Research in Nursing

The University of Texas at Arlington

College of Nursing

N5301-004

Spring, 2014

**Instructor(s):** Cheryl Anderson, RN, PhD, CNS

**Office Number:** Pickard Hall, Room # 621

**Office Telephone Number:** 817-272-2776

**Email Address:** c.anderson@uta.edu

**Office Hours:** 11-1pm, Thursday; other times by appointment

**Section Information:** N-5301-004

**Time and Place of Class Meetings:** Pickard Hall, Room # 209, Thursdays 2-4:50 pm

**Description of Course Content:**  Exploration of the research process and critical examination of published studies with emphasis on research critique, interpretation of statistical results, and evidence-based practice.

**Other Requirements:** None

**Student Learning Outcomes:**

1. Link theory, research, and practice.
2. Critically evaluate research.
3. Interpret statistical results.
4. Plan use of research knowledge to facilitate an evidenced-based practice for nursing.

**Required Textbooks and Other Course Materials:**

Grove, S., Burns, N., & Gray, J. (2013). *The practice of nursing research: Appraisal, synthesis, and generation of evidence* (7th ed.). St. Louis, MO: Elsevier.

ISBN- 978-1-4557-0736-2.

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| Grove, S. K. (2007). Statistics for health care research: A practical workbook. Philadelphia: Saunders. ISBN: 9781416002260 |
| American Psychological Association. (2001). Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: Author. ISBN: 9781433805615**Recommended Textbooks**Burns, N., & Grove, S. K. (2009). Study guide for the practice of nursing research (6th Ed.). St. Louis: Saunders. ISBN: 978-1-4160-6108-3Salkind, N. J. (2004). Statistics for people who think they hate statistics (2nd Ed.). Thousand Oaks: Sage. ISBN: 076192776X |

 **Descriptions of major assignments and examinations with due dates:**

1. **Multiple-choice, matching, or short essay quizzes:**

There are 2 quizzes, one each in class for weeks 2 and 4 that cover the content of the reading assignments for those weeks. Quiz material on Quiz 2 may also cover material from Quiz 1 readings.

**Due dates for the following assignments are listed on the Course Schedule**.

1. **Research Critique:**

Each student will complete a research critique on an assigned study. The guidelines for developing and grading the critique are discussed later in this syllabus. Require hard copy.

**Critique is due at end of class on the due date to avoid late penalty (see schedule below).**

1. **Statistical Exercises (in workbook)**

Students will complete assigned Statistical Exercises. **These exercises (*Study Questions*) are not graded and the answers are provided for you in the workbook. Complete these assignments before reviewing the answers as practice. Failure to do this assignment may jeopardize your final grade. This information is not graded but will be on the final exam.** Specific Study Questions to review are indicated on the Course Schedule that follows.

1. **Evidence-Based Practice Assignment: Poster Presentation**

Students will describe a ***patient care problem or practice issue***and select an evidenced-based protocol, algorithm or procedure that might be used to change practice. The issue can apply to your current practice or might be used in the advanced role you will be assuming on graduation, such as administrator, educator, or nurse practitioner. Guidelines for this assignment are later in this syllabus. This assignment will be presented via a poster to the class and is a group assignment.

5. **Midterm Exam**

Multiple choice or matching questions will cover all content to date. Students will be allowed to use a hand calculator during this exam but no cell phones or any other electronic device.

6. **Statistics Final Exam (TBA)**

Multiple choice questions will cover all assigned statistical exercises, graded and ungraded. Students will be allowed to use a hand calculator during this exam but no cell phones or any other electronic device. The final exam will also include essay questions (mini-critique paper) related to a specific research brief accompanying the exam questions.

**Grading Policy**

**Quizzes (2 X 5% each) 10%**

**Critique 25%**

**Evidenced-based Practice Project 15%**

**Midterm Exam 25%**

**Statistical Exercises not graded**

**Statistics Exam 25%**

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**TOTAL** **100%**

The instructor will impose penalties for late work. Five (5) percent will be deducted from the final grade of the assignment for each day the work is late. Work is considered “late” if it is received after the scheduled due date and time.

