



**SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE**  
**RN TO BSN COMPLETION PROGRAM**  
**NURS 3305 – NURSING RESEARCH AND APPLICATION**  
**FALL 2018**

**SEMESTER HOURS:** Three (3)

**CONTACT HOURS:**

**CLINICAL HOURS:** N/A

**PREREQUISITES:** Admission to the RN to BSN Completion Program

### **COURSE DESCRIPTION**

This course is one component of baccalaureate education for professional nursing as defined by the American Association of Colleges of Nursing (AACN), particularly focusing on building knowledge and skills contributing to scholarship for evidence-based practice, interprofessional communication, clinical prevention and population health, and professionalism and professional values.

Basic concepts, research principles, processes, and applications provide support for development of critical-thinking and problem-solving skills as components of decision making, clinical judgement and practice. The course introduces concepts and processes of nursing research as a means of acquiring and refining knowledge to enhance integration of evidence-based nursing practice.

### **FACULTY INFORMATION**

**Name:** Pamela J. Haylock, PhD, RN, FAAN

**Office Hours:**

Hours available via e-mail: Monday-Friday 9:00 am to 9:00 pm

Hours available in person in your office: N/A

Hours available by appointment via office/home phone: Monday-Friday 9:00 am to 9:00 pm

**Phone number:** (830) 928-2989 – cell phone, voice mail and text messages are checked throughout the day

**University E-mail:** [pamela.haylock@sulross.edu](mailto:pamela.haylock@sulross.edu). Checked by noon each day.

### **STUDENT LEARNING EXPECTATIONS**

Students enrolled in this course are expected to meet course objectives presented within the applicable framework of the Texas Board of Nursing (TBON), Disseminated Essential Competencies of Graduates from Texas Nursing programs (DEC's, 2011), the American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and the Quality and Safety Education for Nurses (QSEN) Knowledge, Skills and Attitudes (KSA) in this course.

### **LEARNING OUTCOMES**

**Students completing this course will be able to:**

1. Demonstrate through discussion and writings how research and research strategies have evolved over time.  
(DEC's I-A 1,2,5) (Essential I)
2. Identify practice issues that can be or have been changed by analysis and implementation of research findings. (DEC's II-B 1,2,3,8) (Essential II & VIII) (QSEN-Safety)



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3. Discuss ideas for organizational and/or societal changes that are or may be influenced by research activity. (DEC's III-C 1) (Essential VII)
4. Through writings and reported clinical observation, relate selected nursing theories to Evidence-Based outcomes. (DEC's II-A 1,2,3) (Essential VII) (QSEN-EBP)
5. Evaluates quality of selected nursing research studies using critical appraisal techniques. (Essential VI) (QSEN-QI)
6. Discuss the role of current technology to development of Evidence-Based Practice with different categories of patients/clients. (DEC's III-C 2,3,4) (Essential III) (QSEN-EBP)
7. Evaluate a plan currently in use to reduce patient/client risk factors based on Evidence-Based data. (DEC's III-F 1; IV-A 5) (Essential III) (QSEN-EBP)
8. Demonstrate, through the completion of course assignments, the ability to identify and access reliable online resources and quality health care sites. (DEC's III C-5) (Essential IV)
9. Provide examples of research findings used to develop Evidence Based Practice for individuals, families, general populations, and communities. (DEC's III-F 7; IV-B1; IV-D 1.2.4) (Essential III, VI)

**REQUIRED TEXTS:**

1. LoBiondo-Wood, G., & Haber, J. (2017). Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice, 9<sup>th</sup> edition. St. Louis: Elsevier. ISBN-13: 978-0323431316 or ISBN-10: 0323431313
2. Publication Manual of the American Psychological Association. (2010) 6<sup>th</sup> ed. Washington, DC: APA 2010. ISBN:10:1-4338-0561-8.
3. American Nurses Association. (2015). Code of Ethics for Nurses with Interpretive Statements. (Available from <https://www.nursingworld.org/nurses-books/code-of-ethics-for-nurses>)

**ASSIGNMENTS, GRADING & EXPECTATIONS**

Learning activities are distributed over 14 weeks, focusing on advancing understanding of nursing research and its applications to the art and science of nursing and evidence-based practice. Since this is an on-line course, assignments included in each week will be synchronous and/or asynchronous, conducted and completed and submitted within a specified period. Each student must plan for sufficient time to read, examine, and complete learning activities, and prepare assignments designated for each week. A synchronous, scheduled time is designated by students and faculty to discuss questions and issues relating to assignments. The secret to success in this course is to come to all discussion groups prepared to discuss, debate and critique designated topics. Faculty serves as moderator or may assign a student to lead a discussion group. Relevant Power Point presentation and other resources may be placed in Blackboard folders.



