

**SUL ROSS STATE UNIVERSITY**  
**Department of Nursing**  
**NUR 3305 Introduction to Nursing Research**  
**Spring Junior Year**

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**NUR 3305 Introduction to Nursing Research**

**SEMESTER HOURS: Three (3) Credits**

**CONTACT HOURS: 48**

**PREREQUISITES: Completion of NUR 3311 Essence of Professional Nursing in Rural  
Border Community**

**FACULTY INFORMATION:**

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**COURSE DESCRIPTION:**

This course is one component of baccalaureate education for professional nursing focusing on students' becoming competent consumers of research in nursing and related fields. Various models of inquiry in nursing, including basic concepts, research principles, processes and applications needed to develop critical-thinking skills, and problem-solving skills will be examined. Theories of evidence-informed practice, appraisal of published research, and translation of findings into clinical practice serve as the foundation for knowledge development and skills that foster clinical reasoning, decision making, and practice. Students will have the opportunity to apply evidence when participating in planning and implementing nursing care, inter-professional communication, population health for rural and border communities, and demonstrating professionalism and professional values.

**COURSE OBJECTIVES:** Upon completion of this course, students will be able to

1. Describe the role of research in nursing as a method of systematic inquiry.
2. Explain the importance of nursing research and evidence-based practice to nursing practice.
3. Describe the roles of theory, models, and strategies in nursing research and evidence based-practice.
4. Differentiate qualitative and quantitative approaches to inquiry and findings that provide the basis for patient care and clinical judgment.
5. Discuss legal/ethical concerns in research and evidence-based practice.

6. Identify the appropriate application of statistical methods in nursing research and evidence-based practice.
7. Appraise selected nursing research studies using critical appraisal techniques.
8. Identify practice issues that may change by analysis and implementation of research findings.
9. Apply evidence-based guidelines and tools for improving nursing practice across the life span.
10. Demonstrate the ability to identify and access reliable online resources and quality health-care sites.

### **MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING**

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the Assistant Vice President for Institutional Effectiveness at SRSU.

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (Professionalism).

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as students progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

### **REQUIRED REFERENCES:**

#### **Textbooks:**

Burkhardt, M. A. & Nathaniel, A. K. (2020). *Ethics and issues in contemporary nursing: Nursing ethics for the 21<sup>st</sup> century*. (1<sup>st</sup> ed.). St. Louis: Elsevier.

Melnyk, B., & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing and healthcare: A guide to best practice*. Philadelphia, PA: Lippincott.

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: APA. ISBN:10:1-4338-0561-8.

### **RECOMMENDED TEXT AND ARTICLE:**

Goodshall, M. (2010). *Fast facts for evidence-based practice*. Upper Saddle River, NJ: Springer.

Sidani, S., & Braden, C.J. (1999, January). Evaluating nursing interventions. A theory-driven approach. *Journal of Advanced Nursing*, 29(1), 267.

## Articles:

The Nuremberg Code (1949)  
The Declaration of Helsinki (1964)  
The Belmont Report (1978)  
Institutional Review Boards  
ANA Human Rights Guidelines for Nurses in Clinical and Other Research

## Web Resources:

Agency for Healthcare Quality and Research: <http://www.ahcpr.gov/>  
ANA's Official Web Site: <http://www.nursingworld.org>  
American Nurses Association. (2010). *Nursing: scope and standards of practice*. Washington, D.C.  
Nursesbooks.org. (Secure references from Library)  
American Nurses Association. (2010). *Nursing's social policy statement* (2<sup>nd</sup> ed.). Washington, D.C.  
Nursesbooks.org. (Secure references from Library)  
*American Nurses Association*. (2010). *Code of ethics for nurses with interpretive statements*. Washington, D.C.  
Nursesbooks.org. (Secure references from Library)  
Cochrane Systematic Reviews - UTMB Moody Medical Library Electronic Databases:  
<http://gateway.ut.ovid.com/gw2/ovidweb.cgi?New+Database=Single+14&S=IDNJHKELHAEMDN00>  
National Guidelines Clearinghouse: <http://www.guideline.gov/>  
Primary Care Clinical Practice Guidelines: <http://medicine.ucsf.edu/resources/guidelines/>

Web Resources on the Tuskegee Research Incident

<http://healthorbit.ca/NewsDetail.asp?opt=1&nltid=097270605>

<http://www.med.virginia.edu/hs-library/historical/apology/>

## COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

### LEARNING ACTIVITIES:

#### ***Class, Discussion Board, and Online Seminar Participation: 20%***

Students will participate in in-class and online, collaborative activities that explore the role and importance of various approaches to inquiry in professional nursing practice and knowledge development. Student dialogue will focus on identifying the elements and applications of the inquiry process, appraising research, and identifying quality-improvement issues to be assessed and analyzed. Students will collaborate on the reviews of research and development of a research-utilization plan based on review of the evidence and will present the plan to peers. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

***Written assignments:***

Students will complete written assignments following the scholarly writing style guided by *The Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition). Papers are to be double-spaced, using 12-point Times New Roman font; and at least 1” right and left margins. Papers will be graded based on content (meeting stated assignment requirements), correct spelling, and application of appropriate grammar and punctuation. Absence of plagiarism is a critical consideration in evaluation of written work. Papers will include reference lists with full citation (according to APA).