If you become ill, have an accident or family emergency and do not believe you can complete an assignment on time, you should phone or email the instructor immediately - BEFORE the due date and time. The instructor may postpone the deadline without penalty, depending on the circumstances. Once the due date is passed, points can be deducted for late work regardless of the reason for lateness.

 **Make-up Exams:** Please contact your faculty for make-up exam scheduling then call Sonya Darr at 817-272-2043 to schedule a day/time. Please allow a 24 hour advance notice when scheduling.

**Attendance Policy:** Regular class attendance and participation is expected of all students. Students are responsible for all missed course information.

Other Requirements: The student must have Graduate Standing.

**Grading Policy:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale

A = 92 to 100

B = 83 to 91

C = 74 to 82

D = 68 to 73 – cannot progress

F = below 68 – cannot progress

**Expectations of Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional \_\_9\_\_\_ hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. http://grad.pci.uta.edu/about/catalog/current/general/regulations/#gradegrievances

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at http://wweb.uta.edu/aao/fao/. The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.>php?session=20136

1. A student may not add a course after the end of late registration. August 23-29, 2013
2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class.

Students dropping a course must:

1. Contact course faculty to obtain permission to drop the course with a grade of “W.”

2. Complete a Course Drop Form (available online <http://www.uta.edu/nursing/msn/msn-forms> and email to the course faculty for their electronic signature using the envelope located in the toolbar at the top of the screen and copy your graduate advisor using the appropriate email: MSN-NP-s.decker@uta.edu

3. Contact the graduate program advisor to verify the approved form was received from the faculty and the course drop was processed. Schedule an appointment to revise student degree plan.

1. Students who drop all coursework at UTA must check the RESIGN box. Students staying in at least one course and dropping other coursework will check the DROP COURSES (S) box.

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1. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) from the University for additional information concerning withdrawal. <http://grad.pci.uta.edu/faculty/resources/advisors/current/>

**Last day to drop or withdraw Friday, March 28, 2014**

**Census Day – Wednesday, January 29, 2014**

**Americans with Disabilities Act:**  The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:**  All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism>/index.html

**Student Support Services**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** The University of Texas at Arlington has adopted “MavMail” as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. If you are unable to resolve your issue contact the Helpdesk at helpdesk@uta.edu. ***Students are responsible for checking their MavMail regularly.***

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Librarian to Contact:**

 **Peace Williamson**

Phone: (817) 272-7433

E-mail: peace@uta.edu

Research Information on Nursing:

[**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing)

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| **Antoinette Nelson - Department Head: STEM Outreach & Scholarship**Science & Engineering LibraryNedderman Hall BO3| Box 19497 | Arlington, TX 76019817.272.7433 (W) | 817-235-4411 (C) | 817-272-5803 (F) <http://www.uta.edu/library/sel/> | nelsona@uta.edu<http://libguides.uta.edu/profile/nelson>  |

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://liblink.uta.edu/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> . If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.

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**Course Schedule.**

The Course Schedule provides you with the weekly activities of class including readings, quizzes and exams, and assignment due dates. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**UTA College of Nursing additional information:**

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify Dr. Mary Schira, Associate Dean, Department of Advanced Practice Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**MSN Graduate Student Dress Code:** The University of Texas at Arlington College of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

**Please View the College of Nursing Student Dress Code on the nursing website:** <http://www.uta.edu/nursing/msn/msn-students> **.**

**UTA Student Identification: MSN Students MUST be clearly identified as UTA Graduate Students and wear a UTA College of Nursing ID in the clinical environment.**

**Blood and Body Fluids Exposure:** A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at:<http://www.cdc.gov/>

**Graduate Student Handbook:** Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/nursing/msn/msn-students>

**Student Code of Ethics:** The University of Texas at Arlington College of nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/nursing/msn/msn-students>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: <http://www.uta.edu/nursing/student-resources/cholarship> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Online Conduct:** The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.

***For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.***

**Writing Center:** The English Writing Center, Room 411 in the Central Library, provides support to UT-Arlington undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructors value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

The Writing Center offers tutoring for any assigned writing during enrollment at UT-Arlington. The Writing Center hours may change according to fall-summer semesters or by day of week. Contact the center for hours open. Additionally, individuals may schedule appointments online by following directions available at [www.uta.edu/owl](http://www.uta.edu/owl), or by visiting the Writing Center.