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**Discussion Board & Online Participation (35% of course grade):**

Class Discussion Boards provide the online version of open discussion among class members – opportunities to explore, develop and articulate one’s perspectives around the week’s major content and explore trends and issues in professional nursing and health care delivery. Active participation in discussions (online or not), “listening to” and considering others’ perspectives are fundamental to professional socialization and included as required learning activities as occasions during which students experience thoughtful and respectful professional engagement.

Students are expected to participate in discussion boards by posting (uploading) a minimum of one introductory comment or observation relating to the week’s topic AND a minimum of two (2) substantial comments each week. Appropriate posts consist of responses, replies, and feedback to faculty and other students’ comments, suggested resources, identification of questions, practice dilemmas relevant to the topic, and potential new approaches to posed comments and questions.

Discussion board postings are to be written in a scholarly manner (complete sentences, correct spelling, grammar, punctuation), and include citations to relevant literature that supports students’ statements and/or contribute to the discussion thread.

**Written Assignments (40% of course grade):**

*Students will complete written assignments following the scholarly writing style guided by The Publication Manual of the American Psychological Association, (APA 6<sup>th</sup> Edition) – required text. All written assignments are double-spaced, use 12 point Times New Roman font, and at least 1” right and left margins. Papers are graded based on content (meeting stated assignment requirements), correct spelling, and application of appropriate grammar and punctuation. Each written assignment includes a reference list with full citation (according to APA). Rubrics for all assignments are included in this Syllabus.*

**Absence of plagiarism** is a critical consideration in evaluation of written work. Plagiarism is a legal and ethical issue, and is a violation of truthfulness. It occurs when one takes another’s work, copyrighted or not, and passes it on as his or her own. (Fishman, 2011) Plagiarism is also a violation of Sul Ross State University ethics and policy. For more information, see: Fishman, S. (2011). *The Copyright Handbook: What Every Writer Needs to Know*. (11<sup>th</sup> ed). Berkeley, CA: Nolo Press.

**Quiz (15% of final grade):** Three 10-item quizzes will be completed over the 14 week course. Dates to be announced.

**Final Examination, Week 8: Research Paper (10% of final grade):** To be submitted at the conclusion of Week 8. Each student will create and submit a hypothetical research proposal applying course content, and his/her personal clinical and research interest.



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### **COURSE EXPECTATIONS**

Verbal and written assignments demonstrate the student's understanding and abilities to articulate application of content.

**Orientation to Course:** Each student is expected to complete the course orientation before the first week of the term.

**Purchase required texts** before starting the course.

**All written assignments** are presented in American Psychological Association (APA, 2010) style.

Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources and corrected as soon as possible.

#### **Faculty and Student Picture and Biography:**

- ✓ Faculty will submit a photograph (head-shot – even an informal snapshots or “selfies” are acceptable) and summary of their educational and professional experiences that prepared them to teach in respective courses to be posted online.
- ✓ During the first week of class, each student must upload a photograph (head-shot) of themselves (casual snapshots and “Selfies” acceptable) and post on the Discussion Board, a brief personal and professional biography including educational and clinical experiences and personal information highlighting why they are pursuing the BSN degree.

### **STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS**

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as mentor, resource, guide, coach and professional peer.
3. Our work and life experiences differ and enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize his or her time, learning goals, work schedules and family arrangements to fully participate in the course and assigned learning activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

### **COMMUNICATIONS:**

- ✓ **Announcements** – Check announcements each time you log onto the course.
- ✓ **Course E-mail** – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make



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sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.

