



## **NURS 5306.01W Translational Research in Nursing Course Syllabus: Spring 2026**

**Instructor:** Angela Jarrell, PhD, RN

**Office Location:** N/A

**Office Hours:** by appointment

**Office Phone:** 903-886-5315

**University Email Address:** angela.jarrell@etamu.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** 2 business days

### **Course Information**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbooks:**

Melnyk, B. M. & Fineout-Overholt, E. (2023). *Evidence-based practice in nursing and healthcare: A guide to best practice* (5th ed.). Wolters Kluwer.

##### **Recommended Textbooks:**

Purdue OWL (Online Writing Lab):

<http://owl.english.purdue.edu/owl/resource/560/01/>

#### **Course Description (3 Semester Credit Hours)**

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 Domains 1, 4 & 9).
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 Domains 1 & 4).
3. Articulate the credibility of sources of information and the relevance to advanced practice (AACN Domains 1 & 4).
4. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice (AACN Domains 1 & 4).
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 Domains 1, 4 & 9).
6. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations (AACN Domains 1 & 4).
7. Interpret research, bringing the nursing perspective, for policy makers and stakeholders (AACN Domains 1 & 4).

## **Course Requirements**

### **Minimal Technical Skills Needed:**

Using the learning management system; using Microsoft Word and PowerPoint.

### **Instructional Methods:**

This is an online course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in course activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include discussion, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and the assignments listed. 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.

**Student Responsibilities for Success in this Course:**

- Logging into the course website and email regularly for faculty communication, at least every 2 days
- Updating semester calendar with communicated changes
- Regular study (recommend a minimum 2-3 hours of study/course credit hour per week). For example, 3-credit course – 6 to 9 hours study time/week

**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 = Below 60

**A minimum grade of 75 is required to pass the course.**

Grades will be determined as follows:

<b>Evaluation Methods</b>	
Submission of Approved PICOT Question	Cr/NC
Critical Appraisals (6)	30% (5% each)
Abstract	15%
Poster	15%
Theory/Literature Review Paper	20%
Evidence Table	10%
CITI Tutorials	10%
<b>Total</b>	<b>100%</b>

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

**Submissions:**

The course outline/schedule is included to guide the student to complete all tasks during the course. You may submit assignments early.

**Late Submissions:**

It is expected that students will submit all assignments on time. If an extension is needed, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments (with the exception of Discussion Forums) 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%. Penalties for late posting for Discussion Forums will follow the guidelines described under the Assessment section. Communication on these matters is the student's responsibility.

**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.

**Assessments****1. PICOT Question****Cr/NC**

The purpose of this assignment is for you to submit your approved PICOT question from your NURS 5301 course. This is to enable faculty to have access to your approved topic as it relates to the assignments that you will be completing in this course (Course outcome #1).

**2. Six (6) Critical Appraisals at 5% each (30% total)**

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 will complete a total of six (6) critical appraisals directly related to your PICOT, of which at least one (1) will be on qualitative research. This will be done across three (3) submissions. Each submission will include two (2) critical appraisals, each appraisal dedicated to one (1) research article. The last submission shall include at least one (1) qualitative research article. Research articles can be quantitative, qualitative and/or mixed method. One (1) article can be a systematic review however meta-analysis **cannot** 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 a brief (about 150 words) description and

evaluation of the article. This should include a description of the research question, methodology, results, hierarchy of evidence (p. 21 in textbook) and implications for advanced nursing practice. The appraisal should also 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 in PDF format.

A critical appraisal is a critique of the research--what was good and what 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 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 most 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 must 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, and the expectation is an elevated level of thinking and not just narrative. Also, do not forget to include the hierarchy of evidence as part of your analysis. See grading rubric below (Learning outcomes #3 & #4).

### 3. Abstract

15%

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.

