



**NURS 3351 Research & Evidence-Based Practice
Summer 2024**

Mode of Deliver: Internet
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Required Textbooks

Lobiondo-Wood, G. & Haber, J. (2022) *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice, 10th edition*. St. Louis: Elsevier, Inc.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association, 7th edition*. Washington, DC: APA

Textbook Purchasing Statement:

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description

Scholarly exchange prepares the baccalaureate nurse to understand the language of research and the scientific process through evaluation of quantitative, qualitative, and mixed method research methodology as a foundation for evidence-based practice in the healthcare setting. This course will investigate research methods and findings and promote appraisal skills to support evidence-based, patient-centered care, quality improvement, and safety outcomes. (Credit 3: Lecture 3, Lab 0) (5-week course, 48 contact hours)

Course Requirements

- 1. Discussion board (5):** Assess knowledge and application of incremental course content. Discussion board topics will be from the weekly reading content. Students will post one significant post related to the course content and support post with cited references. Students will reply to three of their peer's post with cited references. If a student receives a grade below 70% on any discussion board rubric, the student should schedule a counseling appointment with the instructor to complete remediation. *Discussion assignment due on Saturdays.*
- 2. Critical Appraisal (1):** Assesses overall knowledge and application of complete course content. Case studies/Research activities will meet QSEN/NLN competencies, including teamwork, collaboration and professional identity, evidence-based practice with spirit of inquiry, safety, and nursing judgement. Submit your work via blackboard drop box. If a student receives a grade below 70% on any case study/research activities, the student should schedule a counseling appointment with the department remediation counselor and/or course facilitator. *(See Appendix A)*
- 3. Quizzes (5):** Assesses overall knowledge and application of complete course content. Students will complete quizzes assigned, each due by 11:59 pm on the assigned deadline. The student will have one attempt to complete each quiz which will be averaged for the quiz grade. *All quizzes due on Sunday*
- 4. Term Paper:** The term paper written assignment is a term paper that is part of a larger research project across the program. Submit your paper via blackboard drop box for Term paper. *(See Appendix B)*
- 5. Weekly Participation:** Assesses ability to synthesize information when collaborating on a topic with

peers. Students will discuss components of evidence-based research on a weekly discussion board. Students will be expected to synthesize content for the weekly discussion post and support their response with cited references. Students will be required to synthesize postings from two of their peers each week and contribute substantially to the post with new information either supporting the peers view or offering a different view with supporting references at least 2 days/wk.

Determination of Course Grade:

Grading Scale

- A = 90 -100.00
- B = 80 -89.99
- C = 70 -79.99
- D = 60 -69.99
- F = < 60

Grade Calculation

Assignments	%
Weekly Discussion Board/Participation (7)	25 %
Weekly Quiz (4)	15 %
Critical Appraisal Activity	25 %
Term Research Paper	35 %
Grade Total	100 %
*A Grade Total of at least 70% is required to pass the course.	

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
Integrate knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses in the program of study.	80 percent of students will receive maximum points on the final term paper written assignment, which is a paper that is part of a larger research project across the program.	Quiz, discussion board
Address the role of research in providing evidence-based delivery of safe patient-centered care.	Measure: 80 percent of students will receive maximum points on correctly discussing the role of the nurse related to research and providing evidence-based delivery of safe patient-centered care.	Quiz, discussion board
Apply legal and ethical standards in evaluating and applying research to provide evidence-based practice.	80 percent of students will receive maximum points on correctly appraise current issues relevant to legal standards when evaluating and applying research to provide evidence-based practice.	Quiz, discussion board, Research/Appraisal activities
Compare and contrast quantitative, qualitative, mixed-methods research methodologies, and the contributions of each to evidence-based nursing practice.	80 percent of students will receive the maximum number of points on the participation discussion board regarding research methodologies and contributions to research.	Quiz, discussion board, Research/Appraisal activities