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e-mail or call Tracey-Lynn Clough, Writing Center director, at clought@uta.edu or 817-272-2517.

**Departmental Office/Support Staff**

**Department of Advanced Nurse Practice**

**Mary Schira,** PhD, RN, ACNP-BC

Associate Dean and Chair; Graduate Advisor

Email: schira@uta.edu

**Sheri Decker**, Assistant Graduate Advisor

Office # 606-Pickard Hall, (817) 272-0829

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**Rose Olivier**, Administrative Assistant I

Office # 605-Pickard Hall, (817) 272-9517

Email: olivier@uta.edu

**Janyth Arbeau,** Clinical Coordinator

Office # 610- Pickard Hall, (817) 272-0788

Email: Arbeau@uta.edu or npclinicalclearance@uta.edu

**Sonya Darr**, Senior Office Assistant

Office # 609-Pickard Hall, (817) 272-2043

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**Kimberly Hodges,** Senior Office Assistant

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E-mail: khodges@uta.edu or npclinicalclearance@uta.edu

**Timara Spivey**, Admissions Assistant

Office #602-Pickard Hall, (817) 272-2329

Email: tnspivey@uta.edu

## General Guidelines for All Written Work

These guidelines have been developed to help students know the mechanics of writing a paper. The 6th Edition APA Manual (2010) is to be used in conjunction with the guidelines to demonstrate referencing style, levels of headings, and proper ways of including direct quotations in the paper. The APA Manual also gives additional information about grammar and punctuation, use of numbers and abbreviations, and development of tables or figures, which should be helpful in developing any paper.

1. Each paper should have a formal title page (see example below).
2. OMIT an abstract and table of contents.
3. Pagination: Page numbering starts with the first page of text. Numbering continues through the reference list and any appendices. Arabic (1, 2 etc.) numbers are used.
4. Margins: Margins are to be at least 1 inch and no more than 1.25 inches on all sides. Text should be left justified only. This means that the right margin may appear irregular. If a word is too long to be completed on one line, it should not be hyphenated.
5. Type size and font: Type should be 12 characters per inch. The font should be clean and easy to read (e.g. Arial or Times New Roman). Print should be of letter quality.
6. Spacing: Double spacing is used for the body of the paper. Single spacing may be used within references (with double spacing between references), and long quotations. Long quotations may also be indented five spaces. DO NOT leave any blank lines between paragraphs or sections.
7. Headers: Running headers are acceptable but not required.
8. Headings within the paper are essential. First develop an outline of your paper and count the number of levels you plan to incorporate. Grading Criteria Sheets are helpful in determining appropriate headings for specific assignments. See the APA Manual for further guidance.
9. Quotations: In general, avoid the use of direct quotes. Re-state the point in your own words and include the appropriate citation. For ways to properly cite quotations of greater than 40 words see the APA Manual.
10. Reference list: See the APA Manual. The reference list includes only the references cited within the text of the paper.

**Note: Be sure the paper you submit for grading is complete, since that is the paper that will be graded.**

Title Abbreviated 1

Running head: TITLE ABBREVIATED

Title of the Paper

Your name here

The University of Texas at Arlington School of Nursing

In partial fulfillment of the requirements of

[course number and name]

 [Instructor’s Name here]

Date

**GUIDELINES FOR CRITIQUE**

**Article to be used for the critique: TBA 1st day of class and posted on BB (along with a practice article)**

**FOLLOW HEADINGS FOR EACH SECTION OF THE PAPER, SUCH AS “TITLE & ABSTRACT,” “PROBLEM,” “PURPOSE,” AND SO FORTH. NUMBER ACCORDINGLY.NO ADDITIONAL READING OF REFERENCES IN THE ARTICLE TO BE CRITIQUED IS REQUIRED UNLESS FOR PERSONAL KNOWLEDGE OR INFORMATION.CRITIQUE WHAT IS AT HAND.**

1. **Title & Abstract**
2. Discuss the article **title,** especially note missing elements (e.g. type of study, concepts, and population to be studied).
3. Describe any missing or weak elements in the **abstract** (purpose, design, sample, data

 collection, and key results).

