



## **SYLLABUS**

### **Nursing Research**

**Clinical Instructor & Lead Teacher:** Denise Cauble, BSN, PhD (c), RN, CWOCN

**Email:** [dcauble@uta.edu](mailto:dcauble@uta.edu)

**Office:** 534 Pickard Hall, UTA College of Nursing.

**Office Phone:** 817-272-2776 ext 27338 (do not leave voice mail)

**Cell Phone:** Mrs. Cauble – 817-564-6947 between 8am-5pm. If you leave a message, be sure to give your name. Email anytime.

### **Texts and Materials:**

Burns, N. & Grove, S. (2011). *Understanding nursing research text w/ study guide package* (5<sup>th</sup> ed). Saunders. ISBN 978-1-4377-0750-2

Houghton, P.M., Houghton, T.J. (2010). *APA: The easy way!* (2<sup>nd</sup> Ed.). Michigan: Baker College. ISBN: 978-0-923568-96-2

### **Recommended:**

LoBiondo-Wood, G., & Haber, J. (2010). *Nursing research: Methods and critical appraisal for evidence based practice* (7<sup>th</sup> ed.). New York: Mosby Elsevier. ISBN: 978-0-323-05743-1

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

### **Course Description:**

Basic concepts, processes and applications of nursing research. Research role of the nurse in decision making and clinical practice.

3 Credit hours, 45 Clock hours

### **Student Learning Outcomes:**

1. Explain the interrelationships among theory, practice, and research
2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
3. Advocate for the protection of human subjects in the conduct of research.
4. Evaluate the credibility of sources of information, including but not limited to databases and internet resources.
5. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.
6. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
7. Collaborate in the collection, documentation, and dissemination of evidence.

### **Nursing Research N3321**

8. Acquire an understanding of the process of how nursing and related healthcare quality and safety measure are developed, validated, and endorsed.
9. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.

### **Course Policies:**

#### **EVALUATION METHODS:**

Active learning is encouraged in Nursing Research. Online assignments, quizzes, and modules associated with the book are available for students to actively learn. Online Office Hours (OOHs) are not required for students to attend; however, students are responsible for all information provided in the OOHs.

#### *Graded Activities:*

- 1) The student will individually complete an Introduction to Research packet.
- 2) Group work will be assigned in week 2-5. There are two group assignments, the Group Article Critique and the Journal Club. Students are responsible for participation in the assigned group work. Participating group members will receive the grade for the submitted work each week.
- 3) There are two online quizzes; one in week 3 and one in week 5. The individual student is responsible for making sure (s)he has access to Online Testing in order to take the quiz on the due date in the assigned time. No quiz make-ups are available. Individual students not taking the quizzes will receive a zero for the grade.

*Group Article Critique:* The student group will critique an article selected by faculty. The group critique, using the 'Guidelines of a Critique', is a group project. The professor assigned article will be used to critique each week and the group will submit their answers according to the due date. All students in the group must participate each week to receive credit for the answers submitted by the group. Students who choose not to participate in the group work will have their name omitted from the assignment and receive a grade of zero at the group's request.

*Group Journal Club:* The group will be assigned a practice topic for this assignment. The group will make a collective decision of what practice problem is to be discussed in the journal club. The group will complete the search strategy, select a benchmark, and select a group article for this project. The group will provide faculty with the search form, question posed by the group along with the benchmark and research article that has been chosen. The group will critique the article that has been chosen for the journal club using selected questions from "Guidelines for Critique". Finally, the group will use information (highlighted in coordinating colors) from the search strategy and the Guidelines for Critique to complete the JC form. The JC group form is submitted within Blackboard and the group receives the grade.

#### *General assignment comments:*

- Research introduces concepts that require both abstract and concrete thinking. Successful completion of the course requires studying the lecture notes, reading the textbook, and workbook, and participating in course activities.
- Students are responsible to check the general and group discussion boards at least daily to communicate with their peers and to join in the weekly and daily discussions to receive points. The grade for group discussion will be according to the depth and breadth of the individual and group discussion.
- Student names not listed on the graded activities will indicate they did not participate in the group work.