Appraise research and evidence-based practices as a means to support patient outcomes.	80 percent of students will receive the maximum number of points by correctly examining research appraisal and appraisal of evidence-based practice to support patient outcomes.	Quiz, discussion board, Research/Appraisal activities
Analyze protocols to evaluate patient care indicators and outcomes of evidence-based initiatives to support patient outcomes.	80 percent of students will receive the maximum number of points on the participation discussion board regarding protocols to evaluate the selected NDNQI	Quiz, discussion board, Research/Appraisal activities
Analyze future implications for nursing research as a foundation for evidence-based practice to enhance nursing as a profession.	80 percent of students will receive the maximum number of points on the participation discussion board regarding implications for nursing research as a foundation for evidence-based practice to enhance nursing as a profession.	Case study Quiz, discussion board, Research/Appraisal activities

Methods of Instruction

Case studies/Research activities
Discussion Board
Assignments/Quizzes
Audio-visual instructional aids
Written Reports

Attendance

See the Attendance Policy in the Nursing Student Handbook.

Withdrawal

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

ADA Statement

Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Early Academic Alert Program

The Counseling Center at College of the Mainland has implemented an Early Academic Alert Program. Students will be referred to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If referred to the Academic Alert Program, students will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/studenthandbook.php>. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to

demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Academic Dishonesty

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism

Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else’s words without giving proper citation, copying directly from a website, and pasting it into your paper, using someone else’s words without quotation marks. Any assignment containing plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: <http://www.plagiarism.org/>

Make-Up Policy/Late Assignments

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook.
Late critique appraisal and term paper submission, 10 points will be deducted for every day that this paper is late (for 5 days only. Zero grade will be assigned for any paper assignment submitted after day 6)

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

Course Outline Summer 2024

Week	Reading/Assignment	Assignment Due
Week 1 – 6/3	Chapters – 1, 2, 3, 4, Discussion question #1 Quiz 1	Discussion Board Primary Post due on Wednesday. 2 replies to peers/instructor due on Sunday, 6/9 by 23:59 pm Quiz 1 due by Sunday 23:59 pm
Week 2 – 6/10	Chapters – 5, 6,7,8 Discussion question #2 Critical Appraisal Paper Quiz 2	Discussion Board Primary Post due on Wednesday. 2 replies to peers/instructor due On Saturday by 23:59 pm Quiz 2 due by Sunday, 6/16 by 23:59 pm Critical Appraisal Paper due Monday, 6/17 by 23:29
Week 3 – 6/17	Chapters – 9,10,11,12 Discussion question #3 Quiz 3	Discussion Board Primary Post due on Wednesday. 2 replies to peers/instructor due On Saturday by 23:59 pm Quiz 3 due by Sunday, 6/23 by 23:59 pm
Week 4 –6/24	Chapters – 13,14,15,16, Discussion question #4 Quiz 4 Term Paper	Discussion Board Primary Post due on Wednesday. 2 replies to peers/instructor due On Saturday by 23:59 pm Quiz 4 due by Sunday, 6/30 by 23:59 pm Term Paper Due on Monday, 7/1 before 23:59 pm
Week 5 – 7/1	Chapters – 17,18,19,20,21 Discussion question #5 Quiz 5	Discussion Board Primary Post due on Wednesday. 2 replies to peers/instructor due On Saturday by 23:59 pm Quiz 5 due by Sunday, 7/7 by 23:59 pm

Course Content

Unit 1: Integrating Research, Evidence-Based Practice, and Quality Improvement Processes

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. State the significance of research, evidence-based practice, and quality improvement (QI).
2. Identify the role of the consumer of nursing research.
3. Define evidence-based practice.
4. Define QI.
5. Discuss evidence-based and QI decision making.
6. Explain the difference between quantitative and qualitative research.
7. Explain the difference between the types of systematic reviews.
8. Identify the importance of critical reading skills for critical appraisal of research.
9. Discuss the format and style of research reports/articles.
10. Discuss how to use an evidence hierarchy when critically appraising research studies.

