coverage relevant to question #3 | 0 Not present or included | 2 Inadequate Many important things missing | 4 Adequate Some gaps | 6 Good All areas | 8 Excellent coverage | |
| Critique of areas/ coverage relevant to question #4 | 0 Not present or included | 2 Inadequate Many important things missing | 4 Adequate Some gaps | 6 Good All areas | 8 Excellent coverage | |
| Critique of areas/ coverage relevant to question #5 | 0 Not present or included | 2 Inadequate Many important things missing | 4 Adequate Some gaps | 6 Good All areas | 8 Excellent coverage | |
| Critique of areas/ coverage relevant to question #6 | 0 Not present or included | 2 Inadequate Many important things missing | 4 Adequate Some gaps | 6 Good All areas | 8 Excellent coverage | |

| | | | | | | |
|--|--|---|---|--------------------------------------|--|--|
| Critique of areas/ coverage relevant to question #7 | 0 Not present or included | 2 Inadequate Many important things missing | 4 Adequate Some gaps | 6 Good All areas | 8 Excellent coverage | |
| Critique of areas/ coverage relevant to question #8 | 0 Not present or included | 2 Inadequate Many important things missing | 4 Adequate Some gaps | 6 Good All areas | 8 Excellent coverage | |
| Critique of areas/ coverage relevant to question #9 | 0 Not present or included | 2 Inadequate Many important things missing | 4 Adequate Some gaps | 6 Good All areas | 8 Excellent coverage | |
| Critique of areas/ coverage relevant to question #10 | 0 Not present or included | 2 Inadequate Many important things missing | 4 Adequate Some gaps | 6 Good All areas | 8 Excellent coverage | |
| Organization of the paper, manner of presentation | 0 Disorganized Incoherent | 2 Serious organization problems | 4 Acceptable, not outstanding | 6 Good | 8 Excellent Ideas flow well | |
| Use of proper format for references, in text references and reference page, including title | 0 No reference list, not in APA format | | | 6 Follows APA format | | |

Quantitative Critical Appraisal Guide

1. The Research Question/Purpose of Study
 - a. Is the research question/purpose of study stated clearly?
 - b. Does the research question express a relationship between two or more variables?
 - c. How has the significance of the research question been identified?
2. The Hypothesis
 - a. Is there a hypothesis and if so, is it concisely stated in a declarative form?
 - b. 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. 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?
 - c. 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 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?
5. Research Design
 - a. Does the design used seem to flow from the proposed research question, theoretical framework, literature review, and hypothesis?
 - b. What level of evidence is the research design?
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, and is it appropriate?
 - 2. How are randomization, control, and manipulation applied?
 - 3. What are the most common threats to internal and external validity of the findings of this design?
 - 4. Are the author's explanations of threats to internal and external validity acceptable?
 - 5. 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. Are the findings generalizable to the larger population of interest?
- c. Nonexperimental Designs
 - 1. What nonexperimental 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. Are the findings generalizable to the larger population of interest?

7. Sampling

- a. Have the sample characteristics been completely described?
- b. How was the sample selected? Is the method of sample selection appropriate?
- c. What kind of bias, if any, is introduced by this sampling method?
- d. Is the sample size appropriate? How is it substantiated?
- e. 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

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?

EBP Paper Grading Criteria/Rubric

| Criteria | Not present or included | Not Acceptable | Needs improvement | Satisfactory | Excellent | Earned Points |
|--|---|--|---|--|---|----------------------|
| 5 nursing research articles following stated criteria and attached | 0 Not included | 6 Inadequate Not enough articles, 3 or more did not meet the criteria | 12 Adequate 2-3 articles did not meet the criteria | 16 Good All areas 1 article did not meet the criteria | 20 Excellent coverage | |
| Critical appraisal of articles, including hierarchy of evidence; articles and patient situation supports the clinical decision made | 0 Not present or included | 12 Inadequate Many important things missing | 24 Adequate Some gaps | 32 Good All areas | 40 Excellent coverage | |
| Organization of the paper, manner of presentation | 0 Disorganized Incoherent | 5 Serious organization problems | 8 Acceptable | 12 Good | 15 Excellent Ideas flow well | |
| Use of proper APA format for references, in text references and reference page, including title page | 0 No reference list, not in APA format | | | 10 Follows APA format | | |

| | | | | | | |
|---|--------------------------------------|--|-------------------------------|--|---|--|
| Grammar Spelling 3-5 pages, not including title and reference pages | 0 10 or more errors | | 6 5-9 errors | 9 Fewer than 5 errors | 15 Excellent No errors | |
|---|--------------------------------------|--|-------------------------------|--|---|--|

Maximum points 100

Total:

Abstract

Include your PICOT question and an overview of the clinical situation that your group used to develop the PICOT question. An appraisal of each article (5 total) with in-text references that includes the hierarchy of evidence for each article and how you will use the article in your clinical decision is to be included in the abstract. Then, indicate your group's evidence-based clinical decision.

The abstract should be 150-250 words in total. The abstract page should include a running head and page number. Include a separate title page and reference page with all articles listed.

| Criteria | Not present or included | Not Acceptable | Needs improvement | Satisfactory | Excellent | Earned Points |
|--|--|---|---|---------------------------------|---|---------------|
| PICOT Question and clinical situation overview | 0 Not included | 6 Inadequate | 12 Adequate | 16 Good | 20 Excellent coverage | |
| Critical appraisal of articles, including hierarchy of evidence; use of article in decision | 0 Not present or included | 6 Inadequate Many important things missing | 12 Adequate Some gaps | 16 Good All areas | 20 Excellent coverage | |
| Clinical decision | 0 Not present | 6 Inadequate | 12 Acceptable | 16 Good | 20 Excellent | |
| Organization of the paper, manner of presentation | 0 Disorganized Incoherent | 5 Serious organization problems | 8 Acceptable, not outstanding | 12 Good | 15 Excellent Ideas flow well | |
| Use of proper APA format for abstract, in-text references and title and reference pages | 0 No reference list, not in APA format | | | 10 Follows APA format | | |
| Grammar Spelling 1 page, not including title and reference pages | 0 10 or more errors | | 6 5-9 errors | 9 Fewer than 5 errors | 15 Excellent No errors | |

Maximum points: 100

Total:

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. At least five research articles, meeting the criteria established for articles, are to be critically appraised.
7. Based on the critical appraisal 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.
10. Presentations will include the components listed in the Evidence-Based Project Evaluation Criteria.
11. Students are expected to work collaboratively and as a team with each other.
12. 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

| | | |
|--|--|-----------------------|
| CRITERIA: | | |
| Introduction of Actual Patient Case Study | | 4 |
| PICOT Question | Formatting Fit between PICOT and case study | 4 10 |
| Identification of Proposed Intervention | | 8 |
| Critique of Evidence Relative to Clinical Situation/PICOT | Description of the study: (6 points each; At least 5 research articles discussed) Literature evaluation, including Hierarchy of Evidence (Levels of Evidence discussed in relation to each article) Sample Methods and Design Results | 6 6 6 6 6 |
| Clinical Decision Making | The decision reflects the following: (8 points each) Clearly stated Supported by evidence presented Answers the PICOT question Incorporates Individual patient needs, characteristics, preferences | 8 8 8 8 |
| Appropriate Use of Handouts, Visual Aids, Equipment Professional Appearance | | 4 |
| Hard Copy APA Separate Reference List and Power Point Submitted to each Faculty Member | Three (3) faculty members | 4 |
| Presentations and Questions | Presented in fifteen (15) minutes | 4 |