The abstract is a **one-paragraph summary** of a research project. It allows readers to quickly grasp the purpose and major ideas of the research project and let other researchers/presenters/attendees know whether watching the full presentation will be worthwhile. Each student will prepare an abstract based upon their PICOT question and literature review findings. This abstract will be submitted to the Annual Research Symposium (ARS) along with your poster presentation during this semester. The abstract is the advertisement that the presentation deserves the audience's attention (from ARS).

The student will submit a draft, and it will be returned with faculty feedback. The student will make suggested corrections and resubmit. The grades on the two (2) submissions will be averaged. The final abstract will be submitted according to ARS directions.

When creating an abstract, remember the following:

- Since the abstract is a one-paragraph summary, include only 3 references by choosing the most significant critical appraisals. During the actual poster presentation, you could discuss the other findings so knowing your literature intimately is important as well as nursing implications.
- The submission must be under 300 words.

When the abstract is submitted to the ARS:

- Be sure you include your CITI certificate as well as the advisor approval form and the abstract in the format the Annual Research Symposium (ARS) requires. Check their website, the link is under research symposium and be sure you follow all their directions.
- The abstract must be submitted by the 5p deadline posted on the ARS website. Do not miss this deadline. In addition, submit the requirements on D2L. Once you receive the ARS participation letter, forward it to course faculty and register for the free conference. See grading rubric below (Learning outcomes #1, #6, & #7).

## 4. Poster

15%

A professional **poster** serves to visually communicate research findings, projects, or ideas in a clear and concise manner. A poster allows attendees to

quickly grasp the key points while facilitating discussion, networking, and feedback. Each student will prepare a professional poster based upon their abstract, PICOT question, and literature review findings. This poster will be presented at the University Annual Research Symposium (ARS). Details are posted in D2L, and the student will be updated as needed.

To aid the student in developing a poster, examples are provided in D2L. In addition, the student will have two (2) course submissions of the poster. The first submission is a draft and faculty will provide feedback. The student will incorporate said feedback for the final submission. The grades on the two (2) submissions will be averaged. Once the poster is finalized, the student is expected to print it prior to the conference and bring it to the ARS. See grading rubric below (Learning outcomes #1, #6, & #7).

All students are expected to fully participate in the university ARS. Students will follow the ARS directions and policies for all submissions (abstract and poster). During the ARS, students will be available the entire time answering questions and discussing the poster and be in professional dress including in a lab coat and university nametag. If the student does not have a university nametag, inform the course faculty early in the semester to ensure you will have one during ARS.

## **5. Theory/Literature Review Paper 20%**

A **theory and literature review** paper analyzes and synthesizes existing research and theoretical frameworks on a specific topic. This paper is a comprehensive discussion and analysis of the evidence you have reviewed using the components of the research process and a theoretical framework and is meant to prepare you to start your graduation final project. See grading rubric below (Learning outcomes #1, #4, & #6).

The theory and literature review paper will be broken into two (2) sections, and both sections will be directly related to the PICOT question. The first section will be focused on a theory while the second section will focus on the corresponding literature. Make sure you include an introduction paragraph including your PICOT question and a conclusion paragraph.

Review the two theory projects you completed in your NURS 5301 course and choose the one that you feel fits best with your PICOT question and the literature/critical appraisals that you have found on the topic. The theory portion of the paper should be 2-4 pages and include an overview of the theory including the metaparadigm concepts of humans, environment, health and nursing in the theory and other major concepts of the theory. Discuss if the theory is stated clearly and concisely, if it is measurable and include a justification of how the theory applies to FNP practice and your PICOT question.

The literature review portion should be 5-8 pages. The literature review should cover in separate sections each aspect of your PICOT question and include at least ten (10) articles. You may use your critical appraisals for this section however four (4) more articles must be included. Each section of the literature review analyzes the evidence, collates results, and discusses application of the results.