Learning Content:

Nursing Research, Evidence-Based Practice, and Quality Improvement

II. Types of Research: Qualitative and Quantitative

III. Critical Reading Skills

IV. Strategies for Critiquing Research Studies

V. Overcoming Barriers: Useful Critiquing Strategies

VI. Evidence-based Practice and Research

VII. Research Articles: Format and Style

VIII. Systematic Reviews: Meta-analyses, Integrative Reviews, and Meta-Syntheses

IX. Clinical Guidelines

X. Quality Improvement

XI. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 1

Unit 2: Research Questions, Hypotheses, and Clinical Questions

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe how the research question and hypothesis relate to the other components of the research process.
2. Describe the process of identifying and refining a research question or hypothesis.
3. Discuss the appropriate use of research questions versus hypotheses in a research study.
4. Identify the criteria for determining the significance of a research question or hypothesis.
5. Discuss how the purpose, research question, and hypothesis suggest the level of evidence to be obtained from the findings of a research study.
6. Discuss the purpose of developing a clinical question.
7. Discuss the differences between a research question and a clinical question in relation to evidence-based practice.
8. Apply critiquing criteria to the evaluation of a research question and hypothesis in a research report.

Learning Content:

I. Developing and Refining a Research Question: Study Perspective

II. The Fully Developed Research Question

III. Study Purpose, Aims, or Objectives

IV. Developing the Research Hypothesis

V. Relationship Between the Hypothesis and the Research Design

VI. Developing and Refining a Clinical Question: A Consumer's Perspective

VII. Appraisal for Evidence-Based Practice the Research Question and Hypothesis

VIII. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 2

Unit 3: Gathering and Appraising the Literature

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the purpose of a literature review in a research study.
2. Discuss the purpose of reviewing the literature for an evidence-based and quality improvement (QI) project.
3. Differentiate the purposes of a literature review from the evidence-based practice and the research perspective.
4. Differentiate between primary and secondary sources.
5. Differentiate between systematic reviews/meta-analyses and pre-appraised synopses.
6. Discuss the purpose of reviewing the literature for developing evidence-based practice and QI projects.
7. Use the PICO format to guide a search of the literature.
8. Conduct an effective search of the literature.
9. Apply critical appraisal criteria for the evaluation of literature reviews in research studies.

Learning Content:

- I. Review of the Literature
- II. Searching for Evidence
- III. Types of Resources
- IV. Literature Review Format: What to Expect
- V. Appraisal for Evidence-Based Practice
- VI. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 3

Unit 4: Theoretical Frameworks for Research

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the relationship among theory, research, and practice.
2. Identify the purpose of conceptual and theoretical frameworks for nursing research.
3. Differentiate between conceptual and operational definitions.
4. Identify the different types of theories used in nursing research.
5. Describe how a theory or conceptual framework guides' research.
6. Explain the points of critical appraisal used to evaluate the appropriateness, cohesiveness, and consistency of a framework guiding research.

Learning Content:

- I. Practice-Theory-Research Links
- II. Overview of Theory
- III. Types of Theories Used by Nurses
- IV. How Theory is Used in Nursing Research
- V. Application to Research and Evidence-Based Practice
- VI. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 4

Unit 5: Introduction to Qualitative Research

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the components of a qualitative research report.
2. Describe the beliefs generally held by qualitative researchers.
3. Identify four ways qualitative findings can be used in evidence-based practice.

Learning Content:

- I. What is Qualitative Research?

- II. What Do Qualitative Researchers Believe?
- III. Does the Methodology Fit with the Research Question Being Asked?
- IV. Components of Qualitative Research Study
- V. Discussion of the Results and Implications for Evidence-Based Practice
- VI. Appraisal for Evidence-Based Practice Foundation of Qualitative Research
- VII. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 5

Unit 6: Qualitative Approaches to Research

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Identify the processes of phenomenological, grounded theory, ethnographic, and case study methods.
2. Recognize appropriate use of community-based participatory research (CBPR) methods.
3. Discuss significant issues that arise in conducting qualitative research in relation to such topics as ethics, criteria for judging scientific rigor, and combination of research methods.
4. Apply critical appraisal criteria to evaluate a report of qualitative research.