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.

***Appraisal of Quantitative Research Article:*** For this assignment the group will select a quantitative research article that addresses the selected practice or clinical problem and critically appraise the article using review outlined by Lobiondo-Wood & Haber. The written appraisal and copy of the article will be submitted by the due date.

***Appraisal of Qualitative Research Article:*** For this assignment the group will select a qualitative research article that addresses the selected practice or clinical problem and critically appraise the article using review outlined by Lobiondo-Wood & Haber. The written appraisal and copy of the article will be submitted by the due date.

***Review of Research for Evidence-Based Practice:*** In this assignment students will demonstrate the ability to evaluate a body of research and evaluate how the evidence supports or refutes identified clinical practice in preparation to develop a plan for evidence-based practice utilization plan. A critical appraisal is defined as the process of systematically examining the research evidence to assess its validity, results, and relevance for use in clinical decision-making. An example of such a view is an article by Hinds, Oakes, Furman, Quargenti, Olson, Foppiano, & Srivastava (2001), a review of 3 studies to create an evidence base for practice guidelines related to end-of-life decision-making by adolescents, parents, and health-care providers.

***Presentation of Research-Utilization Plan:*** For this assignment, students will demonstrate the ability to apply evidence-based research findings to improve quality of care or design a change in practice related to an identified health-care problem. The final Research Utilization Plan will be presented to the class as a PowerPoint Presentation.

***Examinations:*** Examinations will be completed on-line, and students will be permitted to use their text and notes during the time assigned for each exam. An overall average of 80% or better for the examinations is required to pass the course. Examination #1 and examination #2 are each worth 20% of the final grade.

## 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, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are delineated either in the syllabus or in the modules.

### 2. Summary of Measures for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
1. Class, Discussion Board, & Online Seminar Participation	10%
2. Examinations	40%
3. Appraisal of Quantitative Research	10%
4. Appraisal of Qualitative Research	10%
5. Review of Research for Evidence-Based Practice	15%
6. Research-Utilization Presentation	<u>15%</u>
Total	100%

**Sample Evaluation Rubric: See last page of this document.**

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 = 69-74

F = 69 OR BELOW

## POLICIES FOR EXAMS AND ASSIGNMENTS:

**Online testing/Assessments:** When assigned, examinations will be given via the use of Proctor Free. Instructions will be provided at the time of the examination.

**Missed Examinations and Makeup Examinations:** Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur

within a week of the scheduled examination as agreed on between faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

**Late and Make-up Assignments:** To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

**NUR 3310 Introduction to Nursing Research  
COURSE SCHEDULE**

(This schedule is subject to change by faculty as needed.)

<b>Week &amp; Module</b>	<b>Topics &amp; Objectives</b>	<b>Required Readings &amp; References</b>	<b>Learning Activities, Assignments &amp; Submission Dates</b>
<p><b>MODULE I</b></p> <p><b>Week 1</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>▪ Overview of Course</li> <li>▪ Review of Syllabus</li> <li>▪ Assignments and Grading</li> <li>▪ Testing</li> <li>▪ On-Line Communication</li> </ul> <p><b>Objectives:</b> Upon completion of this unit, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the seven steps of evidence-based practice (EBP).</li> <li>2. Explain the differences among EBP, research, and quality improvement.</li> <li>3. Formulate PICOT questions using the components of: <b>Population, Issue or Intervention of interest, Comparison of interest, Outcome, and Time for intervention to achieve the outcome.</b></li> <li>4. Discuss basic and advanced strategies for conducting a systematic search based on the PICOT question.</li> <li>5. Describe a body of evidence (BOE) based on the evidence hierarchy for</li> </ol>	<p>Textbook chapters 1 – 3</p> <p>Melnik, B. M., &amp; Fineout-Overholt, E. (2018). <i>Evidence-Based Practice in Nursing &amp; Healthcare</i> (4th ed.). Wolters Kluwer Health.</p> <p>Articles provided: Pearson A. (2014). Evidence synthesis and its role in evidence-based health care. <i>Nsg Clinics of North America</i>, 49:453-460.</p> <p>McDonald L. (2001). Florence Nightingale and the early origins of evidenced-based nursing. <i>EBN Notebook</i>. 4:68-69.</p> <p>Cohen IB. (1984). Florence Nightingale. <i>Scientific American</i>, 250(3): 128-137.</p>	<p><b>Course Orientation</b></p> <p><b>Discussion:</b></p> <p>Florence Nightingale’s relevance to today’s nursing research and clinical nursing practice.</p>

