



**NURS. 4342.01B NURSING RESEARCH**  
**COURSE SYLLABUS: Fall, 2021**

**INSTRUCTOR INFORMATION**

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Preferred Form of Communication: email  
Communication Response Time: Two business days

**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.). Elsevier.

## Online Resources

<https://methods.sagepub.com/>

## 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)**
- 2. Demonstrates and analyzes the steps of the research process and models for applying evidence to clinical practice. (AACN Essentials III)**
- 3. Judges the value of selected nursing research studies and their application to clinical practice. (AACN Essentials III, IX)**
- 4. Integrates adult learning principles and processes into the learning experience. (AACN Essentials 1, VIII)**

## COURSE REQUIREMENTS

### 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.

### 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.

### **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 Presentation (Group)	20%
EBP Project Paper (Group)	20%
Quizzes (5)	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. 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.**

Successful completion of the assignments will enable the student to meet the student learning outcomes.

### 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.

## **Assessments**

### **1. Research Critical Appraisal Assignments (Individual Assignments)**

#### **a. Quantitative Critical Appraisal**

**25%**

**10/22**

You will select a quantitative nursing research article from a peer-reviewed nursing journal within the last 5 years and bring it to the second class. 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 six 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 by the assigned due date and time. An electronic copy of the article discussed must be submitted separately with the assignment (Learning Outcomes #2 & #3). Rubric and appraisal guide are in the syllabus.

**b. Qualitative Critical Appraisal**

**25%**

**11/12**

You will select a qualitative nursing research article from a peer-reviewed nursing journal within the last 5 years and bring it to the October 19<sup>th</sup> class. 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 six 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 (Learning Outcomes #2 & #3). Rubric and appraisal guide are in the syllabus.

**2. EBP Project (Group Project) 20%/20% (Paper/Presentation)**

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. Tenhunen by 2359, October 1<sup>st</sup>. You will receive electronic approval of the PICOT question.

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. A 15-minute presentation will also

be completed providing your class the results of your project. The critical appraisal of the research articles that you have found, including the hierarchy of evidence model, how you will use the article (fully utilize, nice to know, or discard the evidence) must be used to support the strength of evidence for your intervention. At least one of the research articles must be **nursing** research. You must separately submit copies of **five (5)** articles with your paper (abstracts are not to be submitted). At least one article must be qualitative. 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. (Learning Outcomes #1-#4). Rubric for paper and presentation are in syllabus.

### **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.

**Group PICOT Question submitted to Dr. Tenhunen for approval via email by 2359, 10/1.**

**Group Paper with articles submitted on D2L by one member of the group by 2359, 10/29.**

### **Group Presentations**

<b>Groups #1, #3, &amp; #5</b>	<b>11/23</b>
<b>Groups #2, #4, &amp; #7</b>	<b>11/30</b>
<b>Groups #6 &amp; #8</b>	<b>12/7</b>

**3. Quizzes (Individual Assignment) 5 (2% each) 9/6, 9/20, 10/11, 11/1, 11/15**

Quizzes are based on reading assignments and are due by 2359 the night before the assigned classes. Questions will be short answer, fill in the blanks, matching or multiple choice (Learning Outcomes #1-#4).

## **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](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>

## **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](mailto: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**

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

It is expected that you will check your D2L course and email at least **DAILY** for communication from the instructor.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via office 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.

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

### **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.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **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.

#### **CLASS :**

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course coordinator in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course coordinator must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz. Review the BSN Student Guide for the exam absence process.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned

material. It should not be expected that all material would be covered in class. Students are expected to come to class prepared.

## **University Specific Procedures**

**The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)**

### **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:

<https://www.britannica.com/topic/netiquette>

### **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>

### **Students with Disabilities-ADA Statement**

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](mailto: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-

## COURSE CALENDAR

Week Tuesday Dates	Content	Reading Assignments	Assignments
1 8/31 10-1200	Introduction to Course & EBP (MT)	<b>Chapter 1</b>	
2 9/7 13-1500	Using EBP results in Practice- Introduction (JA)  Systematic Reviews and Clinical Practice Guidelines	<b>Chapters 11, 19 &amp; 20</b>	<b>QUIZ #1 by 2359, 9/6</b>
3 9/14 13-1500	Introduction to Quantitative Research (MT)  Research Questions Hypotheses	<b>Chapters 2 &amp; 8</b>	
4 9/21 13-1500	Hierarchy of Evidence (MT)  Literature Review	<b>Chapters 1 and 3</b>	<b>QUIZ #2 by 2359, 9/20</b>
5 9/28 13-1500	Theoretical and Conceptual Frameworks (MT)  Research Design	<b>Chapters 4, 9 &amp; 10</b>	<b>Group PICOT question due by 2359, 10/1</b>
6 10/5 13-1500	Sampling (MT)  Reliability and Validity	<b>Chapters 12 &amp; 15</b>	
7 10/12 13-1500	Data Collection (MT)  Data Analysis  Quantitative Appraisal	<b>Chapters 14, 16-18</b>	<b>QUIZ #3 by 2359, 10/11</b>
8 10/19 13-1500	Introduction to Qualitative Research (JA)	<b>Chapter 5</b>	<b>Quantitative Critical Appraisal due by 2359, 10/22</b>
9 10/26 13-1500	Qualitative Approaches to Research (JA)	<b>Chapter 6</b>	<b>Group Paper due by 2359, 10/29</b>