Learning Content:

- I. Qualitative Approach and Nursing Science
- II. Qualitative Research Methods
- III. Synthesizing Qualitative Evidence: Meta-Synthesis
- IV. Issues in Qualitative Research
- V. Appraisal for Evidence-Based Qualitative Research
- VI. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 6

Unit 7: Appraising Qualitative Research

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Understand the role of critical appraisal in research and evidence-based practice.
2. Identify the criteria for critiquing a qualitative research study.
3. Identify the stylistic considerations in a qualitative study.
4. Apply critical reading skills to the appraisal of qualitative research.
5. Evaluate the strengths and weaknesses of a qualitative study.
6. Describe applicability of the findings of a qualitative study.
7. Construct a written critique of a qualitative study.

Learning Content:

- I. Critical Appraisal and Qualitative Research Considerations
- II. Application of Qualitative Research Findings
- III. The Research Study
- IV. The Critique

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 7

Unit 8: Introduction to Quantitative Research

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define research design.
2. Identify the purpose of a research design.
3. Define control and fidelity as it affects research design and the outcomes of a study.
4. Compare and contrast the elements that affect fidelity and control.

5. Begin to evaluate what degree of control should be exercised in a study.
6. Define internal validity.
7. Identify the threats to internal validity.
8. Define external validity.
9. Identify the conditions that affect external validity.
10. Identify the links between study design and evidence-based practice.
11. Evaluate research design using critiquing questions.

Learning Content:

- I. Research Design and Purpose
- II. Objectivity in the Research Question Conceptualization
- III. Accuracy
- IV. Control and Intervention Fidelity
- V. Quantitative Control and Flexibility
- VI. Internal and External Validity
- VII. Appraisal for Evidence-Based Practice Quantitative Research
- VIII. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 8

Unit 9: Experimental and Quasi-Experimental Designs

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the purpose of experimental and quasi-experimental research.
2. Describe the characteristics of experimental and quasi-experimental designs.
3. Distinguish between experimental and quasi-experimental designs.
4. List the strengths and weaknesses of experimental and quasi-experimental designs.
5. Identify the types of experimental and quasi-experimental designs.
6. Identify potential internal and external validity issues associated with experimental and quasi-experimental designs.
7. Critically evaluate the findings of experimental and quasi-experimental studies.
8. Identify the contribution of experimental and quasi-experimental designs to evidence-based practice.

Learning Content:

- I. Research Process
- II. Experimental Design
- III. Quasi-Experimental Designs
- IV. Evidence-Based Practice
- V. Appraisal for Evidence-Based Practice Experimental and Quasi-Experimental Designs
- VI. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 9

Unit 10: Nonexperimental Designs

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the purpose of nonexperimental designs.
2. Describe the characteristics of nonexperimental designs.
3. Define the differences between nonexperimental designs.
4. List the advantages and disadvantages of nonexperimental designs.
5. Identify the purpose and methods of methodological, secondary analysis, and mixed method designs.
6. Identify the critical appraisal criteria used to critique nonexperimental research designs.
7. Evaluate the strength and quality of evidence by nonexperimental designs.

Learning Content:

- I. Survey Studies
- II. Relationship and Difference Studies

- III. Prediction and Causality in Nonexperimental Research
- IV. Additional Types of Quantitative Methods
- V. Appraisal for Evidence-Based Practice Nonexperimental Designs
- VI. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 10

Unit 11: Systematic Reviews and Clinical Practice Guidelines

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the types of research reviews.
2. Describe the components of a systematic review.
3. Differentiate between a systematic review, meta-analysis, and integrative review.
4. Describe the purpose of clinical guidelines.
5. Differentiate between an expert- and an evidence-based clinical guideline.
6. Critically appraise systematic reviews and clinical practice guidelines.