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	<p>specific types of clinical questions.</p> <p>6. Describe how best to integrate patient concerns, choices, and clinical judgment in evidence-based practice.</p> <p>7. Discuss qualities of well-developed best practice clinical guidelines.</p>		
<b>MODULE II</b>	<b>Theoretical Framework for Nursing Research, Qualitative and Quantitative Research Methodologies, Ethics, and IRB</b>		
<b>Week 2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explain differences between Quantitative and Qualitative research designs</li> <li>2. Explain systematic reviews and their purpose</li> <li>3. Examine characteristics of an effective electronic literature search: <ol style="list-style-type: none"> <li>a. Describe the historical background that led to the development of ethical guidelines for use of human subjects in research</li> <li>b. Identify essential elements of informed consent</li> <li>c. Describe the IRB role in the research review process.</li> </ol> </li> </ol>	Textbook chapters 4, 6, 7, 12	<p><b>Assignment:</b> Week 2 – Perform an Electronic Search of the Literature relating to research in a clinical topic/question of your choosing. Share your search process applying the characteristics. Chapter 3, Box 3-4 (p. 71). Identify key words, Data Base used, rationale for selected search parameters, and results of your search processes.</p> <ol style="list-style-type: none"> <li>a. What concerns and questions do you think might be posed to you during the IRB process</li> </ol>

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
			<p>around your proposed study?</p> <p>b. Describe possible legal and ethical issues that could arise when you pursue a research project to explore or answer your research question.</p>
<p><b>Week 3</b></p>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Apply critiquing criteria to the evaluation of a research question or hypothesis in a selected research article</li> <li>2. Describe relationships between theory, research, and practice</li> <li>3. Discuss the purpose of the literature review for development of EBP and QI project.</li> <li>4. Explain how theory is used in nursing practice</li> <li>5. Describe components of qualitative research used in practice.</li> <li>6. Identify four ways that qualitative research is used in practice</li> </ol>	<p>Review Textbook Chapters 3, 13, material on pages 51-54: Review of the Literature</p> <p>Textbook Appendix C, pages 502-517. Seiler, A.J., &amp; Moss, V.A. (2010). The experiences of nurse practitioners providing health care to the homeless.</p>	<p><b>Assignment:</b> Week 3 – Theory/EBP</p> <p><b>Discussion:</b> For the Seiler and Moss research study,</p> <ol style="list-style-type: none"> <li>1) Discuss the citation of the article</li> <li>2) Evaluate the research question or hypothesis used in the cited study, and</li> <li>3) Identify the theoretical framework used in the study.</li> <li>4) Are the findings from this work useful to address a practice issue?</li> </ol>
<p><b>Week 4</b></p>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the strengths and weaknesses of a qualitative research report</li> <li>2. Identify next steps following a completed qualitative research report</li> </ol>	<p><b>Article:</b> Weinberg, D.B, Miner, D.C., &amp; Rivlin, L. (2009). It depends: Medical residents' perspectives on working with nurses. <i>Am J Nurs</i>, 109(7): 34-42.</p>	<p><b>Written Assignment:</b> From your search of the research literature, select a qualitative study, and apply criteria (Ch 7) to an appraisal of your selected study.</p>

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
			<b>Appraisal of Qualitative study Due Week 5</b>
<b>Week 5</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe components of quantitative research used in practice</li> <li>2. Identify four ways that quantitative research is used in practice</li> <li>3. Identify purposes of sampling</li> <li>4. Define <i>population, sample, and sampling, criteria for inclusion/exclusion</i></li> <li>5. Identify, define, and compare <i>nonprobability and probability sampling strategies</i></li> <li>6. Discuss factors that influence determination of sample size</li> <li>7. Discuss potential threats to internal and external validity as sources of sampling bias</li> <li>8. Identify subject populations who require special legal &amp; ethical considerations</li> <li>9. Identify elements that affect fidelity and control in the research design and study outcomes</li> <li>10. Define Internal and External Validity and the threats or conditions that affect them</li> </ol>	Textbook chapters 12 & 13	<ol style="list-style-type: none"> <li>1) Describe threats to internal and external validity that relate to your sources of sampling.</li> <li>2) Discuss at least three (3) research questions that would most appropriately be addressed using quantitative research methods.</li> <li>3) For each of these research questions, identify potential elements that could affect fidelity and control, and threats to internal and external validity. Identify a relevant research question.</li> <li>4) Describe the sampling strategy you would devise for this research project.</li> </ol> <p><b>Written Assignment: Appraisal of Qualitative study Due Week 5</b></p>

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 6	<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Define the various data-collection methods used in nursing research</li> <li>2. Discuss how data-collection methods contribute to the strength of evidence in a study</li> <li>3. Identify possible sources of bias related to data-collection</li> <li>4. Differentiate between descriptive and inferential statistics</li> <li>5. Describe four levels of measurement</li> <li>6. Describe the concept of probability as it applies to the analysis of data</li> <li>7. Define a null hypothesis</li> <li>8. List several commonly used statistics to be found in published nursing research</li> </ol>	Textbook Chapters 14, 15 Textbook Chapters 16, 17, 18	<p>Using critiquing criteria, appraise a Quantitative study. Based on your critique discuss the following:</p> <ol style="list-style-type: none"> <li>1) Is there enough evidence to be derived from this study for it to be useful in practice?</li> <li>2) Is additional study warranted?</li> <li>3) What additional questions do you have after reviewing this study?</li> <li>4) How might you design a follow-up study?</li> <li>5) In what ways could you apply this study's findings to practice?</li> </ol>
Week 7	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe other types of research design, (experimental, quasi-experimental, non-experimental), their strengths and weaknesses</li> <li>2. Identify criteria for inferring cause-effect relationships</li> <li>3. Describe similarities and differences among survey, relationship/differ</li> <li>4.</li> <li>5. rence, and other research designs</li> </ol>	Textbook Chapter 8, 9, 10, 11	<p><b>Written Assignment:</b> Using Critical Appraisal Guidelines for Quantitative Research (Table 18-1, p. 348-50) write a critical appraisal of a selected quantitative research study. <b>Assignment - Appraisal of Quantitative study Due Week 7</b></p>

