



**NURS 3351 Research & Evidence-Based Practice
Spring 2022**

Mode of Deliver: Internet

Course Facilitator: Dr. Genevieve Onyirioha, DNP, RN, CMSRN

Email: gonyirioha@com.edu

Office Phone: (409) 933-8279

Office Location: STEM Bld, Rm – 225-5

Office Hours: Mon 9am - 12pm, 1pm - 4pm

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) (8-week course, 48 contact hours)

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

1. Integrate knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses in the program of study.

Measure: 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.

2. 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.

3. Apply legal and ethical standards in evaluating and applying research to provide evidence-based practice.

Measure: 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.

Measure: 80 percent of students will receive maximum points on correctly appraise current issues relevant to ethical standards when evaluating and applying research to provide evidence-based practice.

4. Compare and contrast quantitative, qualitative, mixed-methods research methodologies, and the contributions of each to evidence-based nursing practice.

Measure: 80 percent of students will receive the maximum number of points on the participation discussion board regarding research methodologies and contributions to research.

5. Appraise research and evidence-based practices as a means to support patient outcomes.

Measure: 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.

6. Analyze protocols to evaluate patient care indicators and outcomes of evidence-based initiatives to support patient outcomes.

Measure: 80 percent of students will receive the maximum number of points on the participation discussion board regarding protocols to evaluate the selected NDNQI

7. Analyze future implications for nursing research as a foundation for evidence-based practice to enhance nursing as a profession.

Measure: 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.

Methods of Instruction

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

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 (Eight)	20%
Weekly Quizzes (Six)	20%
Case Study/Research activities (Three)	20%
Participation/Weekly Attendance (2 days/wk.)	10%
Written Project: Literature Review & Methods	30%
Grade Total	100%
*A Grade Total of at least 70% is required to pass the course.	

Attendance

See the Attendance Policy in the Nursing Student Handbook.

Tardiness

See 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/>

Course Requirements

1. **Discussion board (8):** Assess knowledge and application of incremental course content. Discussion board topics will be from the weekly reading content. Student will post one significant post related to the course content and support post with cited references. Student 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. *(See Appendix A: Discussion Board Rubric)*
2. **Case Study/Research Activities (3):** 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 B: Case Study/Research Activities Rubric)*
3. **Quizzes (6):** Assesses overall knowledge and application of complete course content. Student will complete quizzes assigned, each due at midnight on the assigned deadline. The student will have one attempt to complete each quiz which will be averaged for the quiz grade.
4. **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 three 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. *(See Appendix A: Participation Discussion Board Rubric)*
5. **Term Paper:** The term paper written assignment is a term paper that is part of a larger research project across the program. *(See Appendix C: Term Paper Rubric).*
Submit your paper via blackboard drop box for Term paper

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.

Concerns/Questions

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Successful Tips for Students

Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

4 Steps to Reading a Textbook:

<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>

Active Reading Strategies:

<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>

The Reading Cycle: Plan-Do-Review

<http://www2.swccd.edu/~asc/lrnglinks/txttrdg.html>

How to Read Your Textbooks More Efficiently College Info Geek (video)

<https://www.youtube.com/watch?v=tgVjmFSx7rg>

5 Active Reading Strategies for Textbook Assignments College Info Geek (video)

[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions

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

The Speaking, Reading, and Writing Center

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

Surviving Active Shooter Event Reference and Training Videos

Run, Hide, Fight * (Mandatory)

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi <https://www.youtube.com/watch?v=r2tIeRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter <https://www.youtube.com/watch?v=j0It68YxLQQ>

Make the Call * (Mandatory) <https://www.youtube.com/watch?v=AWaPp-8k2p0>

Discussion Questions:

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?

5. If you have a License to Carry and are concealed carrying, what guidelines would you follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?
 - a. COM Police Emergency number (409-933-8599)
 - b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

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

Discussion Board: Review your previous discussion board posts from this course. Begin to formulate a research paper based upon your responses across this course. See research paper rubric in Appendix I.

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

Discussion Board: Continue to review your previous discussion board posts from this course. Begin to formulate a research paper based upon your responses across this course. See research paper rubric in Appendix I.