Learning Content:

- I. Systematic Review Types
- II. Systematic Review
- III. Meta-Analysis
- IV. Cochrane Collaboration
- V. Integrative Review
- VI. Reporting Guidelines: Systematic Reviews and Meta-Analysis
- VII. Tools for Evaluating Individual Studies
- VIII. Clinical Practice Guidelines
- IX. Evaluating Clinical Practice Guidelines
- X. Appraisal for Evidence-Based Practice Systematic Reviews and Clinical Guidelines
- XI. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 11

Unit 12: Sampling

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Identify the purpose of sampling.
2. Define *population*, *sample*, and *sampling*.
3. Compare a population and a sample.
4. Discuss the importance of inclusion and exclusion criteria.
5. Define *nonprobability* and *probability sampling*.
6. Identify the types of nonprobability and probability sampling strategies.
7. Compare the advantages and disadvantages of nonprobability and probability sampling strategies.
8. Discuss the contribution of nonprobability and probability sampling strategies to strength of evidence provided by study findings.
9. Discuss the factors that influence sample size.
10. Discuss potential threats to internal and external validity as sources of sampling bias.
11. Use the critical appraisal criteria to evaluate the “Sample” section of a research report.

Learning Content:

- I. Sampling Concepts
- II. Types of Samples
- III. Samples Size
- IV. Appraisal for Evidence-Based Sampling
- V. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 12

Unit 13: Legal and Ethical Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the historical background that led to the development of ethical guidelines for the use of human subjects in research.
2. Identify the essential elements of an informed consent form.
3. Evaluate the adequacy of an informed consent form.
4. Describe the institutional review board's role in the research review process.
5. Identify populations of subjects who require special legal and ethical research considerations.
6. Describe the nurse's role as patient advocate in research situations.
7. Critique the ethical aspects of a research study.

Learning Content:

- I. Sampling Concepts
- II. Types of Samples
- III. Samples Size
- IV. Appraisal for Evidence-Based Sampling
- V. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 13

Unit 14: Data Collection Methods

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define the types of data collection methods used in research.
2. List the advantages and disadvantages of each data collection method.
3. Compare how specific data collection methods contribute to the strength of evidence in a study.
4. Identify potential sources of bias related to data collection.
5. Discuss the importance of intervention fidelity in data collection.
6. Critically evaluate the data collection methods used in published research studies.

Learning Content:

- I. Measuring Variables of Interest
- II. Data Collection Methods
- III. Construction of New Instruments
- IV. Appraisal for Evidence-Based Practice Data Collection Methods
- V. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 14

Unit 15: Reliability and Validity

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss how measurement error can affect the outcomes of a study.
2. Discuss the purposes of reliability and validity.
3. Define *reliability*.
4. Discuss the concepts of stability, equivalence, and homogeneity as they relate to reliability.
5. Compare and contrast the estimates of reliability.
6. Define *validity*.
7. Compare and contrast content, criterion-related, and construct validity.
8. Identify the criteria for critiquing the reliability and validity of measurement tools.
9. Use the critical appraisal criteria to evaluate the reliability and validity of measurement tools.
10. Discuss how reliability and validity contribute to the strength and quality of evidence provided by the

findings of a research study.

Learning Content:

- I. Reliability, Validity, and Measurement Error
- II. Validity
- III. Reliability
- IV. Classic Test Theory Versus Item Response Theory
- V. How Validity and Reliability are Reported
- VI. Appraisal for Evidence-Based Practice Reliability and Validity
- VII. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 15

Unit 16: Data Analysis: Descriptive and Inferential Statistics

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Differentiate between descriptive and inferential statistics.
2. State the purposes of descriptive statistics.
3. Identify the levels of measurement in a study.
4. Describe a frequency distribution.
5. List measures of central tendency and their use.
6. List measures of variability and their use.
7. State the purpose of inferential statistics.
8. Explain the concept of probability as it applies to the analysis of sample data.
9. Distinguish between a type I and type II error and its effect on a study's outcome.
10. Distinguish between parametric and nonparametric tests.
11. List some commonly used statistical tests and their purposes.
12. Critically appraise the statistics used in published research studies.
13. Evaluate the strength and quality of the evidence provided by the findings of a research study and determine applicability to practice.