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	6. Discuss purposes of a systematic review, meta-analysis, integrative review, and clinical practice guidelines		
<b>Week 8</b>	Mid-Term Examination		<b>Assignment: None Exam #1</b>
<b>Module III</b>	<b>Evidence-Based Practice Processes &amp; Topics:</b> <ul style="list-style-type: none"> <li>▪ Systematic reviews</li> <li>▪ Clinical practice guidelines</li> <li>▪ Sampling</li> <li>▪ Data collection methods</li> <li>▪ Reliability and validity</li> </ul>		
<b>Week 9</b>	<b>A. Why Evidence-Based Practice (EBP)?</b> <b>B. Asking Compelling Clinical Questions</b>  <b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Define EBP</li> <li>2. Identify the components of EBP</li> <li>3. Follow the five steps of EPB</li> <li>4. Discuss the obstacles and barriers to EBP</li> <li>5. Identify the background and foreground questions of EBP</li> <li>6. Identify and discuss PICO: Components</li> </ol>	<p>Melnik, B., &amp; Fineout-Overholt, E. (2015). Evidence-Based Practice in Nursing &amp; Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 1, 2).</p> <p>Goodshall, M. (2010). Fast Facts for Evidence-Based Practice. Springer Publishing Company. (Chapter 1, 2, 9).</p>	<b>Discussion Questions:</b> <ol style="list-style-type: none"> <li>1. What is the rating system for the Hierarchy of Evidence?</li> <li>2. How can one overcome barriers to EBP?</li> <li>3. Elaborate on all the components under PICO method.</li> <li>4. Explain the difference between a background question and a foreground question.</li> </ol>
<b>Week 10</b>	<b>A. Finding Relevant Evidence</b> <b>B. Critically Appraising</b>	Melnik, B., & Fineout-Overholt, E. (2015). Evidence-Based Practice	<b>Discussion:</b>

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	<p><b>Quantitative and Qualitative Evidence</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify sources of evidence</li> <li>2. Identify the right databases/resources to use for EBP</li> <li>3. Identify validity, reliability, and applicability in studies related to EBP</li> </ol>	<p>in Nursing &amp; Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 3, 5, 6).</p> <p>Goodshall, M. (2010). Fast Facts for Evidence-Based Practice. Springer Publishing Company. (Chapter 4-6).</p>	<ol style="list-style-type: none"> <li>1. How do you critically appraise the strength of evidence produced through qualitative research?</li> <li>2. What are some of the issues surrounding the use of evaluations criteria that, if not understood, could lead to their misuse in the appraisal of studies?</li> </ol>
Week 11	<p><b>A. Integration of Patient Preferences and Values</b></p> <p><b>B. Using Models and Strategies for EBP</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define the framework evidentialism.</li> <li>2. What are the major differences between the central themes of evidentialism and the assumptions in evidentialism?</li> <li>3. Identify different models of evidence-EBP and research utilization.</li> <li>4. Identify the tools needed for improving EBP.</li> </ol>	<p>Melnyk, B., &amp; Fineout-Overholt, E. (2015). Evidence-Based Practice in Nursing &amp; Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 7, 8, 9).</p>	<p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is it important to engage patients and families in the decision-making process?</li> <li>2. How does the PCORI conducts research to provide information about the best available evidence to help patients and their healthcare providers make more informed decisions?</li> <li>3. What is the difference between research utilization and EBP?</li> <li>4. What 3 questions must be</li> </ol>

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
			<p>considered on finding the right guideline?</p> <p><b>Written Assignment -Review of Research For Evidence Based Practice Due Week 12</b></p>
<b>MODULE IV</b>	<p><b>A. Teaching Evidence-Based Practice</b>  <b>B. Generating Evidence Through Research &amp; Qualitative Research</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify different models for teaching EBP</li> <li>2. Identify the PARIHS Elements</li> <li>3. Identify the elements of a Clinical Study</li> <li>4. Define Qualitative Research</li> </ol>	<p>Melnyk, B., &amp; Fineout-Overholt, E. (2015). Evidence-Based Practice in Nursing &amp; Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 13, 19, 20).</p>	<p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the eight models that were created to facilitate integration of EBP for change?</li> <li>2. What are the principles of synthesis?</li> <li>3. How are findings from quantitative research applied in practice?</li> </ol>
Week 12	<p><b>A. Generating Evidence Through Outcome Management</b>  <b>B. Writing a successful grant proposal to fund research and outcomes management projects/Disseminating Evidence.</b></p> <p><b>Objectives:</b></p>	<p>Melnyk, B., &amp; Fineout-Overholt, E. (2015). Evidence-Based Practice in Nursing &amp; Healthcare: A Guide to Best Practice. Wolters Kluwer Health. (Chapter 10, 21).</p> <p>Goodshall, M. (2010). Fast Facts for Evidence-Based</p>	<p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the Sources of Internal Evidence?</li> <li>2. What are the phases of the outcomes management model?</li> <li>3. What are the five critical qualities</li> </ol>