1. **Problem** statement.
	1. Describe the health care problem or issue that was the impetus for this study.
	2. Discuss how clearly the problem has been described and supported. Id research gaps.
2. **Purpose.** State the study purpose from the article and if explicit or implied.
3. **Literature** review
4. Provide an example of one relevant empirical study and one theory article/book described in the literature review.
5. Describe the current knowledge, what is known and not known, about the research problem, as described in the literature review.
6. Describe any weaknesses or problems with the literature review, including the listing of references.
7. **Theoretical framework** (theory and concepts):
8. State the theory that organizes this study. State whether the theory is based on scientific, substantive, or tentative theory as defined by Burns and Grove (2009). Give a rationale for your theory designation.
9. Define each concept from the theory as discussed by the author. (You do not have to go to the library and look up the theory to more thoroughly describe its concepts; only what the author has included in the article.)
10. Analyze how well this theory addresses this research question, population and phenomenon.
11. List any research **objectives, questions, or hypotheses** and state if implied or explicit.
12. Major study **variables**.
	1. Identify the study variables by examining the purpose, the objectives, questions or

 hypotheses, and the results section of the article.

b. State which variables are independent or dependent OR state research variables in

 this study.

1. List the **demographic** variables or characteristics of the population. Do not describe the final

 sample, only list the variables.

1. Research **design**.
2. Identify the specific design of the study.
3. Describe the treatment or intervention if used.
4. Describe how subjects were assigned to groups if groups were compared.
5. Discuss strengths and weaknesses in the research design and what could have been done to make it stronger. (Do not include sampling or measurement strengths/weaknesses here, they are to be saved for those specific sections only below as requested).
6. **Sample** **and setting.**
7. State the inclusion and exclusion sample criteria.
8. Indicate the method used to obtain the sample.
9. State the final sample size. Indicate if a power analysis was conducted to determine the sample size.
10. Identify the refusal to participate number and percentage.
11. Identify the sample mortality (or attrition) number and percentage.
12. Describe the informed consent process used and any institutional review board approval.
13. Describe the study setting.
14. Discuss strengths and weaknesses in the sampling method used in this study.

**11. Measurements**:

Identify and describe each measurement tool or method used in the study with the following

guidelines but put the information in the table below as Appendix A. (see example below)

1. Identify the name and author of each instrument or measurement tool.
2. Identify the type of each measurement method (i.e. Likert scale, visual analog scale, physiologic measure, questionnaire, observation, or interview).
3. Report the reliability of each instrument from previous studies and the current study. If not reported, say so.
4. Report the validity of each instrument from previous studies and the current study. If not reported, say so.
5. Discuss strengths and weaknesses in the measurement tools.

**12. Data** collection.

a. Describe in detail how the data were collected.

b. Discuss strengths and weaknesses in the data collection procedures.

**WHAT IS REQUESTED FOR YOUR CRITIQUE ASSIGNMENT ENDS HERE BUT READ THE FOLLOWING INFORMATION HELPFUL TO YOU FOR A COMPLETE CRITIQUE OF AN ENTIRE PUBLISHED RESEARCH PAPER**

The research process continues following the collection of data by the entering and analysis of data. **Statistica**l appropriateness is reviewed and will be an area we discuss prior to the final. Statistical application will be the focus of the final exam. Once the data are analyzed an in**terpretation** of findings by the author is made, **limitations** of the study are identified by the author, a description of the population these findings can be **generalized** (if at all) is provided, and implications for **nursing practice** and suggestions for **further study** are noted. These terms will be mentioned in class and their link to the research process may form potential test items. When critiquing a research article the following would be considered:

 **Statistica**l appropriateness

 a State if statistics used are appropriate to goal of study.

 b Justify appropriateness of statistical tests.

 Researcher’s interpretation of **findings**.

1. Describe how the researcher related the findings back to the theory framework.
2. Describe which findings are in keeping with those expected.
3. List any unexpected findings, stated or implied.
4. Discuss how the findings are consistent with previous research findings.
5. Discuss any missing or weak elements in the findings.

Reference List:

Provide APA formatted **references** for all citations used in the text of your paper. You will be citing both the critique research article and the Burns and Grove textbook in the paper. Include any other references that you used in the critique, such as the empirical study and theory article mentioned in the literature review.