- ✓ **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not available, mobile phone or texting between the hours of 9 am and 6 pm if possible.
- ✓ **Assignments** – Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- ✓ **Writing and use of APA format** – All written assignments and discussion board postings must be submitted using the American Psychological Association (APA, 2010) Guidelines. <http://owl.english.purdue.edu/owl/resource/560/01>

**USE OF TECHNOLOGY:**

If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem: seek help immediately.

- Contact the 24-7 Help Desk at: 1-888-837-2882.
- Uvalde OIT Department: 830-279-3045
- Eagle Pass OIT Department: 830-758-5010
- Del Rio OIT Department: 830-703-4818

**ATTENDANCE AND PARTICIPATION:**

- Your attendance is expected at every class meeting both face to face and online.
- An online course requires participation in all areas for accurate evaluation of performance including responding to faculty requests or communications.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be used to verify student online participation.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that students read assigned readings prior to joining class discussions.
- If students have an emergency and cannot attend a class meeting or complete an assignment by the due date, student must contact faculty by phone, e-mail, or text as soon as possible and make arrangements to complete and submit assignments.

**RULES OF NETIQUETTE:**

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It applies primarily to interactions on the course Discussion Board, individual and group assignments, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.



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2. Be helpful and be sure to do your part in an online class or in group work so assignments can be completed according to the course schedule.
3. Common courtesy and good manners, use of proper grammar, sentence structure, and correct spelling, are essential when participating in an online course.
  - a. Use meaningful titles in the Subject line. For e-mail, include the course number.
  - b. Use the person's name you are addressing as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
  - c. Close the posting by writing your full name at the end of the message.
4. Do not post anything too personal as all students in the class and your instructor will see what you write: the University archives all course materials.
5. Be courteous and respectful to students and faculty in the course.
  - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view as it will be read by others;
  - b. Be mindful of the tones of your communications, sarcasm and subtle humor; one person's joke may be another person's insults;
  - c. Do not use all caps in the message box (it is considered shouting);
  - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your perspective.
7. Avoid duplication. Read previous discussions before you comment or ask a question as the information may have already been covered.
8. When posting a response, make sure you clarify the post to which you are responding.
9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
11. Try not to “lurk”, meaning you are just reading and not participating.
12. Quality of online communications/postings is important:
  - a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name, year, and the work from which the quotation is taken. If you paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
  - b. If the posting is going to be long, use paragraphs;
  - c. Do not overuse acronyms and abbreviations like you use in text messaging. Some participants may not be familiar with acronyms and abbreviations;
  - d. Just as you would proofread a formal paper, before posting;
  - e. Read what you have written for content;
  - f. Rethink what you have written for tone;
  - g. Reread what you have written for organization and coherence;





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- h. Revise what you have written for grammar, punctuation and mechanics;
  - i. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
13. Do not send large files as someone in your class may have a relatively slow internet connection or limited server capacity.
  14. Be sure to use a reliable computer security system with functioning anti-virus software: check for viruses when sending and sharing files.
  15. Be patient if you do not get an immediate response to your postings: others may be on a different schedule. If it is urgent, contact other students or faculty by e-mail, phone, or text.

**ASSESSMENT OF STUDENT LEARNING:**

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.

2. **Summary of Measures for Evaluations:**

<u>Course Requirements</u>	<u>Percentage</u>
1. Discussion Board Participation	35 %
2. Written Assignments	40 %
3. Quiz (3)	15%
4. <u>Final: Research paper</u>	<u>10 %</u>
<b>Total</b>	<b>100 %</b>