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	<ol style="list-style-type: none"> <li>1. Identify the different models of outcome management</li> <li>2. Identify the key components of effective outcomes management models</li> <li>3. Identify strategies for writing and funding a grant proposal</li> <li>4. Identify typical components of a grant application</li> </ol>	Practice. Springer Publishing Company. (Chapter 8).	<p>that the writer must possess, when embarking on the road to writing a successful grant proposal?</p> <p>4. What are the major pitfalls of grant proposals?</p> <p><b>Written Assignment -Review of Research For Evidence Based Practice Due</b></p>
<b>Week 13</b>	<p><b>Appraising Evidence Based Practice Articles</b></p> <p><b>Objectives:</b></p> <p>Following activities in this module, students will be able to demonstrate the ability to present an EBP document.</p>	None	<p><b>Assignment:</b></p> <p>Group Case Study Review analysis of an Evidence-Based Practice article in the Medical-Surgical or Pediatric field. Articles can focus on medications, treatments, bedside procedures, etc.</p>
<b>Week 14</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop a focused clinical question using the PICO approach.</li> <li>2. Identify a plan in use to reduce patient/client risk based on E-BP.</li> </ol>	Textbook Chapter 19	<p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the process of developing the PICO question – and approach to upholding and refuting current nursing practice</li> </ol>

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	3. Discuss the applicability, or non-applicability, of selected research studies to nursing practice. Be prepared to defend the position. 4. State the reason for the use of EBP in clinical practice settings.		selected by the group. 2. Identify approach to improving pt outcomes through EB practice plan  <b>Develop PPT presentation of Research Utilization Plan</b>
<b>Week 15</b>	<b>Objectives:</b>  <b>Present Research Utilization PPT to peers</b>  <b>Evaluate Peer presentations</b>		<b>Present Research Utilization Plan</b>
<b>Week 16</b>	<b>Final Examination</b>		<b>Exam #2</b>

**COURSE EXPECTATIONS:**

Verbal and written responses to assignments incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. Most of the course learning activities will use reflective dialogue and integrative learning approaches to expand, clarify, find meaning, or extend students’ understanding of course concepts, topics, and students’ investigations into practice issues, and reviews of literature.

The course is designed to provide opportunities for you to participate in case analysis, demonstrate clinical reasoning, completion of e-learning assignments, scholarly writing, make professional presentations, and self-appraisal. APA format is used for written assignments.

Refer technical difficulties related to Blackboard Collaboration to IT resources as soon as possible.

**Orientation to Course:**

See schedule for dates and times for course orientation. The orientation provides students with instruction on how to address questions concerning the course and course requirements.

**Faculty and Student Picture and Biography:**

Faculty will submit a picture 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 submit to the faculty a snap-shot or picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a 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 a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to 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 time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment 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 email** – Check course email frequently for communications and make sure that your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology:** If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-2882 and/or [techassist@sulross.edu](mailto:techassist@sulross.edu).
- **Responses to emails and course postings:** Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email and, if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.

- **Assignments:** Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- **Writing and use of APA:** All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. <http://owl.english.purdue.edu/owl/resource/560/01>

### **ATTENDANCE AND PARTICIPATION:**

- Your attendance is expected at every class meeting, both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and make arrangements to make up the assignments.
- 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 utilized to verify student online participation.

### **RULES OF NETIQUETTE:**

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, 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.
2. 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.
  - b. Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person’s joke may be another person’s insult.
  - 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.
3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.

- a. Use a meaningful title in the Subject line. For e-mail, include course number.
  - b. Use the person's name you are writing to 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.
5. Discussion Boards are public, and the University archives all materials. Do not post anything too personal as all students in the class and your instructor will see what you write.
    - a. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
    - b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
    - c. When posting a response, make sure you identify the post to which you are responding.
    - d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
    - e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
    - f. Try not to lurk, meaning you are just reading and not participating.
  6. Quality of online communications/postings is important.
    - a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—use quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source—using your own words to explain your understanding of another's ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
    - b. If the posting is going to be long, use paragraphs.
    - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
    - d. Just as you would proofread a formal paper, before posting:
      - i. Read what you have written for content;
      - ii. Rethink what you have written for tone;
      - iii. Reread what you have written for organization and coherence; and
      - iv. Revise what you have written for grammar, punctuation and mechanics.
      - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
  7. Don't send large files, since someone may have a relatively slow internet connection.
  8. Be sure to check for viruses when sending files.
  9. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

## **MANDATORY UNIVERSITY STATEMENTS:**

**Academic Honesty Policy:** The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings

against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

#### **AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:**

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services and activities should contact the Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203 at the Alpine campus. At the Uvalde Campus, Room C102, Monday – Friday 8:00 a.m.-5:00 p.m.