10 11/2 13-1500	Qualitative Appraisal (JA)	<b>Chapters 7 &amp; 17</b>	<b>QUIZ #4 by 2359, 11/1</b>
11 11/9 13-1500	Legal & Ethical Issues (JA)	<b>Chapter 13</b>	<b>Qualitative Critical Appraisal due by 2359, 11/12</b>
12 11/16 13-1500	Quality Improvement (JA) Using EBP in Practice	<b>Chapters 19-21</b>	<b>QUIZ #5 by 2359 11/15</b>
13 11/23 13-1500			<b>EBP Presentations Groups #1, #3, &amp; #5</b>
14 11/30 13-1500			<b>EBP Presentations Groups #7, #2, &amp; #4</b>
15 12/7 13-1500			<b>EBP Presentations Groups #6 &amp; #8</b>

### Critical Appraisal Assignment Grading Criteria/Rubric

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

<b>Criteria</b>	<b>Not present or included</b>	<b>Not Acceptable</b>	<b>Needs improvement</b>	<b>Satisfactory</b>	<b>Excellent</b>	<b>Points</b>
<b>Critique of areas/ coverage relevant to question #1</b>	<b>0</b> Not present or included	<b>2</b> Inadequate Many important things missing	<b>4</b> Adequate Some gaps	<b>6</b> Good All areas	<b>8</b> Excellent coverage	
<b>Critique of areas/ coverage relevant to question #2</b>	<b>0</b> Not present or included	<b>2</b> Inadequate Many important things missing	<b>4</b> Adequate Some gaps	<b>6</b> Good All areas	<b>8</b> Excellent coverage	
<b>Critique of areas/ coverage relevant to question #3</b>	<b>0</b> Not present or included	<b>2</b> Inadequate Many important things missing	<b>4</b> Adequate Some gaps	<b>6</b> Good All areas	<b>8</b> Excellent coverage	
<b>Critique of areas/ coverage relevant to question #4</b>	<b>0</b> Not present or included	<b>2</b> Inadequate Many important things missing	<b>4</b> Adequate Some gaps	<b>6</b> Good All areas	<b>8</b> Excellent coverage	
<b>Critique of areas/ coverage relevant to question #5</b>	<b>0</b> Not present or included	<b>2</b> Inadequate Many important things missing	<b>4</b> Adequate Some gaps	<b>6</b> Good All areas	<b>8</b> Excellent coverage	
<b>Critique of areas/ coverage relevant to question #6</b>	<b>0</b> Not present or included	<b>2</b> Inadequate Many important things missing	<b>4</b> Adequate Some gaps	<b>6</b> Good All areas	<b>8</b> Excellent coverage	
<b>Critique of areas/ coverage relevant to question #7</b>	<b>0</b> Not present or included	<b>2</b> Inadequate Many important things missing	<b>4</b> Adequate Some gaps	<b>6</b> Good All areas	<b>8</b> Excellent coverage	



<b>Critique of areas/ coverage relevant to question #8</b>	<b>0 Not present or included</b>	<b>2 Inadequate Many important things missing</b>	<b>4 Adequate Some gaps</b>	<b>6 Good All areas</b>	<b>8 Excellent coverage</b>	
<b>Critique of areas/ coverage relevant to question #9</b>	<b>0 Not present or included</b>	<b>2 Inadequate Many important things missing</b>	<b>4 Adequate Some gaps</b>	<b>6 Good All areas</b>	<b>8 Excellent coverage</b>	
<b>Critique of areas/ coverage relevant to question #10</b>	<b>0 Not present or included</b>	<b>2 Inadequate Many important things missing</b>	<b>4 Adequate Some gaps</b>	<b>6 Good All areas</b>	<b>8 Excellent coverage</b>	
<b>Organization of the paper, manner of presentation</b>	<b>0 Disorganized Incoherent</b>	<b>2 Serious organization problems</b>	<b>4 Acceptable, not outstanding</b>	<b>6 Good</b>	<b>8 Excellent Ideas flow well</b>	
<b>Use of proper format for references, in text references and reference page, including title</b>	<b>0 No reference list, not in APA format</b>			<b>6 Follows APA format</b>		
<b>Refs/article meet criteria and critique article attached</b>	<b>Stated criteria not met and article not attached</b>			<b>Met all stated criteria and article attached</b>		

**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	6 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:

### EBP Presentation Grading Rubric

<b>CRITERIA:</b>			Points
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	
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:**