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

Discussion Board: Continue to review your previous discussion board posts from this course. Begin to formulate a research paper based upon your responses across this course. See research paper rubric in Appendix I.

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

Discussion Board: Continue to review your previous discussion board posts from this course. Begin to formulate a research paper based upon your responses across this course. See research paper rubric in Appendix I.

Appendix A – Discussion Board/Participation Rubric

Criteria	Proficient (100%)	Competent (75%)	Novice (50%)
Quantity/Timeliness/Participation 2 days/wk. (30%)	Submits initial response and three or more thoughtful peer responses on time. Adhere to the assignment length criteria as outlined in the syllabus. Adhere to 2 days/wk. classroom participation.	Submits at least one initial response early and at least three peer responses closer to the end of the due date. Somewhat short of the assignment length criteria as outlined in the syllabus. Less than 2 days/wk. participation	Does not submit initial response and/or three peer responses by the end of the due date. Did not adhere to the assignment length criteria as outlined in the syllabus. Do not adhere to the weekly participation guidelines.
Demonstrates knowledge and understanding of content and pertinent to professional practice (BSN Essentials, QSEN Competency (40%)	Post and responses show evidence of knowledge and understanding of course content and pertinent to professional practice.	Post and responses show minimal evidence of knowledge and understanding of course content and pertinent to professional practice.	Post and responses show little or no evidence of knowledge and understanding of course content and pertinent to professional practice.
Spelling and grammar (10%)	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling &/or grammar mistakes.
Sources/Evidence based materials (10%). No dot.com, no dot.net, no WebMD, no Wikipedia	More than 3 current sources, of which at least 2 are peer-review journal articles or scholarly books	3 current sources, of which at least 1 is a peer-review journal articles or scholarly books.	Fewer than 3 current sources, or no peer-reviewed journal articles or scholarly books.
Citations/ Use of 7 th ed. APA (10%)	Cites all data obtained from other sources. APA 7 th ed. citation style is used. Cover and Ref page included	Cites some data obtained from other sources. APA 7 th ed. citation style is incorrect. Cover and Ref page included	Does not cite sources. APA 7 th ed. citation style not used Cover and Ref page not included

5 points will be deducted for every day that this assignment is late

Appendix B - Research Activities Rubric

Criteria	Expert (100%)	Proficient (75%)	Competent (50%)	Novice (0%)
Integration of Knowledge (18%)	The paper demonstrates that the author fully understands and has applied concepts learned in the course. The writer provides remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the remarks lack analysis and synthesis of ideas.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. Minimal analysis and synthesis of ideas	The paper does not demonstrate that the author has fully understood, and applied concepts learned in the course. Paper lacks analysis and synthesis of ideas.
Topic focus (18%)	The topic is focused and clearly defined for the scope of this assignment.	The topic is focused but lacks direction	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Cohesiveness (17%)	Ties together information from all sources. Paper flows from one issue to the next without the need for headings.	For the most part, ties together information from all sources. Some disjointedness is apparent.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent.	Does not tie together information. Paper does not flow and appears to be created from disparate issues.
Depth of discussion & length of paper (17%)	In-depth discussion & elaboration in all sections of the paper. Appropriate length	In-depth discussion & elaboration in most sections of the paper. Length somewhat appropriate	The writer has omitted pertinent content. Did not meet the length criteria	Brief discussion in all the sections of the paper. Did not adhere to the length criteria
Spelling and grammar (10%)	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources/Evidence based materials (10%), No dot.com, no dot.net, no WebMD, no Wikipedia	More than 5 current sources, of which at least 4 are peer-review journal articles or scholarly books	5 current sources, of which at least 3 are peer-review journal articles or scholarly books.	Fewer than 5 current sources, or fewer than 3 of 5 are peer-reviewed journal articles or scholarly books.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books.

5 points will be deducted for every day that this assignment is late

Research Activity (1)

Course orientation meeting via Teams, Q & A. Meet with the Librarian, learn how to conduct research activities/assignments using different database.

