



NURS. 4342.01B NURSING RESEARCH

COURSE SYLLABUS: Fall, 2020

INSTRUCTOR INFORMATION

Instructors:

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

Associate Professor of Nursing, BSN Coordinator

Email: carole.mckenzie@tamuc.edu

Office Location: NHS Building, Room 218

Office Hours: As posted and by appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

Monica Tenhunen, DNP, RN, GNP-BC

Associate Professor of Nursing, Interim Graduate Program Coordinator

E Mail: Monica.Tenhunen@TAMUC.edu

Office Location: NHS Building, Room 233

Office Hours: As posted and by appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

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)

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: None

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/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.

- Logging into the course website daily during the week
- Checking emails at least daily
- Updating semester calendar with communicated changes
- At least three hours of weekly study
- Attendance at all class meetings, clinicals, seminars and simulations
- Review of examinations.

Advising Statement

Before being accepted and entering the nursing program, undergraduate students may have been advised by a pre-nursing advisor. However, once admitted into nursing, the nursing faculty become the student's advisor. The nursing department subscribes firmly to the chain of command because, as nurses, that is how most employers will require you to resolve issues. If you have a problem with a course, you should contact your instructor, then the course coordinator, then the department head for nursing. Therefore, any advisement questions or any

other concerns you have should first be discussed with your clinical or course instructor. She/he is your advisor for that semester.

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)	20%
Quizzes (5)	5%

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. Students must achieve a minimum average of 75% on all exams in order to pass the course. Other graded assignments will not be added to the final grade unless exam grade average is 75% or higher.

All students with an exam grade of less than 75 must review their exam. It is the student's responsibility to contact their clinical instructor or course coordinator by email to set up an appointment to review the exam. The current exam must be reviewed before the next scheduled exam. Only the most current exam may be reviewed. Do not wait until the last minute to request a review. Of course, all students are welcome to review their exams but should follow the same procedure.

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 **before** 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.

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 refereed nursing journal and must be recent (within last 5 years).

Quantitative Critical Appraisal (25%) due in Assignment Submission Folder in D2L by 23:59 on Friday, October 23, 2020 (Individual) (see grading rubric and criteria)

1b. Qualitative Critical Appraisal (25%) (Related to Student Outcomes 2 & 3)

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 by 23:59 on Friday, November 13, 2020 (Individual)
(See grading rubric and criteria)

2. Paper based on EBP project (20%) (Group Project) (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 by 2359 on Friday, September 25, 2020**). You will receive electronic approval of the PICOT question from Dr. McKenzie.

A 3-5 page paper will be written that reveals a clinical decision made about findings that you have found regarding the assigned topic, based on a review of the existing research literature. The critical appraisal of the research articles that you have found, 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. 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 of evidence 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. You must separately submit copies of 5 **retrieved** full-text publications with your paper (abstracts are not to be submitted). At least one article must be qualitative. 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. Assignment must be submitted electronically by the assigned due date and time. The paper should be submitted with the title page, introduction, conclusion, body and reference page in **correct** APA format.

Group PICOT Question submitted for Dr. McKenzie's approval via assignment submission folder in D2L by 23:59 on Friday, September 25, 2020 (Group Project)
Group Paper with attached references submitted to Assignment Submission Folder in D2L by 23:59 on Friday, October 31, 2020 (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 Monday, November 16, 2020 or Monday, November 30, 2020 (Group)—Faculty will schedule the order of presentation. (See grading rubric and criteria)

4. Quizzes (5%) (individual Assignment) (Related to Student Learning Outcomes 1, 2, 3 and 4)

Quizzes will be given, based on reading assignments, at the beginning of each class to assess student preparation. Questions will be short answer, fill in the blanks, matching or multiple choice. Dates are noted on the course calendar.

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.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

Need Help?

Student Support

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

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).

It is expected that you will check your D2L course and email at least **DAILY** for communication from the instructor. A response to any email or message will occur within two (2) business days.

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

Email is preferred as the standard form of communication in this class. Please keep phone calls to a minimum. I expect your emails to be professionally prepared. For example:

Dear Professor/Dr. Lancaster (Hello, Greetings, Good Morning/Afternoon,

etc.,)

Your message

Sincerely, (Thank you, Regards, etc.)