#### **ONLINE COURSES:**

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hour in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m.-5 p.m. University computer labs are not open on weekends and holidays.

### **DISTANCE EDUCATION STATEMENT:**

Students enrolled in distance-education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance-education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

### **GENERAL CAMPUS REGULATIONS AND CONDUCT:**

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

## QUALITATIVE RESEARCH ARTICLE

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<p><b>Introduction:</b> Brief description of clinical problem and rationale for selecting the research article to address the problem.</p>	<p>Introduces ideas with clear understanding of the focus of study</p> <p style="text-align: center;">20 Points</p>	<p>Introduces ideas with minor confusion about the focus of study in the module.</p> <p style="text-align: center;">15 Points</p>	<p>Introduces ideas with are unclear about the focus of the study</p> <p style="text-align: center;">10 Points</p>	<p>Introduces ideas with have no connection to with the study</p> <p style="text-align: center;">0 Points</p>
<p><b>Appraisal of Article:</b></p> <ul style="list-style-type: none"> <li>a. type of qualitative study (phenomenology, grounded theory, ethnography, and historical research)</li> <li>b. phenomenon of interest</li> <li>c. research question(s)the target population (participants of interest)</li> <li>d. researcher’s perspective</li> <li>e. sample selection</li> <li>f. method used to gather data</li> <li>g. analysis of data</li> <li>h. acknowledgment of issues of rigor in the research</li> <li>i. Description/interpretation of the findings</li> <li>j. the implications of the study</li> <li>k. how do the findings of the study relate to existing knowledge on the topic</li> </ul>	<p>Fully addresses elements of appraisal of the article</p> <p style="text-align: center;">25 points</p>	<p>Addresses the principle elements of appraisal of the article, however leaves out details of analysis</p> <p style="text-align: center;">20 points</p>	<p>Addresses elements of appraisal of the article without specific analysis, using broad and non-specific terminology</p> <p style="text-align: center;">15 points</p>	<p>Addresses fewer than half of the elements of appraisal of the article</p> <p style="text-align: center;">0 Points</p>
<p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>a. Overall analysis of quality and applicability of research findings to address selected clinical problem.</li> </ul>	<p>Overall analysis of quality and applicability of research findings is clearly stated and thorough.</p>	<p>Overall analysis of quality and applicability of research findings is mostly clear and addresses</p>	<p>Overall analysis of quality and applicability of research findings is broadly stated without specifics related to the</p>	<p>Overall analysis of quality and applicability of research findings is incomplete, confusing and</p>

b. How would you apply or use the findings in nursing practice?	15 Points	primary conclusions.  10 Points	primary conclusion  5 points	not supported by the appraisal.  0 Points
<u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP.  15 Points	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG  10 Points	Thoughts show limited logical organization between ideas with no more than 4 errors in SGP.  5 Points	Thoughts show no logical organization in the paragraph with an excess of 4 errors in SGP.  0 Points
<u>Citations/APA</u> Ideas are supported by proper citation and use of references following APA format.	Incorporates citations and references following APA format with only 1 error.  15 Points	Incorporates citations and references following APA format with no more than 2 errors.  10 Points	Incorporates citations and references following APA format with no more than 3 errors.  10 Points	Citations include three or more errors in APA format.  5 Points
<u>Literature/Evidence</u> Ideas are supported by student-conducted research from sources outside the required course material.	Appraisal is supported by more than <u>two</u> outside references in addition to required readings.  10 Points	Appraisal supported by <u>one</u> outside reference in addition to required readings.  5 Points	Appraisal is <u>only</u> supported by required readings.  5 Points	Appraisal is not supported by any evidence.  0 Points

## QUALITATIVE RESEARCH ARTICLE

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<p><b>Introduction:</b> Brief description of clinical problem and rationale for selecting the research article to address the problem.</p>	<p>Introduces ideas with clear understanding of the focus of study</p> <p>20 Points</p>	<p>Introduces ideas with minor confusion about the focus of study in the module.</p> <p>15 Points</p>	<p>Introduces ideas with are unclear about the focus of the study</p> <p>10 Points</p>	<p>Introduces ideas with have no connection to with the study</p> <p>0 Points</p>
<p><b>Appraisal of Article:</b></p> <ul style="list-style-type: none"> <li>a. Type of Quantitative Study</li> <li>b. problem statement</li> <li>c. literature review - need or significance of the study</li> <li>d. conceptual or theoretical framework for the study</li> <li>e. hypothesis(es) or research question(s)</li> <li>f. sample</li> <li>g. research design and methodological approach</li> <li>h. Internal validity and internal reliability in the study</li> <li>i. Legal/ethical issues</li> <li>j. Instruments (if used)</li> <li>k. Reliability and validity of instruments</li> <li>l. Analysis of data - findings or results</li> <li>m. discussion and interpretation of the findings</li> <li>n. Conclusions, implications, recommendations based on the findings</li> <li>o. Application and utilization for nursing practice</li> </ul>	<p>Fully addresses elements of appraisal of the article</p> <p>25 points</p>	<p>Addresses the principle elements of appraisal of the article, however leaves out details of analysis</p> <p>20 points</p>	<p>Addresses elements of appraisal of the article without specific analysis, using broad and non-specific terminology</p> <p>15 points</p>	<p>Addresses fewer than half of the elements of appraisal of the article</p> <p>0 Points</p>