Date – 3/21/2022

Time – 10am – 12pm

Make up Assignment for Missing 3/21/2022 Team Meeting

1. Listen to the recorded meeting.
2. In 200 words or more summarize what you learned.
3. Answer the following questions - Why is finding the most current information on a subject/topic very important?
4. Prepare and submit this assignment via BB research activity assignment drop box. APA style format is required for this assignment, solid academic writing is expected, and in-text citations and references should be presented using APA documentation guidelines, which can be found in the required textbook. Remember, reference page and cover page are not included in the word count. This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion. **This assignment is due on 3/25/2022 before 11:59 pm. 5 points will be deducted for every day that this assignment is late**

Research Activity (2)

Critical appraisal criteria for Qualitative research. Find and review a Qualitative nursing study based on your research topic (from RNSG 3354) or any topic that interests you and answer the following questions

1. Is the type of design appropriate?
2. Are the control concepts consistent with the design?
3. Does the design reflect consideration of feasibility?
4. Does the design flow from the proposed research question, theoretical framework, literature review, and hypothesis?
5. What are the threats to internal validity or bias?
6. What are the controls for threats to internal validity?
7. What are the threats to external validity?
8. What are the controls for threats to external validity?
9. Is the design linked to the evidence hierarchy?
10. This assignment requires a title page and a reference page. Prepare and submit this assignment via BB research activity assignment drop box (400 to 500 words or more). Remember, title/cover page and reference page are not included in the word count. APA style format is required for this assignment, solid academic writing is expected, and in-text citations and references should be presented using APA documentation guidelines, which can be found in the required textbook. This assignment uses

a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion. **This assignment is due on 4/8/2022 before 11:59pm**

Research Activities (3)

1. Locate a clinical practice guideline on your research topic or topic of interest to you that has an interprofessional component.
2. In detail discuss the purpose of the clinical guidelines and how implementation would require interprofessional cooperation.
3. This assignment requires a title page and a reference page. Prepare and submit this assignment via BB assignment drop box (400 to 500 words or more). Remember, title/cover page and reference page are not included in the word count. APA style format is required for this assignment, solid academic writing is expected, and in-text citations and references should be presented using APA documentation guidelines, which can be found in the required textbook. This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

This assignment is due on 4/22/2022 before 11:59pm

Appendix C

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 student will revise the Term Research Paper as applicable prior to the due date in NURS 4457 Leadership and Management in Nursing. 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.

Course faculty will provide written feedback to the student after the final project grade is assigned. Students must revise the written project prior to the due date specified in course NURS 4457 Leadership and Management in Nursing.

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 four pages in length but may not exceed six pages. Neither the introduction page nor the reference page will count as part of the four-page minimum.

You must use a minimum of Six references in your paper. Only two of the references may be websites such as “.org”, “.edu”, and/or “.gov”. A reference from a “.com” or “.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 attach copies of pages from articles and/or website pages utilized as a reference with your paper.*

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 *Safe Assign* and have a percentage no greater than a 25% match.