**Example for referencing information for your critique: “The purpose……among graduate students.” (col2/para2/pg 234)**

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#### *TURN IN GRADE SHEET WITH HARD COPY OF PAPER*

#### GRADE SHEET FOR CRITIQUE

**POINTS CONTENT**

**5 Title and Abstract**

**5 Problem**

**5 Purpose**

**10 Literature Review**

**10 Framework/Theoretical Perspective**

**10 Research objectives, questions, or hypotheses**

**10 Definition of Variables**

**5 Demographic Variables**

**10 Research Design**

**10 Sample** **and setting.**

**10 Measurements**: **(Use Appendix A, format below)**

**5 Data collection**.

**5 Format: APA for citations & references, writing style, & grammar**

 **Critique reference system for location of items in study: p. 345, col 2, para 2**

**TOTAL Points for Critique: \_\_/100 X 25%** =

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**REVIEW CHAPTER 18 RELATED TO CRITIQUE BEFORE COMPLETION OF PAPER AND SUBMISSION TO INSTRUCTOR and SEE BB FOR ARTICLE ON STUDY CRITIQUE STEPS**

#### Appendix (You can create this table in the Landscape view in your Word document. It will be easier to read that way. Not required to be Landscape, just a suggestion.) Include both independent and dependent variables

**Appendix**

**Variables and Measurement Tools (Example)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable Measured** | **Measurement Tool** | **Author of Measure** | **Type of Measurement Tool** | **Reliability** | **Validity** | **Strengths and** **Weaknesses** |
| Psychological wellbeing | Beck Depression Inventory | Beck (1996) | Scaled items from 1 to 4 | Cronbach alpha of 0.82 to 0.92 from previous research and 0.87 for this study. | Construct Validity: Content validity, reading level 6th grade. Convergent validity with Zung Depression Scale. Factor analysis to document sub-concepts. Prediction of future depression episodes. Successive verification validity with this study. | Successive verification validity + |
| Stress | 1. Blood pressure2. Jones Stress Scale | None statedJones (1990) | Physiologic measurement method: Omron Blood Pressure CuffLikert-type scale | Recalibration every 50 BP readings to promote precision of measures.Cronbach alpha of 0.88 from previous studies, not reported for this study. | Accuracy systolic and diastolic pressures ensured to 1 mm mercury by company. Designated steps to take BP followed to promote accuracy.Validity assessed by comparison with the Norbeck Support Scale (1992) for divergent validity. Factor analysis has also supported the items in the current scale. | Readability level not stated - |

#### \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**EVIDENCE-BASED PRACTICE PROJECT**

1. Describe a **Clinical Problem** that you currently see in practice. It can be any patient care problem or issue that is of interest to you in your current practice, or for your future role as an administrator, nurse practitioner, or educator. A way to identify an area of interest may be to ask yourself or colleagues questions such as: Is there a better way of doing something? Would another intervention be more effective and improve patient outcomes? Give some data (at least one rate, ratio or cost) from your agency or from the health care literature that supports the fact that this is a patient care problem.

2. Review recent research and practice literature and select an **intervention** that might address this patient care issue. The intervention is in the form of either a policy, protocol, algorithm, or procedure that would change patient care in your institution or care setting. What evidenced-based intervention exists to improve current care in terms of patient, provider, or health care agency outcomes? Try to identify something for which you really want an answer. You might also get ideas from *Research for Practice*, an ongoing section in *AJN*, or research articles from nursing specialty journals.

Review a variety of web sites such as:

**Agency for Healthcare Research and Quality (**[**http://www.ahrq.gov**](http://www.ahrq.gov/)**)**

**National Guideline Clearinghouse (**[**http://www.guideline.gov**](http://www.guideline.gov/)**)**

Provide **a copy** of the policy, protocol, algorithm or procedure with its reference source. Briefly **describe** where the policy came from and why you believe it is appropriate. (A small section of your poster titled policy).

If you cannot find any policy that meets your need, you can write your own policy. However, you must give references throughout the policy about where you got your ideas. These references must come from previously published research reports.