### **Nursing Research N3321**

- The entire paper will be submitted by the group leader in the appropriate format to the drop box within Blackboard. Papers not submitted to the portal cannot be graded.
- Papers are not re-graded. A group request for re-grading is reviewed by faculty. If a group requests a paper be re-graded by faculty, the grade assigned by the faculty, whether more or less, will be the final grade.
- Communication: All communications (email, DB, texts, etc.) for this course are expected to be professional in tone and content to peers, coaches, and faculty. Any student that is not professional in communications with peers, coaches, or faculty can be removed from the DB, and will be in jeopardy of not passing the course since group work is required on the DB. Show of respect for peers, coaches, and faculty is expected.
- Blackboard is the only venue expected to be used for this course. No communications for this course is allowed on Facebook or any other social media.
- Students are responsible for contacting faculty within 24 hours of graded papers being posted in the event there are questions regarding the grade.

### **Grading Policy:**

Introduction Packet	15%
Group Critique #1	10%
Group Critique #2	10%
Group Search - Question - Research Article	10%
Quiz#1	15%
Quiz#2	15%
Group Journal Club	20%
Group Discussion Board Participation	5%

In order to successfully complete an undergraduate nursing course at UTA, the following minimum criteria must be met:

- 70% weighted average on proctored exams.(NA)
- 70% weighted average on major written assignments. (Group Critiques and Group Journal Club assignments)
- 90% on math test (if applicable). (NA)
- 90% on practicum skills check offs (if applicable). (NA)

In undergraduate nursing courses, all grade calculations will be carried out to two decimal places and there will be no rounding of final grades. Letter grades for tests, written assignments and end-of-course grades, etc. shall be:

A	90.00	100.00
B	80.00	89.99
C	70.00	79.99
D	60.00	69.99

The existing rule of C or better to progress remains in effect; therefore, to successfully complete a nursing course, students shall have a course grade of 70.00 or greater.

**Grade Grievance Policy:** Refer to Nursing Student Handbook.

**ATTENDANCE POLICY:** Online attendance is required.

**Late Work:**

### ***Nursing Research N3321***

The instructor will impose penalties for late work. Five points 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.

#### **Exception:**

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. Documentation may be required.

#### **Access to Blackboard:**

If you have pre-registered for the course you should be able to access Blackboard approximately 1 week before school begins. You are encouraged to access the site and become familiar with the various resources.

#### **Computer Requirements:**

All computers on campus will access BLACKBOARD. If you choose to access from home you must have a computer and a quality Internet provider such as DSL, Cable, or Satellite (regular telephone is not adequate) Questions about adequate computer hardware should be directed to the UTA help desk at 817-272-2208 or [www.helpdesk@uta.edu](mailto:www.helpdesk@uta.edu) they are open the same hours as the Library.

**Your home computer's compatibility with BLACKBOARD is your responsibility. Neither the helpdesk nor your instructor is responsible for the functionality of your home computer's configuration. Please do not bring your technical problems to class. Your instructors are not available for technical support, please call or contact the helpdesk.**

#### **Word of caution:**

**Do not** rely on your employer's computer system to access Blackboard. Students have encountered various problems (such as dropping them in the middle of an on-line quiz) due to the special filters, fire walls, blocking of programs, and barriers they put on their systems. Papers are distorted in format and various problems have been noted with quiz access with a MAC computer.

It is advised to **not take any on-line quizzes on a wireless system** as students have also been dropped and used up their time trying to reconnect. Use a more stable system. Further, use Mozilla Firefox as it is the best interface for quizzes and paper submissions.

#### **Software:**

All software should be up to date. As a student you may purchase the latest WINDOWS and OFFICE from the Computer Store at the UTA Bookstore for a very nominal fee. Please take advantage of this opportunity. All other programs used in this course, such as JAVA and Quicktime, Adobe, RealPlayer, should be checked frequently for updates.

#### **INCORRECTLY FORMATTED PAPERS**

**Any papers submitted in any format other than Word, and that cannot be opened in Blackboard will not be accepted for grading.** Faculty reserves the right to refuse to read or grade an assignment that has not been completed according to guidelines. Such cases require special decisions regarding permission to resubmit work and penalty points, etc. that cannot be specified in this syllabus.

## **Nursing Research N3321**

### **QUIZ INFORMATION:**

All quizzes and tests will be given on-line. ***On-Line quizzes and tests ARE NOT to be considered open book tests or group tests. Using references or sharing or receiving information is a matter of Academic Dishonesty and will be reported to the Office of Student Conduct.***

**On-Line Quizzes** will be made available for a specified amount of time. **Failure to access the exam during the assigned time it is available will result in a zero for the quiz. In addition, failure to complete the quiz within the allotted time will result in the grade earned when time ended.** It is the student's responsibility to make sure of password access to Blackboard. Students are responsible to call their faculty if they are not able to access Blackboard testing during the time the quiz is open.