Term Research Paper Assignment Rubric

Criteria	Expert (100%)	Proficient (75%)	Competent (50%)	Novice (0%)
Introduction, literature review, research question and hypotheses, purpose of the paper – derived from NUR 3354 legal & ethical Nursing (25%)	Paper demonstrates fully understanding of the concepts learned in the course. The student provides remarks that show analysis and synthesis of ideas.	Paper demonstrates that the student for the most part, understands and has applied concepts learned in the course. Some of the student remarks are lacking analysis and synthesis of ideas	Paper demonstrates that the student, to a certain extent, understands and has applied concepts learned in the course. Majority of the student remarks are lacking analysis and synthesis of ideas	Paper does not demonstrate that the student has fully understood, and applied concepts learned in the course. No analysis or synthesis of ideas
Research Design/Methods (25%)	Provides accurate and thorough description of how the data was collected, sample/special population used. Reliability & validity of data collection tool. Data analysis, potential results, & limitations.	Describes how the data was collected; sample/special population used. Reliability & validity of data collection tool. Data analysis, potential results, & limitations are adequate but limited	Describes how the data was collected; sample/special population used. Reliability & validity of data collection tool. Data analysis, potential results, & limitations are confusing and nor clearly articulated	Describes how the data was collected; sample/special population used. Reliability & validity of data collection tool. Data analysis, potential results, & limitations are not articulated
Results (25%)	Results are clearly explained. Tables/figures clearly and concisely convey the data. Statistical (if used) analyses are appropriate and accurately interpreted.	Results are explained but not clearly, Tables/figures are somewhat clear/concise in conveying the data. Statistical analyses (if used) are appropriate but not accurately interpreted	Results are not very clearly explained, Tables/figures are not clear/concise in conveying the data. Statistical analyses (if used) are inappropriate and not accurately interpreted.	Results are not clearly and severely insufficient, Tables/figures are not clear/concise in conveying the data. Statistical analyses (if used) are inappropriate and not accurately interpreted
Conclusion (10%)	Interpretations/analysis of results are thoughtful and insightful, Discussion of how the topic can enhance the nursing profession are clearly indicated	Interpretations/analysis of results are sufficient but lack insight, Discussion of how the topic can enhance the nursing profession is adequate	Interpretations/analysis of results are insufficient and lacking insight. Discussion of how the topic can enhance the nursing profession is limited	Interpretations/analysis of results are severely lacking no insight, Discussion of how the topic can enhance the nursing profession is severely limited
Documentation & Quality of Sources (6 or more and < 5yrs old). At least 4 of the references must be from reputable journal articles. Only 2 of the references may be from websites such as “.org”, “.edu”, and/or “.gov”. A reference from a	Cites all data obtained from other sources. 7 th ed. APA style is accurately used in both text and reference page. Sources are all scholarly, and clearly relate to the research focus.	Cites most data obtained from other sources. 7 th ed. APA style is used in both text and reference page. Sources are primarily scholarly and relate to the research focuses.	Cites some data obtained from other sources. 7 th ed. APA style is either inconsistent or incorrect. Sources are not primarily scholarly and relate to the research focus but somewhat vaguely.	Does not cite sources. Sources are extremely non-scholarly and do not relate to the research focus.

“dot.com” or “dot.net” or “WebMD” or Wikipedia will not be accepted, (5%)				
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10 points will be deducted for every day that this paper is late

Course Calendar

Week	Reading	Assignment Due
Week 1	Chapters – 1, 3, 3, 4. Research activity #1 due, 3/21/22, Make up assignment due 3/25/2022	Discussion Board Primary Post due on Wednesday. 2 replies to peers due On Sunday by 23:59 pm Quiz 1 – (Chpts 1, 2, 3, 4) due by Saturday 23:59 pm Research activity due by Friday 23:59pm
Week 2	Chapters – 5, 6, 7	Discussion Board Primary Post due on Wednesday. 2 replies to peers due On Sunday by 23:59 pm Quiz 2 – (Chpts 5, 6, 7) due by Saturday 23:59 pm
Week 3	Chapters – 8, 9, 10 Research activity #2 due 4/8/2022	Discussion Board Primary Post due on Wednesday. 2 replies to peers due On Sunday by 23:59 pm Quiz 3 – (Chpts , 8, 9, 10) due by Saturday 23:59 pm Research activity due by Friday 23:59pm
Week 4	Chapters – 11, 12, 13.	Discussion Board Primary Post due on Wednesday. 2 replies to peers due On Sunday by 23:59 pm Quiz 4 - (Chpts 11, 12, 13) due by Saturday 23:59 pm
Week 5	Chapters – 14, 15. Research activity #3 due 4/22/2022	Discussion Board Primary Post due on Wednesday. 2 replies to peers due On Sunday by 23:59 pm Quiz 5 – (Chpts 14, 15) due by Saturday 23:59 pm Research activity due by Friday 23:59pm
Week 6	Chapters – 16, 17.	Discussion Board Primary Post due on Wednesday. 1 reply to peers due On Sunday by 23:59 pm Quiz 6 – (Chpts 16, 17) due by Saturday 23:59 pm
Week 7	Chapters – 18, 19. Term Research Paper Assignment Due 5/7/22	Discussion Board Primary Post due on Wednesday. one reply to peers due by Saturday 23:59 pm. Term Research Paper Assignment Due on Sunday 23:59 pm
Week 8	Chapters – 20, 21	Discussion Board Primary Post due on Tuesday. one reply to peers due On Thursday by 23:59 pm