NURS. 4342.01B NURSING RESEARCH
COURSE SYLLABUS: Fall, 2019

INSTRUCTOR INFORMATION

Instructor:
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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)

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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 creditable research findings and describes the interrelationships among theory, practice and research. (AACN essentials I, III, and IV)**
   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. (AACN Essentials III)**
   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. (AACN Essentials III, IX)**
   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. (AACN Essentials 1, VIII)**
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)	25%
Qualitative Research Article Critical Appraisal (Individual)	25%
EBP Project and Presentation (Group)	25%
Paper based on EBP project and chosen (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 Critical Appraisal Assignments (Individual assignments)**
   1a. Quantitative Critical Appraisal (25%) (Related to Student Outcomes 2 & 3)

You will select a quantitative nursing research article from a peer reviewed journal and bring it to the second class period. The 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 appraisal must be submitted electronically before the assigned due date and time. An electronic copy of the article discussed must be submitted separately with the assignment. At least one of the first three lead authors on the article must be a nurse, the article must be from a refereed nursing journal and must be recent (within last 5 years).

Quantitative Critical Appraisal (25%) due in Assignment Submission Folder in D2L at 23:59 on Friday, October 25, 2019 (Individual) (see grading rubric and criteria) (Related to Student Outcomes 2 & 3)

   1b. Qualitative Critical Appraisal (25%)

You will select a qualitative nursing research article from a peer reviewed journal and bring it to the second class period. The 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 appraisal must be submitted electronically before the assigned due date and time. An electronic copy of the article discussed must be submitted separately with the assignment. At least one of the first three lead authors on the article must be a nurse, the article must be from a refereed nursing journal and must be recent (within last 5 years).

Qualitative Critical Appraisal (25%) due in Assignment Submission Folder in D2L at 23:59 on Friday, November 15, 2019 (Individual)
(See grading rubric and criteria)

2. **Paper based on EBP project (25%) (Group) (Related to student outcomes 1, 2, 3 & 4)**

Your research group will be assigned a clinical problem based on JCAHO Critical Incidents and write a PICOT question 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 **(Due in Assignment Submission Folder at 2359 on Friday, September 27, 2019)**. You will receive written approval of the PICOT question from Dr. McKenzie.

You need to retrieve at least 5 peer reviewed research articles that support the project. A paper, 3-5 pages, will then be written that reveals a clinical decision made about the findings of the research. 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 that are recent (within last 5 years). At least one of the research articles must be 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 been assigned. At least one article must be qualitative. Copies of **5 retrieved** full-text publications are to be submitted separately with the paper. At least one of the articles must come from a refereed nursing journal. No meta-analyses or comprehensive reviews will count for the 5 required articles, but if you find any of those types of articles they can be used to strengthen your clinical decision. Correct APA format must be utilized. Copies of each full article is required, not just the abstract. Assignment must be submitted electronically before the assigned due date and time. The paper should be submitted with the title page, introduction, conclusion and reference page in APA format.

Group PICOT Question submitted for Dr. McKenzie's approval via assignment submission folder in D2L at 23:59 on Friday, September 27, 2019 (Group Project)
Group Paper with attached references submitted to Assignment Submission Folder in D2L at 23:59 on Friday, November 1, 2019 (see rubric and criteria) (Group Project)

3. **Evidence Based Research Project and Presentation (25%) (Group Project) (related to student outcomes 1, 2, 3 & 4)**

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 the assigned clinical problem and proposed nursing intervention. Utilizing the PICOT question and 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 the individual patient's needs and preferences in your presentation The critical appraisal of at least 5 appropriate, research articles from peer reviewed journals should be utilized for this project. At least one of the articles must be qualitative and one must be nursing research. 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 19, 2019 or Tuesday, December 3, 2019 (Group)—Faculty will schedule the order of presentation. (See 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. It is expected that the group will make the attempt to resolve the situation within the group before instructor intervention.