<p><b>Conclusion:</b></p> <p>c. Overall analysis of quality and applicability of research findings to address selected clinical problem.</p> <p>d. How would you apply or use the findings in nursing practice?</p>	<p>Overall analysis of quality and applicability of research findings is clearly stated and thorough.</p> <p>15 Points</p>	<p>Overall analysis of quality and applicability of research findings is mostly clear and addresses primary conclusions.</p> <p>10 Points</p>	<p>Overall analysis of quality and applicability of research findings is broadly stated without specifics related to the primary conclusion</p> <p>5 points</p>	<p>Overall analysis of quality and applicability of research findings is incomplete, confusing and not supported by the appraisal.</p> <p>0 Points</p>
<p><u>Scholarly Presentation</u></p> <p>Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).</p>	<p>Thoughts are logically organized at the paragraph level without errors in SGP.</p> <p>15 Points</p>	<p>Thoughts are logically organized at the paragraph level with no more than 3 errors in SG</p> <p>10 Points</p>	<p>Thoughts show limited logical organization between ideas with no more than 4 errors in SGP.</p> <p>5 Points</p>	<p>Thoughts show no logical organization in the paragraph with an excess of 4 errors in SGP.</p> <p>0 Points</p>
<p><u>Citations/APA</u></p> <p>Ideas are supported by proper citation and use of references following APA format.</p>	<p>Incorporates citations and references following APA format with only 1 error.</p> <p>15 Points</p>	<p>Incorporates citations and references following APA format with no more than 2 errors.</p> <p>10 Points</p>	<p>Incorporates citations and references following APA format with no more than 3 errors.</p> <p>10 Points</p>	<p>Citations include three or more errors in APA format.</p> <p>5 Points</p>
<p><u>Literature/Evidence</u></p> <p>Ideas are supported by student-conducted research from sources outside the required course material.</p>	<p>Appraisal is supported by more than <u>two</u> outside references in addition to required readings.</p> <p>10 Points</p>	<p>Appraisal supported by <u>one</u> outside reference in addition to required readings.</p> <p>5 Points</p>	<p>Appraisal is <u>only</u> supported by required readings.</p> <p>5 Points</p>	<p>Appraisal is not supported by any evidence.</p> <p>0 Points</p>

## **CRITERIA FOR REVIEW OF RESEARCH ARTICLES FOR EVIDENCE-BASED PRACTICE**

Critique 3 articles selected by your group related to the clinical problem identified at the beginning of the semester.

### **Instructions**

- A. Complete a search of the literature; identify at least 3 peer reviewed research articles for analysis.
- B. Using an integrative literature approach, Summary of Review of Research Articles Table
- C. Synthesize your analysis of the literature using questions that follow the Table.
- D. This is a scholarly activity, use APA formatting to organize the report, cite sources and references.
- E. Submit by the due date.
- F. You may submit a draft for feedback from faculty.
- G. Incorporate the synthesis into the Research Utilization Plan Presentation.
- H. Use the highlighted criteria as subheadings in the manuscript.

### **Review of Research Articles**

Question to Considered within the Evidence-Based Practice (EBP) process:

P (Population of Interest):	
I (Intervention of Interest):	
C (Comparison of Interest):	
O (Outcome of Interest):	
T (Time):	

## REVIEW OF RESEARCH STUDIES TABLE

Provide a brief statement of each of the categories, enough to remind you about the quality/presence/and depth of each research article. If you need to format the page in landscape to increase size of cells, do so. (see Example column) Submit copies or links to full text versions of each article with the assignment.

**Summary Table for Synthesis of Research Critiques (50 pts)**

<b>Title of Article Citation</b>	Example: Hanley, M. A. (2008). TT and preterm infants		
<b>Purpose and research questions</b>	Develop TT treatment for preterm infants		
<b>Research design</b>	Qualitative study – narrative design		
<b>Sample</b>	Convenience sample of 5 TT practitioners		
<b>Independent variables and measures</b>	Descriptions of TT treatments, infant responses		
<b>Dependent variables and measures</b>	N/A – this was a qualitative study		
<b>Statistical tests</b>	Descriptive statistics of sample and Comparative analysis of 3 narrative data sets for each participant		
<b>Results</b>	Elements of TT with PTI described		
<b>Implications</b>	May be used as intervention in		

	NICU, used as intervention for research		
<b>General strengths</b>	In-depth interviews and variation in experience of participants		
<b>General weaknesses</b>	Small # of participants; researcher member of same community – potential for bias		
<b>Summary statements for practice</b>	Application of findings may be used to improve health status of infants		
<b>Suitability to apply in clinical setting</b>	Provides foundation for application, but needs further study to verify effects and safety for PTI		

Adapted from: Lobiondo-Wood, G., & Haber, J. (2002). Nursing research (5<sup>th</sup> ed.). St. Louis: Mosby, p. 426.