Quizzes are not re-opened at a later date. There is no general formal review process for on-line quizzes. Individual review of a quiz is done by contacting the faculty.

### **LIBRARY INFORMATION:**

Peace Williamson, Nursing Librarian  
Central Library 216 (office)  
Email: [peace@uta.edu](mailto:peace@uta.edu)  
Research Information on Nursing:  
<http://libguides.uta.edu/nursing>

### **RN-BSN PROGRAM SUPPORT STAFF:**

**Pamela Smith, Administrative Assistant I**  
650 Pickard Hall, (817) 272-2776 ext. 24814  
Email: [pamsmith@uta.edu](mailto:pamsmith@uta.edu)

### **UNDERGRADUATE SUPPORT STAFF**

**Holly Woods, Administrative Assistant I, Senior II**  
660 Pickard Hall, (817) 272-2776 ext. 24811 Email:  
[hwoods@uta.edu](mailto:hwoods@uta.edu)

**Elizabeth Webb, Administrative Assistant I, APBSN**  
655 Pickard Hall, (817) 272-2776 ext. 21237 Email:  
[ewebb@uta.edu](mailto:ewebb@uta.edu)

**Roshanda Lawrence, Sr. Secretary, APBSN**  
655 Pickard Hall (817) 272-2776 Email:  
[r.lawrence@uta.edu](mailto:r.lawrence@uta.edu)

**Suzanne Kyle, Administrative Assistant I, JR I & SR I**  
661 Pickard Hall, (817) 272-2776 ext. 24817 Email:  
[skyle@uta.edu](mailto:skyle@uta.edu)

### **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.

### **Academic Integrity:**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include 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." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Copying another student's paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. 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 at the end of each paragraph. 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 encouraged to review the plagiarism module from the UT Arlington Central Library via

<http://library.uta.edu/tutorials/Plagiarism>

### **Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

### **The Writing Center:**

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. The Writing Center's hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available at [www.uta.edu/owl/appointments](http://www.uta.edu/owl/appointments), by calling (817) 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.



**Student Support Services Available:**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

**Drop Policy:**

**UTA 2010-2011 UNDERGRADUATE CATALOG POLICY FOR ADDING AND DROPPING COURSES OR WITHDRAWALS**

Effective Fall 2006, adds and drops may be made through late registration either on the Web at [MyMav](#) or in person in the academic department offering the course. Drops may continue in person until a point in time two-thirds of the way through the semester, session, or term. Students are responsible for adhering to the following regulations concerning adds and drops.

- a. A student may not add a course after the end of the late registration period.
- b. No grade is posted if a student drops a course before 5:00 p.m. CST on the Census Date of that semester/term.
- c. A student entering the University for the first time in Fall 2006, or thereafter, may accrue *no more than a total of six course drops with a grade of W* during his or her enrollment at the University.
- d. A student may drop a course with a grade of "W" until the two-thirds point of the semester, session, or course offering period.
- e. Exceptions to this policy may be entertained because of extraordinary non-academic circumstances. Under such circumstances, approval must be received from the instructor, department chair, dean, and the Office of the Provost.

Students wanting to drop all courses for which they are enrolled must withdraw from the University for that semester/term. (Students should follow the procedure in the Withdrawal section of the UG Catalog.)

**PLEASE NOTE:** The aforementioned University policy describes the process and dates for traditional 15-16 week classroom courses as well as clinical courses with a 15 week clinical rotation and all RN-BSN courses. As in the past, the last date to drop a RN-BSN course is adjusted. The adjusted date will now reflect a point two-thirds of the way through the course. AP course drop dates may be accessed at the State U website:

[http://academicpartnerships.uta.edu/documents/UTA\\_Drop\\_Dates.pdf](http://academicpartnerships.uta.edu/documents/UTA_Drop_Dates.pdf).