Paper Submissions

All papers must be submitted to the appropriate assignment submission folder in D2L utilizing APA format. All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment, except for attached research articles. They may be posted under the same submission but as a separate documents for each article. A grading rubric must be submitted with all written assignments.
Failure to follow these guidelines will result in a grade of "0" on the assignment

Late assignments

Assignments are expected to be submitted by the scheduled times posted in the syllabus and on the course outline. Unexcused, 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). It is a good idea to make a screen shot of your submission to the Assignment Submission Folder as a back-up in case of difficulties. This provides you with evidence of time/date of submission.
If you need an extension, it must be requested **<u>before</u>** the due date and may or may not be approved at the discretion of the course coordinator. Communication on these matters is the student's responsibility.

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, D2Lsupports 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.

Device	Operating System	Browser	Supported Browser Version(s)
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:
  - o 512 MB of RAM, 1 GB or more preferred
  - o Broadband connection required courses are heavily video intensive
  - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *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

- 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:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   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.

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ACCESS AND NAVIGATION

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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.

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COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?
Student Support

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

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Technical Support

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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.

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System Maintenance

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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.

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Interaction with Instructor Statement

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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

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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).

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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

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/13stude nts/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) 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, 2019

Week Monday Dates	Content	Reading Assignments LoBiondo-Wood and Haber	
1 ***Monday, August 26, 1300-1500**	Introduction to Course; What is Nursing Research Evidence Based Practice and its Environment; Developing an Evidence Based Practice Using EBP results in Practie	Chapters 1, 19 and 20	***Orientation Class 8/26 1300-1500 Drs. McKenzie and Tenhunen**
2 9/2	Hierarchy of Evidence	Chapter 1	Dr. Tenhunen
3 9/9	Tools for Evidence Based Practice –The Iowa Model The Research Process Research Problems Hypotheses Literature Review	Chapters 2, 3,and 19	Class 9/10 1000-1200 Dr. Tenhunen
4. 9/16	Systematic Reviews and Meta-analyses; Clinical Practice Guidelines	Chapter 11	Dr. Tenhunen
5 9/23	Theoretical and Conceptual Frameworks	Chapters 4 and 8	Class 9/24 1000-1200/Dr. Tenhunen **Group PICOT question due 9/27 at 2359 in Assignment Submission Folder**
6 9/30	Reliability and Validity; Rigor; Sampling	Chapters 12, and 15	Dr. McKenzie
7 10/7	Data Collection, Measurement, and Quality; Data Analysis	Chapters 9, 10, 14-16, 18	Class 10/8 1000-1200 Dr. Tenhunen
8 10/14	Introduction to Qualitative Research Read to be prepared for next class	Chapters 5 and 6	Dr. McKenzie

9 10/21	Qualitative Approaches to Research	Chapters 5, 6	Class 10/22 1000-1200 Dr. McKenzie **Note attendance at EBP workshop UT Tyler in Tyler, Texas 1025 -0730-1600** **Quantitative Critical Appraisal Due 10/25 @2359 in Assignment Submission Folder**
10 10/28	Ethics in Research	Chapter 13	**Group Paper Due 11/1 at 2359 in Assignment Submission Folder**
11 11/4	Trustworthiness and Integrity in Qualitative Research; Qualitative Data Analysis	Chapters 7 and 17	Class 11/5 10-1200 Dr. McKenzie
12 11/12	Quality Improvement—the Goal of Clinical Research Using EBP in Practice	Chapters 19- 21	Dr. McKenzie **Qualitative Critical Appraisal Due 11/15 @2359 in Assignment Submission Folder**
13 11/19	EBP Presentations		Class 11/19 1000-1200
14 11/25	Open		
15 12/2	EBP Presentations		Class 12/3 1000-1200

Asterisked items (*) reflect any change in class day or time.