For example, if your PICOT question is about pregnant women diagnosed with gestational diabetes and treatment options after delivery, your literature review should include information on pregnant women (% yearly, risks of pregnancy, etc.); frequency of gestational diabetes, treatment while pregnant, outcomes at delivery, long term complications; various treatment options after delivery and positive and negative aspects of those treatments. This is not an all-inclusive list, and your literature review results will drive your paper. Information obtained in each section is to be collated and discussed. Use your critical appraisals and evidence table to assist you in preparing the literature review portion of your paper.

## **6. Evidence Table 10%**

An **evidence table** serves as a critical tool to help students systematically organize and evaluate research studies relevant to your PICOT question. It serves as a tool to critically appraise the quality, methods, and findings of multiple sources, allowing students to identify patterns, strengths, and gaps in the existing literature.

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 below (Learning outcomes #3 & #4).

## **7. IRB/CITI Tutorial 10%**

All students are required to complete all modules of the computer-based tutorials entitled

1. Responsible Conduct of Research (RCR)
2. Social & Behavioral Research – Basic/Refresher (SBR)

### **Responsible Conduct in Research Training Instructions (from Research Compliance)**

Research training is met by successful completion of two online training modules from the Collaborative Institutional Training Initiative (CITI) website: Responsible Conduct of Research and Human Subjects Research (Social and Behavioral Research Investigators). All individuals, principal investigators, co-investigators, post-docs, research assistants, undergraduate and graduate students and all other personnel engaged in research must complete the CITI training modules. The time to complete the training modules may be 4-5 hours. You may exit and resume the training at any time. Once successfully completed, a refresher course is required every three years. A notification will be sent to you prior to the expiration of your training. At any time, you may return to the training modules and print a certificate.

### **STEPS TO REGISTER AND BEGIN YOUR TRAINING**

Step 1: Access the CITI website link at: <https://www.citiprogram.org/>

Step 2: Create an account by clicking “Register” in the top right-hand corner of the webpage:

Step 3: Select **East Texas A&M University (SSO)** as your **Organization Affiliation**

Step 4: Agree to the terms of service and affiliation & click on Log in with Texas A&M University- Commerce. This will take you to the initial page that says “Associate your SSO account with a CITI Program Account.

Step 5: Click on “I don’t have a CITI Program account, and I need to create one”. This will allow you to create your account.

Step 6: Click on Institutional courses and select Add a course.

Step 7: Go to Question 1 Responsible Conduct of Research and click on "Social and Behavioral"

Step 8: Go to Question 2 Human Subject Research and click on "Social and Behavioral Research" and click on the Submit button at the bottom of the page. This will take you to the two courses that you need to complete.

If you have any questions, please email [researchcompliance@tamuc.edu](mailto:researchcompliance@tamuc.edu)

You will be submitting the certificates of completion for the RCR course with your abstract submission and for both in D2L for the course. Since these courses last for three years, you will not have to repeat them when you reach your NURS 6300 course. (Learning outcomes #2 & #5).

## **COURSE SPECIFIC PROCEDURES/POLICIES**

### **Nursing Student Guide**

Specific information regarding the nursing program and current policies and procedures can be found in the current MSN Student Guide located at <https://www.tamuc.edu/wp-content/uploads/2021/05/62492243-msn-student-guide-2020.pdf>

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 honesty by others (Nursing Student Conduct Code-- See the BSN Student Guide).

### **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.

## **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 important and taken seriously. Preferred communication methods are through email through the Texas A&M University-Commerce email system, accessible within the D2L course. All students will be treated with collegial respect and are expected to communicate likewise in a professional manner. Students should check their university email accounts daily 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 assignments. It should not be expected that all material will be covered by the instructor.

## **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)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **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>

## **University Specific Procedures/Policies**

### **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**

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.

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 of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### **Undergraduate Students Academic Integrity Policy and Form**

[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 Students Academic Integrity Policy and Form**

[Graduate Student Academic Dishonesty Form](http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyForm.pdf)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.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 9-1-1.