**COLLEGE OF NURSING INFORMATION:**

**APA FORMAT:**

APA style manual will be used by the UTACON with some specific requirements for the undergraduate courses. The sample title page & instructions, as well as a Manuscript Preparation document can be found at: [www.uta.edu/nursing/files/APAFormat.pdf](http://www.uta.edu/nursing/files/APAFormat.pdf)

**No Gift Policy:**

In accordance with Regents Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a "no gift" policy. A donation to the UTA College of Nursing Scholarship Fund would be an appropriate way to recognize a faculty member's contribution to your learning. For information regarding the Scholarship Fund, please contact the Dean's office.

## ***Nursing Research N3321***

***The Student Handbook can be found by going to the following link:***

<http://www.uta.edu/nursing/bsn-program> and using the link provided under Upper Division Nursing Students.



**University of Texas at Arlington  
College of Nursing  
Box 19407  
411 S. Nedderman  
Drive Arlington, Texas  
76019-0407**

**AP BSN PROGRAM ATTESTATION STATEMENT**

**(Use Form in Course for Submission)**

**Special Notice: This statement must be completed and submitted before any assignments will be graded in this course. The course content of each week will not open up for you until you complete and submit this attestation statement.**

I, \_\_\_\_\_, have reviewed the course syllabus for this course in which I am currently enrolled. By signing this form, I attest that I will do my own work and only submit assignments that are entirely my own work. I will not copy the work of any other student (past or present) or collaborate with anyone else on assignments, quizzes, or any other academic work except as directed by the assignment/instructor's directive. I fully understand that academic dishonesty is grounds for dismissal from the program.

The AP BSN Program and its courses are designed for learners who can complete the academic requirements in a compressed format and may require up to 30 or more hours per week, based on the credit hours assigned per course, for completion of the required learning activities. Each term of the program has 3-4 courses and requires 30-36 hours weekly to complete all of the designated readings, case studies, discussion boards, assignments and other activities for the courses. In addition 10-24 hours weekly is spent in clinical hours in patient care settings plus 2-4 hours most weeks is devoted to testing and exams.

I also understand it is in my best interest to tailor my personal time and outside work hours so that my main focus for the duration of this course and the entire AP BSN program is to be successful. The suggestion is that I work no more than 16-20 hours while in active clinical courses.

If any behavior is reported to the Office of Student Conduct regarding academic dishonesty or integrity and upheld by that Office, I understand that it may be grounds for dismissal from the program.

**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 that I 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.**

***Nursing Research N3321***

By providing my name and UTA e-mail address, I understand that I am attesting to the fact that I have read all documents outlined in this form and understand the consequences of my actions.

**Name of my Academic Coach is:** \_\_\_\_\_

**I contact my Academic Coach at:** \_\_\_\_\_

**I contact my Professor at:** \_\_\_\_\_

**Student Name (Printed):** \_\_\_\_\_

**UTA Email Addresss:** \_\_\_\_\_

**Contact Telephone Number:** \_\_\_\_\_

(suggest this is a cell phone and must be a working number for the duration of this course)

**Today's Date:** \_\_\_\_\_

### **Guidelines for Critique of a Research Article**

If a research component is not addressed in an article, the reviewer must decide whether this is justified or not. Answer the questions in each section below and give examples of 'how and why' to clarify each point you make. Do not use the abstract for any of the following information in the professor assigned article. Use this guide for both the professor assigned article and the group chosen article. The professor assigned article critique will be submitted week 2 & 3 for a grade and the group chosen article will be used in week 4 & 5. **The Group Critique paper must represent the group's own accomplishments. If partial answers are given, or depth and breadth is not evident points will be deducted. The group name and name of each participating student will be listed on each submitted assignment to receive the group grade, as well as the final APA paper.**

1. Research Problem and Purpose: (18 pts. Total/5 for the correct problem/5 for correct purpose)(Overview in JC form)
  - a) Problem statement and purpose statement (MUST be in quotes and cited)
  - b) significant and relevant to nursing?
  - c) feasible to conduct? (Include the following: money commitment, researcher expertise, availability of subjects, facility, equipment, and ethical considerations)
2. Literature review: (20 pts.)
  - a) are relevant previous studies identified and described?
  - b) are relevant theories and models identified and described?
  - c) current knowledge of the research problem described? (Five years from publication-give the total number and current number))
  - d) is the ROL organized to demonstrate progressive development of ideas through previous research?
  - e) is there a summary paragraph and does the summary of the current empirical and theoretical knowledge provide a basis for the study?
3. Study framework: (16 pts. Total/5 for correct type of framework)
  - a) is the framework explicitly presented or must it be extracted from the ROL?
  - b) Is the framework theoretical or conceptual?
  - c) does the framework describe and define the concepts of interest? (What are they?)
  - d) does the framework present the relationships among the concepts? (map or model provided for clarity)
  - e) are the concepts of interest linked to the study variables?
4. Research objectives, questions, or hypotheses: (11 pts./5 for correct selection)
  - a) are the objectives, questions, or hypotheses (say which it is) clearly and concisely expressed? (MUST be in quotes and cited)
  - b) are the objectives, questions, or hypotheses logically linked to the research purpose?
  - c) are the research objectives, questions, or hypotheses linked to concepts and relationships (propositions) from the framework?