Critical Appraisal Assignment Grading Criteria/Rubric

Name:

Criteria	Not present or included	Not Acceptable	Needs improvement	Satisfac-tory	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. What design is used in the study, and is it appropriate?
    b. What are the most common threats to internal and external validity of the findings of this design?
    c. Are the findings generalizable to the larger population of interest?

7. Sampling

    a. How was the sample selected? Is the method of sample selection appropriate?

b. What kind of bias, if any, is introduced by this sampling method?
c. 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 statistics for each major variable, for example, demographic variables, and any other relevant data?
   b. If tables and graphs are used, do they agree with the text and extend it, or do they merely repeat it?
   c. Are the results understandable?

10. Research Findings
    a. Are the results interpreted considering the hypotheses and theoretical framework and all the other steps that preceded the results?
    b. 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?
    c. Does the researcher discuss the study's clinical relevance?

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 and does it match the study design?
   b. Is the research question/purpose congruent with a qualitative approach?
   c. 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 and adequate to the phenomenon of interest?
   b. If a particular approach is used to guide the inquiry, does the researcher complete the study according to the processes described?
   c. What type of sampling is used? Is it appropriate given the particular method and phenomenon of interest?
4. Data Collection
   a. Is data collection focused on the human experience?
   b. Does the researcher describe data collection strategies and procedures (ie. interview, observation, field notes, transcriptions) and human subject protection?
   c. Is saturation of the data described? Was it achieved? Why or why not?
5. Data Analysis
   a. What strategies are used to analyze the data and do they remain true to the data?
   b. Does the reader follow the steps described for data analysis?
   c. 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 and is the reader able to comprehend the essence of the experience from the report of the findings?
   b. Does the researcher place the report in the context of what is already known about

the phenomenon, including existing literature on the topic?
   c. What major themes or processes emerged? If excerpts from the data are provided, do the themes appear to capture the meaning of the narratives? Are they true to the data?
10. Conclusions, Implications and Recommendations
   a. Do the conclusions, implications and recommendations give the reader a context in which to use the findings and are they significant to nursing?
   b. How has the researcher made explicit the significance of the study to and implications for nursing theory, research or clinical practice?
   c. 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**	
PICOT Question with rationale for choice of population, intervention and outcome	**0 Not present or included**	**Inadequate Many important things missing**	**6** **Adequate Some gaps**	**8** **Good All areas**	**10** **Excellent coverage**	
Critical appraisal of articles, including hierarchy of evidence; sample; methods & design; results	**0** **Not present or included**	**6** **Inadequate Many important things missing**	**12** **Adequate Some gaps**	**16** **Good All areas**	**20** **Excellent coverage**	
Clinical Decision Making, including clear statement of decision; supported by evidence presented; answers PICOT question; incorporates patient needs, characteristics and preferences	**0** **Not present or included**	**6** **Inadequate Many important things missing**	**12** **Adequate Some gaps**	**16** **Good All areas**	**20** **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			5 Follows APA format		
Grammar Spelling 3-5 pages, not including title and reference pages	0 10 or more errors		6 5-9 errors	8 Fewer than 5 errors	10 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.

EBP Project Grading Rubric

CRITERIA:		
PICOT Question	Formatting	5
Description of Patient Problem/Population and Evidence		10
Critique of Evidence Relative toPICOT	a.Description of the study. At least 5 research articles discussed)	7
	b.Literature evaluation, including Hierarchy of Evidence (Levels of Evidence discussed in relation to each article)	7
	c.Sample	7
	d.Methods and Design	7
	e.Results	7
Clinical Decision Making	The decision reflects the following:	
	a.Clearly stated	9
	b.Supported by evidence presented	9
	c.Answers the PICOT question	9
	d.Incorporates Individual patient needs, characteristics, preferences	9
Appropriate Use of Handouts, Visual Aids, Equipment Professional Appearance		5
Hard Copy APA Separate Reference List and Power Point Submitted to each Faculty Member	Two (2) faculty members	5
Presentations and Questions	Presented in fifteen (15) minutes	4