Learning Content:

- I. Levels of Measurement
- II. Descriptive Statistics
- III. Inferential Statistics
- IV. Appraisal for Evidence-Based Practice Descriptive and Inferential Statistics
- V. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 16

Unit 17: Understanding Research Findings

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the difference between the "Results" and the "Discussion" sections of a research study.
2. Determine if findings are objectively discussed.
3. Describe how tables and figures are used in a research report.
4. List the criteria of a meaningful table.
5. Identify the purpose and components of the "Discussion" section.
6. Discuss the importance of including generalizability and limitations of a study in the report.
7. Determine the purpose of including recommendations in the study report.
8. Discuss how the strength, quality, and consistency of evidence provided by the findings are related to a study's results, limitations, generalizability, and applicability to practice.

Learning Content:

- I. Findings
- II. Appraisal for Evidence-Based Practice Research Findings

III. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 17

Unit 18: Appraising Quantitative Research

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Identify the purpose of the critical appraisal process.
2. Describe the criteria for each step of the critical appraisal process.
3. Describe the strengths and weaknesses of a research report.
4. Assess the strength, quality, and consistency of evidence provided by a quantitative research report.
5. Discuss applicability of the findings of a research report for evidence-based nursing practice.
6. Conduct a critique of a research report.

Learning Content:

- I. Findings
- II. Appraisal for Evidence-Based Practice Research Findings
- III. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 18

Unit 19: Strategies and Tools for Developing an Evidence-Based Practice

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Identify the key elements of a focused clinical question.
2. Discuss the use of databases to search the literature.
3. Screen a research article for relevance and validity.
4. Critically appraise study results and apply the findings to practice.
5. Make clinical decisions based on evidence from the literature combined with clinical expertise and patient preferences.

Learning Content:

- I. Evidence-based Strategy #1: Asking a Focused Clinical Question
- II. Evidence-based Strategy #2: Searching the Literature
- III. Evidence-based Strategy #3: Screening Your Findings
- IV. Evidence-based Strategy #4: Appraise Each Article's Findings
- V. Evidence-based Strategy #5: Applying the Findings
- VI. Summary
- VII. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 19

Unit 20: Developing an Evidence-Based Practice

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Differentiate among conduct of nursing research, evidence-based practice, and translation science.
2. Describe the steps of evidence-based practice.
3. Describe strategies for implementing evidence-based practice changes.
4. Identify steps for evaluating an evidence-based change in practice.
5. Use research findings and other forms of evidence to improve the quality of care.

Learning Content:

- I. Overview of Evidence-based Practice
- II. Steps of Evidence-based Practice
- III. Future Directions
- IV. Key Points
- VII. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 20

Unit 21: Quality Improvement

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the characteristics of quality health care defined by the Institute of Medicine.
2. Compare the characteristics of the major quality improvement (QI) models used in health care.
3. Identify two databases used to report health care organizations' performance to promote consumer choice and guide clinical QI activities.
4. Describe the relationship between nursing-sensitive quality indicators and patient outcomes.
5. Describe the steps in the improvement process and determine appropriate QI tools to use in each phase of the improvement process.
6. List four themes for improvement to apply to the unit where you work.
7. Describe ways that nurses can lead QI projects in clinical settings.
8. Use the SQUIRE Guidelines to critique a journal article reporting the results of a QI project.

Learning Content:

I. Overview of Evidence-based Practice

II. Steps of Evidence-based Practice

III. Future Directions

IV. Key Points

Learning Activities:

Read: Lobiondo-Wood, G. & Haber, J. (2022) Chapter 21

Appendix A

Critical Analysis Template

Find and critically analyze/review a Qualitative or Quantitative nursing study based on your research topic (from RNSG 3354) or any topic that interests you.

In a **critical analysis** paper, you systematically evaluate an article or a research study effectiveness including what it does well and what it does poorly. In critical analysis you can discuss and evaluate a book, **article, or a research study**. You must read the **article/research** study carefully and you may need to look up terms or concepts you are unfamiliar with or research related reading prior to writing your paper. You must also broaden your scope of knowledge by citing other similar/related articles or research.