Your full name/CWID

Remember to professionally compose your e-mail messages with proper grammar, spelling, and a professional tone. Properly addressed and signed e-mails will be replied to within 48 hours during business hours. If a face-to-face conference is required between the student and the instructor in the instructor's office, an appointment must be made several days in advance by the student

It is expected that assignments will be graded and returned to the student within two (2) weeks of submission.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Nursing Student Guide

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found in the BSN Student Guide located here: <http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/Current%20Students/BSNstudentguidebook/default.aspx>

The Board of Nursing requires applicants, students throughout the program, graduates and licensure renewals to answer questions as to their ability to be admitted to a nursing program, sit for the NCLEX-RN exam or be re-licensed. You are responsible for checking those questions to be sure you are still in compliance. Keep in mind that your fingerprints are on file with the BON, so if you should ever be arrested, they would be notified. You should notify them proactively. The link is as follows:

[http://www.bon.texas.gov>licensure eligibility](http://www.bon.texas.gov/licensure_eligibility)

It is the student's responsibility to review and understand the policies and procedures provided in the student guidebook as all students are held to the statutes and policies therein.

University Specific Procedures

COVID-19 Procedures

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

Any in-class meetings will require social distancing and students will be screened according to the nursing department COVID-19 procedures. The safety of our students, faculty and staff are of critical importance.

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/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/)
<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-

COURSE CALENDAR
Nurs. 4342 Nursing Research
Fall, 2020

Week Monday Dates	Content	Reading Assignments LoBiondo- Wood and Haber	
1 8/24	Introduction to Course; What is Nursing Research Evidence Based Practice and its Environment; Developing an Evidence Based Practice Using EBP results in Practice	Chapters 1, 19 and 20	*Orientation Class 8/24 1000-1200 Drs. McKenzie and Tenhunen
2 8/31	The Research Process Research Problems Hypotheses Literature Review	Chapters 2, 3 and 8	Class 8/31 1300-1500 Dr. Tenhunen QUIZ #1
3 9/7	Hierarchy of Evidence	Chapters 1	Dr. Tenhunen
4 9/14	Systematic Reviews and Meta-analyses Clinical Practice Guidelines	Chapter 4	Dr. Tenhunen
5 9/21	Theoretical and Conceptual Frameworks	Chapter 11	Class 9/21 1300-1500 Dr. Tenhunen QUIZ #2 Group PICOT question due 9/25 at 2359 in Assignment Submission Folder
6 9/28	Data Collection, Measurement, and Quality; Data Analysis	Chapters 14, 16, and 18	Dr. Tenhunen
7 10/5	Reliability and Validity Research Design and Sampling	Chapters 9 and 10 Chapters 12 and 15	Class 10/5 1300-1500 QUIZ #3 Dr. McKenzie Dr. Tenhunen
8 10/12	Introduction to Qualitative Research Read to be prepared for next class	Chapters 5 and 6	Dr. McKenzie
9 10/19	Qualitative Approaches to Research	Chapters 5 and 6	Class 10/19 1300-1500 QUIZ #4

			Dr. McKenzie Quantitative Critical Appraisal Due 10/23 @2359 in Assignment Submission Folder
10 10/26	Ethics in Research	Chapter 13	Dr. McKenzie Group Paper Due 10/31 at 2359 in Assignment Submission Folder
11 11/2	Trustworthiness and Integrity in Qualitative Research; Qualitative Data Analysis	Chapters 7 and 17	Class 11/2 1300-1500 QUIZ #5 Dr. McKenzie
12 11/9	Quality Improvement—the Goal of Clinical Research Using EBP in Practice	Chapter 21	Dr. McKenzie Qualitative Critical Appraisal Due 11/15 at 2359 in Assignment Submission Folder
13 11/16	EBP Presentations		Class 11/16 1300-1600*
14 11/23	Open		
15 11/30	EBP Presentations		Class 11/30 1300-1600*

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	Satisfactory	Excellent	Points Rec'd
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	4 Adequate Some gaps	6 Good All areas	8 Excellent coverage	

		missing				
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		
Refs/article meet criteria and critique article attached	Stated criteria not met and article not attached			Met all stated criteria and article attached		

Maximum points: 100

Total:

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 Rationale		10
Critique of Evidence Relative to PICOT	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

Maximum points: 100

Total: