NURS 5306.01W, TRANSLATIONAL RESEARCH IN NURSING

COURSE SYLLABUS: SPRING 2024

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Please, click on the following link to access A&M-Commerce COVID 19 Information,
https://new.tamuc.edu/coronavirus/

INSTRUCTOR INFORMATION

Instructor: Carole McKenzie, PhD, RN, NM, Course Coordinator
Adjunct Professor Nursing
Office Location: Nursing and Health Sciences Building, Rm 232
Office Hours: as posted
Office Phone: 903-886-5315
Office Fax: 903-886-5729
University Email Address: carole.mckenzie@tamuc.edu
Office hours: Spring, 2024

Wednesdays: 8a-4p via Zoom

Best to email for an appointment. Other appointments times by request and availability.

Preferred Form of Communication**:** email

Communication Response Time: 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Melnyk, B. M. & Fineout-Overholt, E. (2023). *Evidence-based practice in
nursing and healthcare: A guide to best practice* (5th ed.). Philadelphia, PA:
Wolters Kluwer. ISBN: 13:978-1-975185-72-5
(Since you bought 4ᵗʰ ed for last semester, readings are in the 4ᵗʰ edition)

The syllabus/schedule are subject to change.

American Psychological Association. (2020). *Publication manual of the American*

Psychological Association. (7th ed). (ISBN: 978-1515-23459-3)

Optional texts:

Melnyk, B.M., Gallagher-Ford, L., and Fineout-Overholt, E. (2019).

Evidence-based practice (EBP) competencies in health care: a practical

guide for improving quality, safety and outcomes. Indianapolis: Sigma Theta

Tau International Honor Society for Nursing. ISBN: 9781940446424

They also have Implementing evidence-based practice: real-life success stories.

ISBN: 9781935476689

Online resources and articles as directed/posted.

Course Description

This course focuses on the logic, methods, and techniques of the research process as they apply to the nursing profession. Evidence-based practice, research utilization, and knowledge transformation processes are emphasized. The research-oriented approach is explored from problem formulation to analysis and interpretation in both quantitative and qualitative methodologies. The opportunity to recognize a researchable problem in nursing and to develop a plan for its study is provided. This course meets 595 research requirement. Prerequisites: Instructor permission.

Student Learning Outcomes

Upon completion of the course, the student will have been given the opportunity to:
1. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates (AACN Essential IV & IX).
2. Advocate for the ethical conduct of research and translational scholarship with particular attention to the protection of the patient as a research participant (AACN Essential IV).
3. Articulate the credibility of sources of information and the relevance to advanced practice (AACN Essential IV).
4. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice (AACN Essential IV).
5. Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, including the use of technologies, and in assisting patients and other healthcare providers to address such issues (AACN Essential IV & IX).

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6. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations (AACN Essential IV).
7. Interpret research, bringing the nursing perspective, for policy makers and stakeholders (AACN Essential IV).

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word, Microsoft Excel and PowerPoint.

Instructional Methods

This is an online course requiring students to complete reading assignments, online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in class activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include power points, seminar, discussion, small group work, independent study of texts and practice of skills and library resources, computer-assisted instruction, audio-visual aids, assignments and individualized assessment of competency. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation, and demonstration of course objectives.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 75%-79%

D = 60%-74%

F = 59% or Below

A minimum grade of 80 is considered passing and is required for graduate courses.

PICOT Question	Credit/no credit
Critical Appraisals (6)	**30% (5% each)**
Abstract	**15%**
Poster	**15%**
EBP Paper	**20%**
Evidence Table	**10%**
IRB/CITI Tutorials	**10%**
Total	**100%**

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Late Submissions:
It is expected that you will submit all class and clinical assignments on time. If you need an extension, it should be requested <u>before</u> the due date/time and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.
Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

Paper Submissions:
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. Failure to follow these guidelines will result in a grade of "0" on the assignment.

Additional Policies Regarding Submissions:
Submitting assignments:

Upload all completed assignments to the appropriate area in Canvas. Before uploading any assignment, <u>name the file with the course number, your name, last, first, the assignment or document name submitted.</u> Preceptor agreements for example would be- 5622 Callicoat, Donna, Preceptor Agreement Hanko.

Papers in APA format-

Title page: Each paper is to have a formal title page at the beginning of the paper. This page should include the following: Title of the paper, student's name, name of the course, name of the instructor, and date of completion or submission, running head, and page number.

Pagination: Page numbering starts with the title page. Numbering continues through the reference list and any appendices. Arabic (1, 2 etc.) numbers are to be used. Insert page breaks after the title page, before the reference list, and before appendices.

Margins: Margins are to be 1 inch on all sides. Text should be left justified only.

Type size and font: Type should be 12 characters per inch.

Spacing: Double spacing is to be used for the body of papers. Indent the first line of each paragraph ½ inch using the tab key.

Punctuation: One space should follow each comma, colon, or semicolon. Insert one space after punctuation marks ending sentences. There are specific rules for when and

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when not to use each punctuation mark. Review the APA Manual for the specific rules (p. 153-161).

Figures and tables: Figures and tables should be inserted into the body of the paper as close as possible to where they are discussed in text .

Running Headers: Running header is required on the title page of a manuscript, it is not required on a student class paper.

Headings: Headings within the paper are essential. Grading criteria are helpful in determining appropriate headings for specific assignments. There are specific rules for placement and format of headings. See the APA Manual for further guidance (p. 47-48).

Quotations: It is expected that students will synthesize and paraphrase information obtained from the literature rather than relying on quotes. **Quotations should be rare and limited to only that which is absolutely essential.** Unwarranted use of quotations will result in deductions from the assignment grade. When more than 5 words in a row are directly taken from another source, it is considered a quotation and must be cited as such. In the rare instance when quoting is absolutely necessary, the words must be enclosed in quotes (or if more than 40 words, displayed as an indented block) and the original author or speaker and page number must be cited. See the APA Manual for how to properly cite quotations. Failure to correctly cite quotations is plagiarism, and this will be reported to the appropriate officials.

Reference citations in text: Every sentence that is not your own original idea must have a citation to a source, even in the introduction to the paper. Sources must be cited during or at the end of each fact. The citation should not be only at the beginning or end of the paragraph, instead, it must be clearly linked to the sentence. There are specific guidelines for citing primary and secondary sources in text (including for first and subsequent citations) as well as for personal communications. It is preferred all citations be the primary source, do not use secondary sources. See the APA Manual for further guidelines. Failure to correctly cite sources is plagiarism, and this will be reported to the appropriate officials.

Reference list: The reference list includes only the references cited within the paper. There are specific guidelines for citation of various types of sources. These guidelines include spacing, commas, periods, capitalization, italicization, and order of elements of the citation. Format your reference list using the hanging indent function in Microsoft Word (in paragraph formatting) rather than manual spacing. Use double spacing within and between references.

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

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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.

Assignments and Assessments

All assignments are due on 2359 of the date listed.

PICOT Question   **Credit/no credit**   **2/5/24**

Each student will submit a PICOT question, previously submitted in Fall, 2023, based on a topic of interest to them and that would apply to a family practice clinic. This PICOT question will be used in completing the critical appraisals, abstract, poster and EBP Paper and evidence table assignments. These assignments will also prepare the student for their performance improvement project completed in future courses. Include one research article that supports your PICOT question. See grading rubric on D2L and in this syllabus (Learning outcome #1

Critical Appraisals 30% (5% each)   **2/12; 2/26; 3/10/24**

A critical appraisal is an assessment of all aspects of a research article. It is an analysis of the article and is more than just listing the study's components. 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. Students are required to complete critical appraisals of six (6) separate nursing research articles, at least one using qualitative research methodology.

Each student will be responsible for submitting three (3) critical appraisal submissions of six (6) separate nursing research articles (2 for each submission), at least one (1) utilizing qualitative research methodology in the third submission. The other articles can be quantitative, qualitative and/or mixed method. No systematic review can be used for this assignment. The journal articles used for this assignment must be research studies published within the last 5 years in English. The appraisals should be brief (about 150 words) description and evaluation of the article. This should include a description of the research question, methodology, results and implication for advanced nursing practice. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, and (d) explain how this work illuminates your PICOT topic. The critical appraisals should cite references according to APA on a reference page for each submission. Each reference submission should be no more than 2 pages in APA format, including the reference page. No title page is required but **separately attach a copy of the full text** of each article. Each submission includes two (2) articles.

 A critical appraisal is a critique of the research--what was good and needs improvement with the design, premise and results. Just stating the population, for example, is not an analysis--was the population appropriate for the research

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question? When you are discussing how it fits with your PICOT, discuss if you will use this study in your work, is it nice to know or is the study and its results not useful? And be careful of APA, grammar etc. The only time you need to be overly concerned re number of words in assignments in this course is with your abstract. The more important thing is to meet all the criteria on the rubric. In addition, this is an analysis of the research so that analysis and evaluation has to be present. You are assessing this research--is it nice to know but not applicable or practical and why? not valid and why? or is it immediately applicable and why? The analysis and rationale should always be present. You are appraising research at a graduate level so I am expecting a high level of thinking and not just narrative. Also, don't forget to include the hierarchy of evidence as part of your analysis. See grading rubric on D2L (Learning outcomes #3 & 4.

Abstract   **15%**   **Draft   3/10/24**
                                                                               Final   3/18/24

Each student will prepare an abstract based on the literature review for their PICOT question using the provided example. Feedback will be given from faculty on the abstract and students will resubmit with changes. The grades on the two abstracts will be averaged.

- put abstract points as a heading and put your PICOT question and key words under it--but NOT your whole abstract
- Bullet your findings, nursing implications--which must be there and any areas you can so they are not too busy and are easily read
- include 3 references only--be prepared to discuss others; and head that section as well as nursing implications
- in other words, follow what you can but include what we need for nursing. I'll grade according to both so you don't lose points
- Be sure the submission is under 300 words--you can eliminate the title page, reference page and the paragraph headings to achieve that.
- Be sure you include your certificates as well as the advisor approval form and the abstract anonymous in the format the ARS requires. Check their website-- the link is under research symposium and be sure you follow all their directions.
- They must be submitted by the 5p deadline they post--don't miss that deadline and be sure you email me everything you submitted; send me the letter you get inviting you to participate and be sure you register for the conference whether you are accepted or not.

See grading rubric on D2L (Learning outcomes #1, #6 & #7).
Note: Date could change depending upon when abstracts are due for the research symposium.

Poster   **15%**   **Draft   4/1/2024**
                                                                               Final   4/8/2024

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Each student will prepare a poster based on the literature review and abstract related to their PICOT question. Examples will be provided. Posters will be approved by course faculty prior to printing. Feedback will be given from faculty on the poster and students will resubmit with changes. The grades on the two posters will be averaged. Posters will be submitted for presentation by the student at the university annual research symposium on April 6th. See grading rubric on D2L (Learning outcomes #1, #6 & #7).

Virtual Research Symposium: required attendance credit; no credit   4/17/2024

All students are required to submit an abstract, develop a poster and participate in the university annual research symposium. Details will be posted as available from the research office. You must follow their directions and policies to be accepted for submission and you must participate in this event. Students will be available during the time that the symposium is held to answer questions and discuss this poster. Students should wear professional dress, a labcoat with department of nursing patch on left. If you do not have a patch, contact Angie Hill to procure one and also for her to give you permission to have a university nametag made if you do not yet have one.
 The advisor approval form is attached below:

/content/enforced/119443-202320NURS-5306-01W/2022_Advisor_Approval_Form fillable.pdf

Here is a signed form. please complete the form on the top and also put NO next to IRB required as it doesn't allow me to do it. it's below my signature. Send it in with your abstract and your certificates. also send me a copy me of your acceptance when you receive it. After you have received your acceptance letter, you must also accept it and register for the conference (there is no charge).

EBP Paper   20%   4/22/2024

Each student will prepare a written paper that includes the literature review, theoretical/conceptual framework related to their PICOT question. This paper is a comprehensive discussion and analysis of the evidence you have reviewed using the components of the research process and a theoretical/conceptual framework and is meant to prepare you to start your PIP project. See grading rubric on D2L (Learning outcomes #1, #4 & #6).

Evidence Table   10%   4/29/2024

Each student will complete an evidence table based on the provided example with a minimum of ten (10) articles related to their PICOT question. See grading rubric on D2L (Learning outcomes #3 & #4).

IRB/CITI Tutorial   10%   5/6/2024

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All students are required to complete all modules of the computer-based tutorial entitled "Social and Behavioral Research—Basic/Refresher and Responsible Conduct ofResearch Course" and the CITI Compliance Responsible Conduct of Research

1. Social & Behavioral Research - Basic/Refresher
2. Responsible Conduct of Research

https://www.citiprogram.org/

You will be submitting the certificates of completion with your abstract submission and also in the Translational Research submission portal for credit in the course.

https://tamuc.edu/research/compliance/training/ResponsibleConductInstructions.aspx

 If you have any questions or problems you can contact:

Glenda Denton | Research Compliance Coordinator

Office of Sponsored Programs

Glenda.Denton@tamuc.edu

Texas A&M University-Commerce

P O Box 3011 | NHS Building, Room 335 | Commerce, TX 75429-3011

Tel. 903-886-5766 | Cell 972-742-1675 | www.tamuc.edu

A copy of the certificates of completion are to be submitted as indicated in the course schedule (Learning outcomes #2 & #5).

Adult Learners
As an adult learner and responsible professional, the student is responsible for reading and completing assignments and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come prepared to any course event/meeting. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero**.**

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.

Course Specific Procedures/Policies

The syllabus/schedule are subject to change.

Nursing Student Guide
Specific information for the nursing student regarding the nursing program and current policies and procedures can be found here:

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic dishonesty by others (Nursing Student Conduct Guide for MSN student—link above).

Interaction with Instructor Statement

It is expected that you will check your D2L course and email at least DAILY for communication from course faculty. A response will occur to any communication within two (2) business days. Communication between faculty and student is primary and taken seriously. Preferred communication methods are individualized office hours, e-mail or via office phones. If a phone call or email is not answered, please leave a message with the departmental assistant, Angie Hill, and send an e-mail using the direct link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner. Students should ch4ck their university email accounts regularly (every 48 hours is recommended) for course updates and communication with the instructor.

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

Class Attendance:

Class attendance for online courses is defined as completing module activities and is expected. As an adult learner and responsible professional, the student is responsible for reading and completing all assignments. It should not be expected that all material be covered by the instructor.

Academic Integrity

 Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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

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

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf](#)

[Graduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](#)

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](#)

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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**.**

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.

Students are expected to adhere to the chain of command in nursing courses, just as you would when you are employed as a professional nurse. If you need to discuss something related to a course, you should first speak to your clinical instructor (if a clinical course); then the appropriate faculty if not a clinical course. If a student needs to discuss further to achieve resolution, the next steps would be to meet with the course coordinator, which is noted in each syllabus, and then either the BSN or MSN coordinator. Finally, the nursing department chair would be accessed next if resolution is not achieved. Communication must, of necessity, follow these professional stops.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-8-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport
Please, click on the following link to access A&M-Commerce Covid 19 Information, https://new.tamuc.edu/coronavirus/

UNIVERSITY PROCEDURES/POLICIES

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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

Student Responsibilities or Tips for Success in the Course

- 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, seminars and simulations
- Review of examinations.

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.

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:

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Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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

A&M-Commerce Supports Students' Mental Health

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**

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NURS 5306 COURSE OUTLINE / CALENDAR, Spring, 2024

Week Monday Date	Content	Reading Assignments Melnyk & Fineout-Overholt (4th ed.)	Class Meetings/ Class Assignments
1 1/29/2024	Course Overview	Syllabus Chapter 1	**Orientation/Class 1/31/24; 1200-1300 via Zoom—Link in D2L**
2 1/29/2024	Types of research PICOT Questions	Chapter 2	**PICOT Question due by 2359, 2/5/2024**
3 2/5/2024	Relevant Evidence Hierarchy of Evidence	Chapter 3	
4 2/12/2024	Critical Appraisal Theoretical Frameworks	Chapter 4	**Critical Appraisal #1 due by 2359, 2/12/24**
5 2/19/2024	Quantitative & Qualitative Appraisal	Chapters 5 & 6	
6 2/26/2024	Implementing Evidence in Clinical Practice Role of Quality Improvement IRB Process	Chapters 9 & 10	**Critical Appraisal #2 due by 2359, 2/26/24**
7 3/4/24	Innovation & Evidence	Chapter 12	**Critical Appraisal #3 due by 2359, 3/10/24 (note Sunday due date)** **Abstract due by 2359, 3/10/24 *date could change dependent upon dates for abstract submission for virtual research symposium**
8 3/11/2024	Spring Break		
9 3/18/24	Models to Guide EBP Implementation	Chapter 13	

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10 3/25/2024	Disseminating Evidence	Chapter 18	**First Draft Poster due by 2359, 3/25/24** **Final Draft Poster due by 2359** **LAST DAY TO WITHDRAW—3/28/24**
11 4/1/2024	Motivating Change	Chapter 14	**First Draft Poster due by 2359, 4/1/24** **Final Draft Poster due by 2359, 4/8/2024**
12 4/8/2024	Ethical Considerations	Chapter 22	
13 4/15/2024	Integrating Patient Preference	Chapter 7	**Annual Research Symposium 4/17/2024** **Required Attendance**
14 4/22/2024	Teaching EBP in Clinical Settings	Chapter 16	**EBP Paper due 2359, 4/22/24**
15 4/29/2024	Grant Proposals	Chapter 21	**Evidence Table due by 2359, 4/29/24**
16 5/1-3/24	Dead Days		**No assignments due**
5/6/2024	Finals Week		**IRB/CITI Tutorial due by 2359, 5/6/24**
5/11/2024	Semester Ends		

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PICOT Question Grading Rubric Credit/No Credit

Score			Score
Population	**(15 pts) Multiple relevant descriptors of the population present in question**	**(0 pts.) Population not adequately identified in question**	
Intervention	**(15 pts) Includes specific interventions of interest**	**(0 pts.) Intervention not adequately identified in question**	
Comparison	**(15 pts) Identifies specific alternatives of interest for comparison**	**(0 pts.) Comparison not adequately identified in question**	
Outcome	**(15 pts) Objective and meaningful outcomes included in question**	**(0 pts.) Outcome not adequately identified in question**	
Timeliness	**(10 pts) Appropriate clinical measurement of time present**	**(0 pts.) Time not measurable. appropriate or present**	
Relevance	**(10 pts) Well-built question raising clinically significant issue for FNP (Be sure it is at the level of FNP practice)— researchable**	**(0 pts.) Does not present a clinical question or issue**	
Articles	**(10 pts) One (1) peer reviewed, nurse authored, appropriate to question included with submission; within last 5 years in English**	**(0 pts.) Not appropriate; not peer reviewed; not nurse authored**	
APA format for reference page	**(10 points) APA correct, 2 points off for each unique error**		
Total	**100 points possible**		

The syllabus/schedule are subject to change.

Critical Appraisals Grading Criteria/Rubric

Each student will be responsible for submitting three (3) critical appraisal submissions of six (6) separate nursing research articles (2 for each submission), at least one (1) utilizing qualitative research methodology in the third submission. The other articles can be quantitative, qualitative and/or mixed method. No systematic reviews can be used for this assignment. The journal articles used for this assignment must be research studies published within the last 5 years in English. The appraisals should be brief (about 150 words) description and evaluation of the article. The bibliography should cite references according to APA on a reference page for each submission. Each submission should be no more than 2 pages in APA format. No title page is required but **attach a copy of the full text of each article including the reference page as a separate submission.**

**Be sure you have *analyzed* each component and not just restated the criteria. Critical Analysis should be reflected throughout each appraisal.

Criteria	Possible Points	Score	Comments
Format: Reference page and text in APA format (2 points off for each unique error), grammar, spelling in text	15		
Relevance: Articles should reflect current research relevant to nursing today as indicated above	5		
Article: (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, and (d) explain how this work illuminates your PICOT topic.	20		
Complete and Accurate description: brief descriptive and **evaluative** paragraph that includes the research question, methodology (1 qualitative in the third submission), and results.	20		
Nursing Applications/Implications: Give at least two applications and/or implications for advanced practice nursing focusing on theory, research and/or practice and based on the substance of the article. Indicate whether it is applicable to FNP practice and at the level of FNP practice. Note specifically any cultural considerations.	20		
Organization and Coherence: clear, coherent summary of studies	15		
Articles submitted	5		
Total (100 points possible):			

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EBP Paper Grading Criteria/Rubric

Criteria	Not present or included	Not Acceptable	Needs improvement	Satisfactory	Excellent	Earned Points
5 nursing research articles following stated criteria and attached	**0** **Not included**	**6** **Inadequate** **Not enough articles, 3 or more did not meet the criteria**	**12** **Adequate** **2-3 articles did not meet the criteria**	**16** **Good** **All areas** **1 article did not meet the criteria**	**20** **Excellent coverage**	
Critical appraisal of articles, including hierarchy of evidence; literature review, and patient situation supports the clinical decision made and the decision is clear	**0** **Not present or included**	**12** **Inadequate** **Many important things missing**	**24** **Adequate** **Some gaps**	**32** **Good** **All areas**	**40** **Excellent coverage**	
Organization of the paper, manner of presentation	**0** **Disorganized** **Incoherent**	**5** **Serious organization Problems**	**8** **Acceptable**	**12** **Good**	**15** **Excellent** **Ideas flow well**	
Use of proper APA format for references, in text references and reference page, including title page	**0** **No reference list, not in APA format**			**10** **Follows APA format**		
Grammar Spelling 3-5 pages, not including title and reference pages	**0** **10 or more errors**		**6** **5-9 errors**	**9** **Fewer than 5 errors**	**15** **Excellent** **No errors**	

Maximum points 100   **Total:**

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<div align="center">

Abstract format
We may use the format the research department or we may
modify. Last year we didn't like it so we adapted. Stay tuned
But you will include the heading below and the criteria noted.

</div>

 <u>Title</u>

<u>Presenter</u> First Last, BSN, RN

<u>Department</u> Nursing

<u>College</u> College of Education and Human Services

Category: _____Undergraduate   _X__Graduate
_____Faculty

Type of presentation: _____Oral   __X__Poster

Purpose

Identified problem-PICOT question, reasons for choosing this topic. Purpose of your project. Significance of topic: guidelines, demographics, etc.

Methodology

A review of the literature was completed using terms " " from xxxx-xxxx. Include databases used. A total of xx articles were identified. The references for these were reviewed for other relevant articles. xx articles that applied to the identified population and content were reviewed.
Check on word limit in the criteria for symposium and meet that limit.

Findings

What did your identified articles indicate on the topic?

Implications for Advanced Nursing Practice

How your findings can be used in FNP practice. Is further research needed? Any issues/challenges identified?

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Abstract Grading Rubric

Include your PICOT question and an overview of the clinical situation that your group used to develop the PICOT question. An appraisal of each article (6 total) with in-text references that includes the hierarchy of evidence for each article and how you will use the article in your clinical decision is to be included in the abstract. Then, indicate your group's evidence-based clinical decision. The abstract should be 150-250 words in total (this could change dependent upon research department criteria). The abstract page should include a running head and page number. Include a separate title page and reference page with all articles listed. Once approved the abstract should be submitted for University Research Day by the stated deadlines with a copy to Dr. McKenzie. A copy of acceptance letter should be sent to Dr. McKenzie, along with the required submission form and abstract submitted to research department.

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

Maximum points: 100   **Total:**

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Poster Grading Rubric

Bring to University Research Day at scheduled time and set up. Wear lab coat with nursing patch on left sleeve and university name tag and be prepared to stand with poster and answer questions during the session.

Criteria	Not present or included	Not Acceptable	Needs improvement	Satisfactory	Excellent	Earned Points
Purpose	0 Not included	6 Inadequate	12 Adequate	16 Good	20 Excellent coverage	
Methodology	0 Not present or included	3 Inadequate Many important things missing	6 Adequate Some gaps	8 Good All areas	10 Excellent coverage	
Findings	0 Not present	6 Inadequate	12 Acceptable	16 Good	20 Excellent	
Implications	0 Not present	6 Inadequate	12 Acceptable	16 Good	20 Excellent	
Selected References	0 Not present or included	3 Inadequate Many important things missing	6 Adequate Some gaps	8 Good All areas	10 Excellent coverage	
Organization of the poster, manner of presentation; grammar, spelling	0 Disorganized Incoherent	6 Serious organization problems	12 Acceptable	16 Good	20 Excellent Ideas flow well	

Maximum points: 100   Total:

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Evidence Table Grading Rubric
The table is posted landscape version in D2L course.

Criteria	Possible points	Score
Author, Year of publication (within 5 years); at least ten research articles	**10**	
Type of Research Identified	**10**	
Correct Level of Research Identified	**10**	
Sample size Identified	**10**	
Sample Composition Identified	**10**	
Setting Identified	**10**	
Results Identified	**20**	
Limitations identified	**20**	

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