## **Nursing Research N3321**

### **5. Variables: (17 points)**

- a) identify the major study variables (independent, dependent, or research).
- b) are the major variables defined (conceptually and operationally) based on previous research and/or theories?
- c) is the conceptual definition of a variable consistent with the operational definition?
- d) what demographic variables are in the study? (Do not describe the study sample here, just give the variables.) (Population in JC form)

### **6. Research design: (18 pts. Total/6 for correct type)**

- a) identify the specific design type. Was the best design selected to direct this study?
- b) does the design provide a means to examine all of the objectives, questions, or hypotheses and the study purpose?
- c) does the study include a treatment or intervention? If so, is the treatment clearly described and consistently implemented?
- d) are extraneous variables identified and controlled?
- e) were pilot study findings used to design the major study?

### **7. Sample: (23 pts. Total/3 for correct type)(Population in JC form)**

- a) are the inclusion and exclusion sample criteria described?
- b) did the researchers indicate the method used to obtain the sample? What type of sampling method is it?
- c) Is the sampling method adequate to produce a sample that is representative of the study population?
- d) What are the potential biases with this type of sampling?
- e) identify the sample size and indicate if a power analysis was conducted to determine sample size.
- f) What number and percentage of the potential subjects refused to participate?
- g) identify the sample attrition from the study. If more than one group is used, do the groups appear equivalent?
- h) discuss the institutional review board approval and informed consent obtained. Are HIPAA privacy regulations required/ followed?
- i) discuss the setting and whether it was appropriate for the conduct of the study.

### **8. Measurement methods: (13 pts.) (should be used in JC form as a strength or weakness)**

- a) are the measures/instruments/tools clearly described?
- b) are the techniques to administer, complete, and score the measures/instruments/tools provided?
- c) are the reliability and validity of the measures/instruments/tools described?
- d) did the researcher examine the reliability and validity of the measures/instruments/tools for the present sample?
- e) if the measures/instruments/tools was developed for this particular study, is the development process described?
- f) If used, are the methods for recording data from physiological measures clearly described?

### **9. Data collection: (8 pts.)(should be used in JC form as a strength or weakness)**

- a) describe how the data collection process clearly described and consistently implemented.
- b) is the training of data collectors clearly described and adequate (inter-rater reliability ( IRR))?
- c) do the data collection methods address either the research objectives, questions, or hypotheses?

## **Nursing Research N3321**

10. Data analysis. (12 pts.) (should be used in JC form as a strength or weakness)
  - a) do the data analyses address either the objective, question, or hypothesis?
  - b) what is the level of significance?
  - c) what statistical analyses are included in the research report?
  - d) are the data analysis procedures appropriate to the type of data collected?
  - e) are the results presented in an understandable way? Are tables and figures used to synthesize and emphasize certain findings?
11. Researcher's interpretation of the findings: (16 pts.)
  - a) what is the researcher's interpretation of the findings?
  - b) are the results related back to the study framework?
  - c) which findings are consistent with those expected? Which findings are unexpected (serendipity)?
  - d) are significant and non-significant findings explained?
  - e) were the statistically significant findings also examined for clinical significance?
  - f) are study limitations identified and relevant?
  - g) how does the researcher generalize the findings? To what populations can the findings be generalized?
  - h) what implications do the findings have for nursing practice?
  - i) what suggestions are made for further studies?
12. Evaluation: Recommendations for usefulness of the study in practice based on your critique. (12 pts.) (should be used in JC form as a strength or weakness)
  - a) are the study findings consistent with those of previous research discussed in the ROL?
  - b) explain why you have/do not have confidence in the findings?
  - c) do the findings add to nursing knowledge?
  - d) are findings ready for use in practice?
13. Assessment of References (5 pts.)
  - a) how many disciplines did they use for their literature search (are they appropriate)? Identify at least three with an example of each.
  - b) are the references current (within 10 years from publication)? If not, are they appropriate as a theory, landmark/classic study, or a way to conduct research?
14. Credibility of the authors for this research study (5 pts.) (Credibility of authors in JC form)
  - a) is there collaboration with other disciplines?
  - b) what is their level of education?
  - c) did they receive a grant?