Introduction

- State the title of the work, the author's name, and the date of publication.
- Outline main ideas of the book and identify the author's thesis.
- State your own thesis statement and your main idea about the work.

Example - The article, "2019 pandemic", by Danis Kanie is an excellent research article because the author...

The article "burnout nurses" by Tim Thomas is informative and insightful because the author...

Summary

- Briefly outline the main ideas of the book, **article**, or film
- Should involve who, what, where, when, why and how
- You may also choose to discuss the structure, style, or point of view.

Example ----

This book is about...

The author argues that ...

The setting is ...

The research was ...

The main character...

The main points are...

The theme is ...

The authors conclude...

Analysis

- Critically state what you like and do not like about the article.
- Explain your ideas with specific examples from the article.
- Assess whether the author or authors has achieved their intended goal
- The analysis may look at whether the work is...

Focused, understandable, persuasive, clear, informative, Original, exciting, interesting, well-written, directed at the appropriate audience, meeting the purpose. Well researched, with appropriate conclusion, and more

- Remember, the analysis is made up of several different paragraphs.

Conclusion

- Restate your paper in new words.
- Summarize your main ideas, if possible, with new and stronger words
- Include a call to action for your readers.

Example - You must read this book because ...or This article is not useful because...

Remember **critical analysis should be fun!** This is your chance to say what you think about a research article, but you must back up your opinions with supporting arguments and specific details from the article/research and other peer review journals, articles/research articles or books.

This paper must be typed and written according to 7th edition APA (American Psychological Association) format. You may use the APA website, the lib guides from the library, and the Reading and Writing Center as a resource for APA guidelines. This paper must be at least **four pages in length** or more. Remember neither the cover page nor the reference page will count as part of the four-pages minimum. You must use a minimum of **five references** in your paper. Only one of the references may be from websites such as “.org”, “.edu”, and/or “.gov”. **A reference from a “.dot.com” or “.dot.net” or “WebMD” or Wikipedia will not be accepted, and points will be deducted.** At least three of the references must be from reputable nursing journal articles. Reference must be published within the **last five years.** You must provide “in-text” citations throughout your paper. Citations are important when you are asserting a fact and it makes your claim reliable.

Appendix B

Term Research Paper Assignment

The student will participate in discussions board posts to develop a research paper over the course of the semester. Additionally, the student will utilize the term paper from NURS 3354 Legal & Ethical Nursing as the Background section for the research paper for this course. The student will construct the term research paper based upon the rubric below. The term written project focuses on further developing the research project focusing on the specified NDNQI. The student will describe the purpose of the study, construct a brief literature review, create a research question and hypothesis, and the student will describe the research study design. The research design will include the projected population and sample, reliability and validity of the chosen data collection tool, the procedure, data analysis with potential results, a discussion of generalizability and limitations, and a discussion of potential results. Student must include a title page and an abstract.

The paper must be typed and written according to 7th edition APA (American Psychological Association) format. You may use the APA website, the lib guides from the library, and the Reading and Writing Center as a resource for APA guidelines.

The paper must be at least **five pages in length** but may not exceed six pages. Remember neither the cover page nor the reference page will count as part of the five-page minimum.

You must use a minimum of **Six references** in your paper less than 5 yrs old. Only two of the references may be websites such as “.org”, “.edu”, and/or “.gov”. **A reference from a “.dot.com” or “.dot.net” or “WebMD” or Wikipedia will not be accepted, and points will be deducted.** At least four of the references must be from reputable journal articles. Reference must be published within the past five years.

You must provide “in-text” citations throughout your paper. Citations are important when you are asserting a fact. You must also include a reference page.

You must submit your paper through the assignment drop box and have a percentage no greater than a 25% match, (similarity color must be green).

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:
Kimberly Lachney, Student Accessibility Services Coordinator
Phone: 409-933-8919
Email: AccessibilityServices@com.edu
Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is February 28. The last date to withdraw from the 16-week session is April 22. The last date to withdraw for the 2nd 8-week session is May 1. The last date to withdraw for spring mini session is May 29.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program, you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

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Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