## NARRATIVE SYNTHESIS OF SUMMARY OF CRITIQUES

Synthesize reviews summarized on the Table

1. **Describe the Health Care Problem:** What is the incidence/frequency of the health care problem? What are the implications for primary health care delivery, impact on quality of life of patients, and reasons this is a significant problem that can be addressed by advanced practice nurses?
2. **Evaluate introductions and backgrounds:** What were the questions asked in the studies? Were these supported by the literature or clinical experience?
3. **Reviews of the literature:** Was the importance of the studies clearly stated? Why were the studies important? How thorough were the reviews? Did the literature reviews support the need for the studies?
4. **Research designs and approaches:** What methods were used, and were they appropriate to the questions asked?
5. **Data Analyses and Results:** Were the analyses appropriate? What were the overall strengths and consistency of the evidence? What were the outcome measures used in the studies? What were the findings of the studies? What implications for future practice and research did the authors identify? Do these studies support or contradict approaches to addressing the identified health problem?
6. **Ethical considerations:** How did the authors address ethical issues?

7. **Discussion:** What is your overall analysis regarding the usefulness of the findings to address the clinical problem? Do you believe that the results of the studies and conclusions are supported by the study methods, data, and interpretation of the data? Are the research findings appropriate to use in practice, if not, why not?
8. **Recommendations for Practice:** Which of the following do the overall findings support, and what is your rationale?
  - Modify current practice
  - Make a major change in current practice
  - Develop a new area of practice
9. **Conclusions:** What conclusions or implications for future research regarding this clinical problem could you draw from your analysis?

<b>Research Utilization Plan Guidelines</b>	
Evidence based research is the basis for the introduction and implementation of new services in a clinical setting. This Research Utilization Plan assignment provides opportunity for students to apply evidence-based research findings to improve quality of care or design a change in practice related to an identified health care problem. The final Research Utilization Plan will be presented to the class as a PowerPoint Presentation. Use the evaluation criteria provided to organize your presentation.	
<b>CRITERIA</b>	<b>Possible Points</b>
A. Introduction <ol style="list-style-type: none"> <li>1. Describe the selected health problem</li> <li>2. Describe the health practice to be addressed</li> <li>3. Describe the targeted population</li> <li>4. Describe the practice setting</li> </ol>	20
B. Summary of Research Review <ul style="list-style-type: none"> <li>• Table of research reports appraised</li> <li>• Evaluate whether there is sufficient research to support clinical practice</li> </ul>	20
C. Evaluate Health Care System <ul style="list-style-type: none"> <li>• Assess organizational facilitators and barriers to implementation (e.g., staffing, degree of training needed, environmental barriers)</li> <li>• Financial/resource requirements – cost benefit analysis</li> <li>• Safety and ethics</li> <li>• Unit structure</li> <li>• Potential need for modifying physical structure</li> <li>• Who are the Stakeholders</li> </ul>	20
D. Project Design <ul style="list-style-type: none"> <li>• Project timeline</li> </ul>	10
E. Outcomes/Project Evaluation	20

<ul style="list-style-type: none"> <li>• Expected outcomes and indicators</li> <li>• Evaluation plan</li> <li>• Identify future research or quality improvement projects related to implementation</li> </ul>	
F. Presentation <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Integrated Graphics</li> <li>• Visual Clarity</li> <li>• Concise</li> <li>• References consistent with APA format</li> </ul>	10
<b><i>TOTAL</i></b>	100
<b>COMMENTS:</b>	

**Crosswalk of Course Objectives with TBON DEC's and AACN Essentials**

<b>Objectives</b>	<b>TBON DEC's</b>	<b>AACN Essentials</b>
Describe the role of research in nursing as a method of systematic inquiry.	I-A 1, 2, 5	I
Explain the importance of nursing research and evidence-based practice to nursing practice.	I-B5e; II-A1a; II-A3a; II-A4; II-B8; IV-B2c	I-4; III-1
Describe the role of theory, models, strategies in nursing research and evidence-based practice.	I-B-1,1f; II-B1b; IIC3a	III-7; VII
Differentiate qualitative and quantitative approaches to inquiry and findings that provide the basis for patient care and clinical judgment.	II-B1a; III-F2a; III-F6a; III-F1c	III-6
Discuss legal/ethical concerns in research and evidence-based practice.	I-B4-7; I-C 1-6	IV
Identify the appropriate application of statistical methods in nursing research and evidence-based practice.	III-F1	III; IV
Appraise selected nursing research studies using critical appraisal techniques.	II-A 1,2,3;	VI
Identify practice issues that may be changed by analysis and implementation of research findings.	II-B 1, 2, 3, 8	II & VIII
Apply evidence-based guidelines and tools for improving nursing practice across the life span.	II-B2; II-B3c; II-C2a; III-E2; III-E5b; IV-D4	III-8; III-9; IX-8
Demonstrate the ability to identify and access reliable online resources and quality health-care sites.	III C-5	IV