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## COURSE OUTLINE / CALENDAR

<b>Week Monday Date</b>	<b>Content</b>	<b>Readings and Assignments</b>
<b>1 1/12/2026</b>	<b>Unit 1:</b> Orientation	Syllabus Review Melnyk & Fineout-Overholt, Chapters 1 & 2 <b>Approved PICOT Question from Fall 2025 NURS 5301 Course due by 2359, 1/16</b> <b>Course Orientation 1/14 @ 1pm CST</b>
<b>2 1/19/2026</b>	<b>Unit 2:</b> Relevant Evidence  Critical Appraisal	Melnyk & Fineout-Overholt, Chapters 3, 4 (review) & 5
<b>3 1/26/2026</b>	<b>Unit 3:</b> Quantitative Appraisal	Melnyk & Fineout-Overholt, Chapter 6 <b>Critical Appraisal #1 due by 2359, 1/30</b>
<b>4 2/02/2026</b>	<b>Unit 4:</b> Qualitative Appraisal	Melnyk & Fineout-Overholt, Chapter 7 <b>Virtual Office Hours 2/04 @ 1pm CST</b>
<b>5 2/09/2026</b>	<b>Unit 5:</b> Implementing Evidence in Clinical Practice	Melnyk & Fineout-Overholt, Chapters 8 & 9 <b>Critical Appraisal #2 due by 2359, 2/13</b>
<b>6 2/16/2026</b>	<b>Unit 6:</b> Role of Quality Improvement	Melnyk & Fineout-Overholt, Chapters 10 & 11
<b>7 2/23/2026</b>	<b>Unit 7:</b> Disseminating Evidence	Melnyk & Fineout-Overholt, Chapters 20 & 21 <b>Critical Appraisal #3 due by 2359, 2/27</b>
<b>8 3/02/2026</b>	<b>Annual Research Symposium Information</b>  <b>No new content</b>	<b>Abstract Draft due by 2359, 3/6</b> <b>CITI Responsible Conduct of Research Course Certificate due by 2359, 3/6</b> <b>Virtual Office Hours 3/04 @ 1pm CST</b>
<b>9 3/09/2026</b>	<b>Spring Break</b>	

<b>Week Monday Date</b>	<b>Content</b>	<b>Readings and Assignments</b>
<b>10 3/16/2026</b>	<b>Unit 8:</b> Innovation & Evidence	Melnyk & Fineout-Overholt, Chapter 13 <b>Final Abstract submission due to Annual Research Symposium (ARS) by 1700, 3/20</b>
<b>11 3/23/2026</b>	<b>Unit 9:</b> Models to Guide EBP Implementation	Melnyk & Fineout-Overholt, Chapter 14 <b>Poster Draft due by 2359, 3/27</b>
<b>12 3/30/2026</b>	<b>Unit 10:</b> Motivating Change	Melnyk & Fineout-Overholt, Chapters 15 & 17 <b>Virtual Office Hours 4/01 @ 1pm CST</b>
<b>13 4/06/2026</b>	<b>Unit 11:</b> Ethical Considerations	Melnyk & Fineout-Overholt, Chapter 24 <b>Final Poster due by 2359, Wednesday, 4/8</b>
<b>14 4/13/2026</b>	<b>Unit 12:</b> Annual Research Symposium Presentation	<b>Poster presentation on-campus at ARS, 4/15 from 1-6:30pm</b>
<b>15 4/20/2026</b>	<b>Unit 13:</b> Teaching EBP in Clinical Settings	Melnyk & Fineout-Overholt, Chapter 19 <b>Theory/Literature Review Paper due by 2359, 4/24</b>
<b>16 4/27/2026</b>	<b>No new content</b>	<b>Evidence Table due by 2359, 5/1</b>
<b>17 5/04/2026</b>	<b>Unit 14:</b> Finals Week	<b>CITI Social &amp; Behavioral Research Certificate due by 2359, Thursday, 5/7</b>

## **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 or meta-analysis 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 a brief (about 150 words) description and evaluation of the article. 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 **submit a copy of the full text of each article 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.**

