



**NURS 3351 Research & Evidence-Based Practice
Summer 2023**

Mode of Deliver: Internet

Course Facilitator: Dr. Stephanie Griggs, DNP, FNP-BC

Email: sgriggs2@com.edu

Office Phone: (409) 933-8920

Office Location: STEM Bld, Rm – 225-27

Office Hours: Tuesday/Thursday 9:00am-1 pm

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

Evolve Resources for Nursing Research, 10th Edition

By Geri LoBiondo-Wood and Judith Haber

ISBN: 9780323763813

Course ID: 163378_sgriggs83_1001

Instructor: Stephanie Griggs

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)

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

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.	Case study, 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.	Case study, 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.	Case study, 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.	Case study, 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.	Case study, 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	Case study, 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

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.	

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 (7)**: 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. (See Appendix A: Discussion Board Rubric)

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 B)
3. **Quizzes (4):** 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.
4. **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.
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.

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/txtrdg.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

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

Discussion Board/Weekly Participation Rubric

Criteria	Expert (100%)	Proficient (75%)	Competent (50%)	Novice (0%)
Development of Ideas (25%)	Well-developed ideas: introduces new ideas, and stimulates discussion	Developing ideas; nothing new, sometimes stimulates discussion	Poorly developed ideas which do not add to the discussion	Does not Participate in the discussion
Evidence of Critical Thinking (25 %)	Postings are clear with great creative insight and evidence of critical. thinking-application and originality.	Postings tend to address peripheral. issues. Mostly accurate, but could be improved with more analysis, insight, and creative thought.	Poorly developed and lacking critical thinking.	Does not enter the discussion. No critical thinking
Responses to other students and instructor (20 %)	Interacts at least 2 times with other students and/or the instructor.	Interacts at least 1 time with other students and/or the instructor.	Interacts at least 1 time with poorly developed response.	Does not enter the discussion. No interaction
Timeliness (10 %)	Individual post and at least 2 responses posted before deadline and on 2 different days	Individual post and at least 2 responses posted before deadline and on the sane day	Individual Post and no response posted before deadline.	No individual post. No response Everything is late.
Submission Method/Participation (10%)	Post assignment on 2 or 3 different days a week	Post assignment on 2 different days a week.	Post all assignment on the same day	No post/no interaction
Citations/Use of 7th ed. APA. Spelling & Grammar are correct. Sources/Evidence based materials. (<i>Do not use dot.com, no dot.net, no WebMD, no Wikipedia</i>) (10%)	Cites all data obtained from other sources. APA 7 th ed. citation is used. Cover and Ref page included. No grammatical errors. Two or more current sources used, which are peer-review journal articles or scholarly books	Cites some data obtained from other sources. APA 7 th ed. citation is incorrect. Cover and Ref page not included. Some grammatical errors. Sources are not peer-review journal articles or scholarly books. Used only one source	Does not use peer-review resources. APA 7 th ed. citation not used. Cover and Ref page not included. Many grammatical errors	No citation. Poor or no use of evidence to support the discussion.

Appendix B – Critical Appraisal Activity Rubric

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 **four 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.

Criteria	Expert (100%)	Proficient (75%)	Competent (50%)	Novice (0%)
Introduction (21%)	States the title of the work, authors credentials, outline the main idea, state your own thesis ... The student provides remarks that show analysis and synthesis of ideas.	States the title of the work, authors credentials, outline the main idea, state your own thesis ... The student provides remarks that show analysis and synthesis of ideas.	The title of the work, authors credentials, outline the main idea, and your own thesis... was not well stated. Minimal analysis and synthesis of ideas	The introduction does not demonstrate that the student has fully understood, and applied concepts learned in the course. Paper lacks analysis and synthesis of ideas.
Summary (22%)	Briefly outline the main ideas. The idea is focused and clearly defined the scope of the assignment.	Briefly outline the main ideas. The idea is focused and clearly defined the scope of the assignment.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Analysis (22%)	Students critically state what they like and don't like about the article, book, or film. Ties together information from all sources. Paper flows from one issue to the next without the need for headings.	Students uncritically state what they like and don't like about the article, book, or film. For the most part, ties together information from all sources. Some disjointedness is apparent.	Analysis was vague and unclear, sometimes ties together information from all sources. Paper does not flow, disjointedness is apparent.	No analysis. Does not tie together the information. Paper does not flow and appears to be created from disparate issues.
Conclusion (20 %)	Restate your thesis in a new word and summarize the main idea. In-depth discussion & elaboration in all sections of the paper. Appropriate length	Restate your thesis in the same word and somewhat summarize the main idea. In-depth discussion & elaboration in most sections of the paper.	Did not restate the thesis and poorly summarize the main idea. 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 assignment templet and the length criteria
Spelling and grammar (5%)	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 (5%), 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.
Citations/Use APA (5%)	Cites all data obtained from other sources. APA 7 th ed. citation style is used. Cover, Abstract and Ref page included	Cites most data obtained from other sources. APA 7 th ed. citation style is used. Cover, Abstract and Ref page included	Cites some data obtained from other sources. APA 7 th ed. citation style is incorrect. Cover, Abstract and Ref pages is incorrect.	Cites some data obtained from other sources. APA 7 th ed. citation style is incorrect. Cover, Abstract and Ref pages is incorrect.

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 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. 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).

Term Research Paper Assignment Rubric

Criteria	Expert (100%)	Proficient (75%)	Competent (50%)	Novice (0%)
Introduction, describe the purpose of the study and literature review (25%)	Paper demonstrates fully understanding of the concepts. The student provides remarks that show analysis and synthesis of ideas.	Paper demonstrates that the student for the most part, understands and applied concepts. Some of the remarks are lacking analysis and synthesis of ideas	Paper demonstrates that the student, to a certain extent, understands and applied concepts. Majority of the remarks are lacking analysis and synthesis of ideas	Paper does not demonstrate that the student has fully understood and applied concepts. No analysis or synthesis of ideas
Research question, 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
Data collection method and 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
Spelling & Grammar (5%)	No spelling & grammar mistakes	Minimal spelling & grammar mistakes	Noticeable spelling and grammar mistakes	Excessive spelling and/or grammar mistakes

Paper Format/wordcount (5%)	Title and reference page has proper APA formatting. Used correct headings & subheadings consistently	Title and reference page has proper APA formatting. Used correct headings & subheadings almost consistently	Title and reference page deviates a bit from APA Formatting. Headings & subheadings less consistent	Title and reference page, headings & subheadings completely deviates from APA formatting, or are absent.
Documentation & Quality of Sources (6 or more and < 5yrs old)., (5%)	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.

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 “.dot.com” or “.dot.net” or “WebMD” or Wikipedia will not be accepted.