3. Describe how you would **implement** the new intervention for patient care issue in your agency. Be **specific** about who, when, where, and how this would be implemented. Describe what it would cost (in dollars) per-day to implement it (equipment or personnel), and give a brief timeline. **State barriers** and **supporters** of your desired changes (may be people/resources etc..) and your solutions for overcoming potential barriers and retaining your supporters. (TIP: divide these subheadings of information into poster sections.) You are presenting your change to class like you would to administration to effect change.

4. Provide a brief reference list for your data and intervention sources or pictures as a handout to peers.

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**THERE ARE EXAMPLES OF BOTH CRITIQUES AND EBP PAPERS ONLINE. PAST EBP PAPERS CAN BE LOOKED AT FOR THE TYPE OF INFORMATION YOU MIGHT CONSIDER AS NEEDED AND CONDENSED INTO SECTIONS OF YOUR POSTER. ALSO REVIEW CHAPTER 19 (TEXT)**

**SEE ALSO “PREPARING GOOD POSTERS” ----ONLINE RESOURCE on BB**

***TURN IN GRADE SHEET DAY OF PRESENTATION***

**GRADE SHEET FOR EBP PROJECT**

35 points 1. Clinical problem and your intended change clearly described, appropriate for nursing practice, and supported by data from the literature or other source.

10 points 2. Attach appropriate policy, protocol, algorithm or procedure chosen to address the clinical problem with reference source.

40 points 3. Clear implementation plan, practical and complete. (see above for needed details)

10 points 4. Reference list with use of APA format, sentence and paragraph

 structure, citations, and references. (Handout to peers)

5 points 5. Creativity of presentation

**TOTAL score for EBP project-=\_\_\_\_\_\_\_\_\_\_\_\_\_ /100 X 15%**

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This is a study sheet only. Work through these week to week and by the end of the course you will have an outline of content to study for the final exam.

**Statistical Analysis for Quantitative Research: A Study Guide**

**Descriptive (or Summary) Statistics**

1. Frequency Distributions

2. Measures of Central Tendency

a. Mode

 b. Median

 c. Mean (X)

3. Measures of Dispersion

 a. Range

 c. Standard Deviation (SD)

**Inferential Statistics and Concepts**

1. Normal Curve, Skewness
2. Level of significance (.05, .01. .001)
3. Type I and Type II Errors
4. Power Analysis
5. Degrees of Freedom
6. **Parametric** Statistical Analyses

 a. Assumptions

(1) the sample was drawn from a normal distribution

(2) random sampling techniques

(3) interval level data

 b. Examples of Statistical Procedures

 (1) t-test

 (2) Analysis of Variance

 (3) Pearson’s Correlation

 (4) Regression analysis

1. **Nonparametric** statistical analyses

 a. Assumptions

 (1) nominal or ordinal data

 (2) sample not from a normal distribution

 b. Examples of Statistical Procedures

 (1) Chi-square

 (2) Mann-Whitney U

 (3) Kolmogorov-Smirnov

 (4) Spearman Rank

10. Testing for Difference

 Statistical analysis used to examine differences between *groups.* Usually, the mean of each group is used to conduct the statistical analyses. Purpose is to determine if the differences in mean values are great enough to suggest that the groups are from two *different populations.*

 a. Statistical tests of differences

 (1) t-test

 (2) ANOVA

 (3) Chi-square

11. Testing for Relationships

 Statistical analysis used to examine relationships between variables within a sample. Values must be obtained on measures of at least two variables from each subject in the study. The individual scores from each subject on each variable are used to conduct the analysis. Purpose is to determine the degree of relationship of the variables.

a. Statistical tests of relationships

(1) Pearson’s Correlation

(2) Regression Analysis

(3) Factor Analysis

12. Statistical Analyses and their statistic for identification

a. Analysis of Variance *F*

b. Mann-Whitney U Test *U*

c. t-test *t*

d. Pearson’s Correlation *r*

e. Regression Analysis *R*

**Level of measurement (LOM)-** It isnecessary to know the LOM of both the independent and dependent variables to select the appropriate statistic:

Nominal

Ordinal

Interval

Ratio

Effect and Effect Size…Power Analysis

**COURSE SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **Week 1****1/16** | Introduction to CourseReview of Syllabus & ScheduleScience, theory and researchSources of knowledgeResearch processTypes of research approaches**Burns, Grove, & Gray Text: Chapters 1-3** | **2-4:50 pm****Pickard Hall****Pretest****Prepare for first quiz next week** |
| **Week 2****1/23** | Problem and PurposeLiterature Review**Burns, Grove, & Gray Text: Chapters 5-6** | **Quiz 1** **In class****on chapters** **1, 3, 5, & 6**Practice critique |
| **Week 3****1/30** | Theoretical FrameworksConceptsObjectives, Questions & Hypotheses**Burns, Grove, & Gray Text: Chapters 7, 8** | Theory ExercisePractice critique |
| **Week 4****2/6** | DesignStudy Validity**Burns, Grove, & Gray Text: Chapters 10,11** | **Quiz 2** **In class****on chapters 1, 3, 5, 6, and****7, 8, 10, & 11**N.Y. Study ExercisePractice critique |
| **Week 5****2/13** | Sampling TheorySampling MethodsSample SizeFor beginning preparation of poster see Chapter on EBP, Chapter 19; set up groups and select problem of interest**Burns, Grove, & Gray Text: Chapter 15** | **Statistics Exercise**9: Sampling Methods**Not graded but MUST complete will review in class----DO THE GRADED QUESTIONS as well as, STUDY QUESTIONS for this exercise** Practice critique |
| **Week 6****2/20** | Midterm 2:15- 4pm4-4:50 for EBP groups--- beginning preparation of poster see Chapter on EBP, Chapter 19; set up groups and select problem of interest**Burns, Grove, & Gray Text: Chapter 15** | **MIDTERM EXAM**Practice critique |
| **Week 7****2/27** | Levels of Measurement (also in workbook)Reliability & Validity of MeasuresPhysiological MeasurementInterviewsQuestionnairesScalesCollecting and managing data**Burns, Grove, & Gray Text: Chapters 16, 17 & 20** | **DO STUDY QUESTIONS FOR****Statistics Exercises** \*24: Pearson’s r\*40: Chi SquareAdditional help for you if complete study questions for the following workbook exercises: 12: Power Analysis13: Reliability14: Validity Practice critique |
| **Week 8****3/6** | Statistical TheoryData AnalysisDescriptive Statistics**Burns, Grove, & Gray Text: Chapters 21, 22, & 23** | Continue Statistical Study Guide and Statistical Study Questions from workbook\*29: t test (independent  samples)\*36: ANOVA\*42: Spearman rank orderFutures articleResearch study—group project exercise in class |
| **Week 9****3/13** | **SPRING BREAK** | **COMPLETE CRITIQUES** |
| **Week 10****3/20** | Statistical TheoryData Analysis continued**Burns, Grove, & Gray Text: Chapters 24 & 25** | **DUE CRITIQUE**Continue Statistical Study Guide and Statistical Study Questions from workbook27: Linear regression31: t-test (dependent  samples)43: Mann Whitney U |
| **Week 11****3/27** | Statistical TheoryData Analysis continued |  |
| **Week 12****4/3** | EBP Projects Presentations: Use of Research | **EVIDENCE PRACTICE PROJECT PRESENTATIONS** |
| **Week 13****4/10** | **Application: Putting all the pieces of the research process together****Exercise: designing a research study****with following sections also considered:****Interpretation of data****Limitations of the study****Generalizability****Implications for practice****Recommendations for future research** | **Group Work****Select a topic for research as a group and follow the research process** |
| **Week 14****4/17** | **ONLINE WORK****Begin work on****Statistical Analysis Study Guide (definitions)****and review posts****on BB: “Research Files” for****other research methodologies:** Secondary Analysis/Available DataQualitative ( Review Chapter 12)Mixed Methods | **Assignment:**Find an example of a research study using available data, mixed methods or qualitative research for next week’s class discussionBe prepared to state what type study you selected and why this methodology “fits” the purpose/goal of the study |
| **Week 15****4/24** | **Qualitative Research 2-3pm****FINAL EXAM REVIEW** | **Present qualitative example with 3-5 minute summary of article/type of methodology** |
| **Week 16****Optional-5/1****OR Final exam****5/8** | **FINAL EXAM** **(Will encompass both Essay (5) and Multiple Choice (45) questions)** | **Exam- Time:****2-4:50PM** |