## Used for each critical appraisal

Criteria	Not present or included	Not Acceptable	Needs improvement	Satisfactory	Excellent	Earned Points
<b>Format:</b> Reference page and in-text in APA format (1 point off for each unique error), syntax errors (grammar, spelling, etc.)	0 Not present or included	3 Inadequate Many important things missing	6 Adequate Some gaps	8 Good All areas	10 Excellent coverage	
<b>Relevance:</b> Articles should reflect current research relevant to student PICOT question	0 Not present or included	3 Inadequate Many important things missing	6 Adequate Some gaps	8 Good All areas	10 Excellent coverage	
<b>Article:</b> (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.	0 Not present or included	6 Inadequate Many important things missing	12 Adequate Some gaps	16 Good All areas	20 Excellent coverage	
<b>Complete and Accurate description:</b> brief descriptive and evaluative paragraph that includes the research question, methodology (1 qualitative in the third submission), hierarchy of evidence and results.	0 Not present or included	6 Inadequate Many important things missing	12 Adequate Some gaps	16 Good All areas	20 Excellent coverage	
<b>Nursing Applications/Implications:</b> 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.	0 Not present or included	6 Inadequate Many important things missing	12 Adequate Some gaps	16 Good All areas	20 Excellent coverage	
<b>Organization and Coherence:</b> clear, coherent summary of studies	0 Not present or included	3 Inadequate Many important things missing	6 Adequate Some gaps	8 Good All areas	10 Excellent coverage	
<b>Article submitted</b>	0 Not present or included	Inadequate Many important things missing		10		

Total (100 points possible):

### **Abstract Grading Rubric**

Review information and example provided by the Annual Research Symposium (ARS). The abstract should be less than 300 words in total. The abstract page should include a page number. Include a separate title page and reference page with all articles listed. Once approved the abstract should be submitted to the ARS by the stated deadlines with a copy to course instructors. A copy of the acceptance letter/email should be sent to course instructors.

Criteria	Not present or included	Not Acceptable	Needs improvement	Satisfactory	Excellent	Earned Points
Introduction/ Background- indicates significance of issue	0 Not present or included	3 Inadequate Many important things missing	6 Adequate Some gaps	8 Good All areas	10 Excellent coverage	
PICOT Question	0 Not present or included	3 Inadequate Many important things missing	6 Adequate Some gaps	8 Good All areas	10 Excellent coverage	
Methodology includes how literature search was conducted	0 Not present or included	6 Inadequate Many important things missing	12 Adequate Some gaps	16 Good All areas	20 Excellent coverage	
Results/Findings- Critical appraisal of articles, including hierarchy of evidence	0 Not present or included	6 Inadequate Many important things missing	12 Adequate Some gaps	16 Good All areas	20 Excellent coverage	
Discussion/ Implication of literature review results	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 paper, manner of presentation	0 Disorganized Incoherent	3 Serious organization problems	6 Acceptable, not outstanding	8 Good	10 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	8 Fewer than 5 errors	10 Excellent No errors	

Maximum points: 100

Total:

## Poster Grading Rubric

**Use provided example for your poster and have printed and bring to the Annual Research Symposium. Wear your lab coat and 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
<b>Introduction &amp; PICOT Question</b> ~ clearly states the purpose, PICOT question, and significance of the study	<b>0</b> Not included	<b>6</b> Inadequate	<b>12</b> Adequate	<b>16</b> Good	<b>20</b> Excellent coverage	
<b>Methodology</b> ~ Clear, detailed, and appropriate for the study	<b>0</b> Not present or included	<b>6</b> Inadequate Many important things missing	<b>12</b> Adequate Some gaps	<b>16</b> Good All areas	<b>20</b> Excellent coverage	
<b>Results/ Findings</b> ~ Clearly presented, well-organized, and effectively visualized.	<b>0</b> Not present	<b>6</b> Inadequate	<b>12</b> Acceptable	<b>16</b> Good	<b>20</b> Excellent	
<b>Discussion/ Implications</b> ~ Discussion connects findings to research questions, highlights implications	<b>0</b> Not present	<b>6</b> Inadequate	<b>12</b> Acceptable	<b>16</b> Good	<b>20</b> Excellent	
<b>Selected References</b> ~ Appropriate to PICOT question	<b>0</b> Not present or included	<b>3</b> Inadequate Many important things missing	<b>6</b> Adequate Some gaps	<b>8</b> Good All areas	<b>10</b> Excellent coverage	