3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale

A = 90 – 100

B = 80 – 89

C = 75 – 79

D = 70 – 74

F = 69 or below



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**DISCUSSION BOARD RUBRIC**

<b>CRITERIA</b>	<b>PERFORMANCE INDICATORS</b>			
	<b>PROFICIENT</b>	<b>COMPETENT</b>	<b>SUBSTANTIVE AREA FOR IMPROVEMENT</b>	<b>UNSATISFACTORY WORK</b>
<p><b><u>Content</u></b>            Relevance of information in the posting to the assigned questions and demonstrates student learning.</p>	<ul style="list-style-type: none"> <li>✓ Responds to discussion questions with a clear understanding of the focus of study in the module.</li> <li>✓ Posting &amp; responses meet all the requirements of the discussion instruction.</li> </ul> <p style="text-align: center;">25 points</p>	<ul style="list-style-type: none"> <li>✓ Responds to discussion questions but with minor confusion about the focus of study in the module.</li> <li>✓ Posting &amp; responses meet most of the requirements of the discussion instructions.</li> </ul> <p style="text-align: center;">20 points</p>	<ul style="list-style-type: none"> <li>✓ Responds to 1 or more discussion questions with major confusion about the focus of study in the module.                ✓ Or</li> <li>✓ Provides some answers but fails to respond to discussion questions as directed.</li> <li>✓ Posting &amp; responses meet some of the requirements of the discussion instructions.</li> </ul> <p style="text-align: center;">10 points</p>	<ul style="list-style-type: none"> <li>✓ The discussion questions are not answered.                ✓ Or</li> <li>✓ Responses have no connection to the questions.</li> <li>✓ Posting &amp; responses meet few/none of the discussion instructions.</li> </ul> <p style="text-align: center;">0 points</p>
<p><b><u>Scholarly Presentation</u></b>            Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).</p>	<ul style="list-style-type: none"> <li>✓ Thoughts are logically organized at the paragraph level without errors in SGP.</li> </ul> <p style="text-align: center;">15 points</p>	<ul style="list-style-type: none"> <li>✓ Thoughts are logically organized at the paragraph level with no more than 3 SGP errors.</li> </ul> <p style="text-align: center;">10 points</p>	<ul style="list-style-type: none"> <li>✓ Thoughts are logically organized at the paragraph level with no more than 4 SGP errors.                &amp;/Or</li> <li>✓ Thoughts show limited logical organization between ideas.</li> </ul> <p style="text-align: center;">5 points</p>	<ul style="list-style-type: none"> <li>✓ Thoughts show no logical organization in the paragraph                ✓ &amp;/Or</li> <li>✓ Postings contain more than 4 SGP errors.</li> </ul> <p style="text-align: center;">0 points</p>
<p><b><u>Engagement</u></b>            Engages in discussion through use of thoughtful replies to postings of other students.</p>	<ul style="list-style-type: none"> <li>✓ Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner.</li> </ul> <p style="text-align: center;">20 points</p>	<ul style="list-style-type: none"> <li>✓ Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner.</li> </ul> <p style="text-align: center;">10 points</p>	<ul style="list-style-type: none"> <li>✓ Gives a limited reply to peers in a respectful manner.</li> </ul> <p style="text-align: center;">5 points</p>	<ul style="list-style-type: none"> <li>✓ No replies to any postings.                ✓ &amp;/Or</li> <li>✓ Replies are clearly disrespectful.</li> </ul> <p style="text-align: center;">0 points</p>
<p><b><u>CITATIONS/APA</u></b>            Ideas are supported by proper citation and use of references following APA format.</p>	<ul style="list-style-type: none"> <li>✓ Postings incorporate citations and references following APA format with no more than 1 error</li> </ul> <p style="text-align: center;">20 points</p>	<ul style="list-style-type: none"> <li>✓ Postings incorporate citations and references following APA format with no more than 2 errors.</li> </ul> <p style="text-align: center;">15 points</p>	<ul style="list-style-type: none"> <li>✓ Postings incorporate citations and references following APA format with no more than 3 errors.</li> </ul> <p style="text-align: center;">10 points</p>	<ul style="list-style-type: none"> <li>✓ Postings include 4 or more errors in APA format.</li> </ul> <p style="text-align: center;">5 points</p>





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<p><b><u>Literature/Evidence</u></b>          Ideas are supported by student-conducted search of the literature – outside of required course material.</p>	<p>✓ Postings and replies are supported by more than <u>two</u> outside references in addition to required readings.          20 points</p>	<p>✓ Postings and replies are supported by <u>one</u> outside reference in addition to required readings.          10 points</p>	<p>✓ Postings and/or replies are <u>only</u> supported by required readings.          5 points</p>	<p>✓ Postings and replies are not supported by any evidence.          0 points</p>
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**NSG 3305 – RUBRIC FOR SUBMITTED WRITTEN WORK**

CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	SUBSTANTIVE AREAS OF IMPROVEMENT	UNSATISFACTORY WORK
<p><b>Activity/Process</b></p> <p>Course objectives which guide the assignment are clearly addressed.            Literature support of content is provided            Comments show understanding of concepts which are significant to the assignment            Application to practice is included if applicable. Non-applicability of content is included.</p> <p style="text-align: right;">Points</p>	<ul style="list-style-type: none"> <li>✓ All aspects of the assignment are complete and presented clearly, with imagination.</li> <li>✓ Evidence of incorporation of content from literature is clear</li> <li>✓ Exceeds expectations</li> </ul> <p style="text-align: center;">12-15 points</p>	<ul style="list-style-type: none"> <li>✓ Conditions of assignments are complete</li> <li>✓ Explanations are clear.</li> <li>✓ Guidelines of assignment are met without extras.</li> <li>✓ Meets expectations without exceeding them</li> </ul> <p style="text-align: center;">8-11 points</p>	<ul style="list-style-type: none"> <li>✓ Work is lacking in completeness, and clarity of explanation</li> <li>✓ Provides little evidence that concepts related to the assignment were understood, or explained in relationship to topic.</li> </ul> <p style="text-align: center;">4-7 points</p>	<ul style="list-style-type: none"> <li>✓ Timeliness, completeness and/or satisfactory address of topic is lacking.</li> <li>✓ Seems to “just do” task without taking in significance.</li> </ul> <p style="text-align: center;">0-3 points</p>
<p><b>Process</b></p> <p>Follows guidelines provided for assignments.            Completes and turns in work on time.            Clarifies questions about assignments.            Submissions are presented in grammatically correct form, with citations provided in APA format</p>	<ul style="list-style-type: none"> <li>✓ Timely submission of work product in format requested.</li> <li>✓ Product shows imagination and consideration of factors beyond specific assignment guidelines.</li> <li>✓ Clarification of assignments is timely and appropriate.</li> <li>✓ Work product is free of grammatical errors.</li> <li>✓ Citations are appropriately referenced.</li> </ul> <p style="text-align: center;">12-15 points</p>	<ul style="list-style-type: none"> <li>✓ Timely submission of work product in format requested.</li> <li>✓ Product meets assignment guidelines without exceeding them. Work is adequate.</li> <li>✓ Clarification of assignments is timely and appropriate.</li> <li>✓ Very few errors on final work.</li> <li>✓ Citations are mostly correct.</li> </ul> <p style="text-align: center;">8-11 points</p>	<ul style="list-style-type: none"> <li>✓ Time management is at time a problem.</li> <li>✓ Work generally on time.</li> <li>✓ Work does not always meet criteria for completeness in addressing the topics assigned.</li> <li>✓ Does not always seek clarification from appropriate source.</li> <li>✓ Citation format needs attention.</li> <li>✓ Does not seem to be checked for errors.</li> </ul> <p style="text-align: center;">4-7 points</p>	<ul style="list-style-type: none"> <li>✓ Work is late or incomplete.</li> <li>✓ Guidelines are poorly followed.</li> <li>✓ Topic is superficially addressed.</li> <li>✓ Misunderstanding of assignment is apparent and not resolved and consequential loss of grade points.</li> <li>✓ Work product has many errors, incorrect or missing citations for the assignment.</li> </ul> <p style="text-align: center;">0 -3 points</p>
<p><b>Application to Practice</b></p> <p>Either in written or oral presentation shows how the information from the exercise can be applied to practice</p>	<p>Identifies uses for information that extend beyond simple changes in routine practices.</p> <p style="text-align: center;">4 – 5 Points</p>	<p>Identifies ways in which specific information can be used</p> <p style="text-align: center;">2 - 3 points</p>	<p>Obvious application to practice,</p> <p style="text-align: center;">1 Point</p>	<p>Weak if any application</p> <p style="text-align: center;">0 point</p>
<p><b>TOTAL POSSIBLE POINTS - 35</b></p>				