Criteria	Not present or included	Not Acceptable	Needs improvement	Satisfactory	Excellent	Earned Points
<b>Organization of the poster</b> ~ poster is visually appealing, well-organized, and easy to follow ~ syntax	<b>0</b> <b>Disorganized Incoherent</b>	<b>3</b> <b>Serious organization problems</b>	<b>6</b> <b>Acceptable</b>	<b>8</b> <b>Good</b>	<b>10</b> <b>Excellent Ideas flow well</b>	

Maximum points: 100

Total:

## **Evidence Table Grading Rubric**

<b>Criteria</b>	<b>Possible Points</b>	<b>Score</b>
<b>First Author/Year of Publication</b> , minimum of 10 articles	10	
<b>Purpose/Research Question</b> ~ The aim or objective of the study, including the research question, aim of research, or hypothesis	10	
<b>Study Design</b> ~ Type of research conducted (RCT, cohort study, qualitative study, SR)	10	
<b>Sample/Population</b> ~ Description of study participants, including size, demographics, inclusion/exclusion criteria, and setting	10	
<b>Methods</b> ~ A summary of study methodology, including data collection tools, interventions, or procedures used	10	
<b>Key Findings/Results</b> ~ The main outcomes, data, or results of the study, including any statistical significance or qualitative themes	20	
<b>Strengths and Limitations</b> ~ An evaluation of the study's strengths and limitations	10	
<b>Implications/Conclusions</b> ~ A summary of how the findings contribute to the field, including practical applications, recommendations, or impact on practice or future research	10	
<b>Level of Evidence</b> ~ An indication of the evidence strength based on an evidence hierarchy	10	
<b>Total Score</b>	100	

## Theory/Literature Review Paper Grading Criteria

Criteria	Not present or included	Not Acceptable	Needs improvement	Satisfactory	Excellent	Earned Points
<b>Theory overview including the metaparadigm concepts in the theory and other major concepts of theory</b>	0 Not present or included	6 Inadequate Many important things missing	12 Adequate Some gaps	16 Good All areas	20 Excellent coverage	
<b>Discussion of theory clarity and conciseness; measurability and a justification of the theory's application to FNP practice and the PICOT question</b>	0 Not present or included	6 Inadequate Many important things missing	12 Adequate Some gaps	16 Good All areas	20 Excellent coverage	
<b>Literature review includes separate sections for each aspect of PICOT question and reviews at least ten (10) articles</b>	0 Not present or included	6 Inadequate Many important things missing	12 Adequate Some gaps	16 Good All areas	20 Excellent coverage	
<b>Each section of literature review analyzes the evidence, collates results and discusses application of the results</b>	0 Not present or included	6 Inadequate Many important things missing	12 Adequate Some gaps	16 Good All areas	20 Excellent coverage	
<b>Organization and Coherence: clear, coherent summary of theory and studies. Includes introductory paragraph including PICOT question and conclusion paragraph</b>	0 Not present or included	3 Inadequate Many important things missing	6 Adequate Some gaps	8 Good All areas	10 Excellent coverage	
<b>Reference page and in-text in APA format (1 points off for each unique error), grammar, spelling in text.</b>  <b>Paper (not including required title page and reference page) is 7-12 pages.</b>	0 Not present or included	3 Inadequate Many important things missing	6 Adequate Some gaps	8 Good All areas	10 Excellent coverage	