Adapted from Grove, S., & Burns, N. (2010). *Instructor's manual for understanding nursing research*. (5<sup>th</sup> Ed) Philadelphia: W.B. Saunders Company.

**APA format is to be used in all question responses unless directed otherwise. See the grading Rubric within the course for more detailed information.**

**Search Strategy for a Research Article**

(This form is available in Week 2 of the courseware.)

Group Name and Individual Student Names of those participating in this search (Example: Nurse Researchers Group: Student 1, Student 2, Student 3, etc.)

---

**Step One:** What is the question you want to answer? (example: What is the best flush to use for heparin locks in medical-surgical patients?) Your question must include an intervention that pertains to NURSING and a specific population.

**Our question is:** \_\_\_\_\_

(Use this Group Practice Problem in your JC form)

**Step Two:** Pick at least 3 of the most important words or main ideas in the topic. (Example: normal saline heparin locks, ICU patients)

Our keywords are: \_\_\_\_\_

**Step Three:** Think about alternate spellings including singular and plurals, similar words or synonyms, as well as broader and narrower terms. Do any of your terms fall into a hierarchy? Construct a hierarchy for your terms.

Example topic: heparin lock

flush Alternates: statlock

Synonym: heparin lock

Broader characters: IV line flush

Narrower: statlock flush

(Example: heparin >> flush >> statlock).

Our keywords in hierarchy are: \_\_\_\_\_

**Step Four:** What academic discipline might study this topic? It can be useful to identify the broad discipline with which your topic might be associated. This can help you determine which databases to search. **List at least three different disciplines and databases** you will search in the UTA Library data bases. (Ex: psychology-PsychLit, nursing-CINAHL, medicine-PubMed)

Disciplines and Databases: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Step Five:** Construct a search strategy by combining your keywords with various techniques such as Boolean operators and truncation. Boolean operators provide a method for connecting the keywords together in a way that databases and search engines can understand. **NOTE:** It is not necessary to use all of the keywords and alternate terms from STEP 2 if you have an adequate return of articles. Reassess your search strategy based on your results. If you did not get enough results (approximately 50) by combining your three databases, or if you got too many abstracts (more than 50) to review, consider using some of the problem solving strategies such as broadening your topic focus or limiting your search to particular fields.

Did you obtain a research article? A research article will have headings that include the following: Background/Review of Literature/Introduction, Methods, Results, Discussion/Implications/Conclusions. **You must have a research article.**

## **Nursing Research N3321**

**HINTS for finding an article:** AND narrows a search by requiring that both terms be in the results eg. Quantitative AND statlock flush OR broadens a search by looking for either of the words eg. Quantitative AND statlock flush OR heparin flush  
NOT narrows a search by eliminating a certain aspect of a topic eg. Shakespeare NOT comedies - use very carefully  
\* truncates the term and searches for any ending eg. hepfl\* - picks up more than one spelling. Using ( ) you can combine all of the operators for a more precise search.

Describe how you arrived at your article here (this should be so detailed that anyone could follow your instructions to retrieve your article):

---

---

---

**Step Six:** State how your topic affects Healthcare as a whole by talking about the significance of your topic (at least one good paragraph). Provide sufficient numerical data from your article to describe the significance (You may enter the Significance of Healthcare Problem in your JC form):

---

---

---

**Step Seven:** Search for a evidence-based guideline about your topic. Conduct a search (much like you did for the article at the library) for the guideline that pertains to the question to be answered. Include the search terms used to obtain the guideline. You may use links such as <http://guidelines.gov> or AHRQ provided within Courseware. Create the search strategy your group used for the guideline in the space below. (Use the link of your guideline in the JC form, Upload a copy of the complete guideline in the correct Blackboard portal to complete the search strategy assignment.)

Describe how you obtained your guideline here: 

---

---

---

### **Grading Criteria for Search Strategy:**

- 1) Steps 1-7 Search completed so that another person could replicate the search and obtain the same article and guideline (10 points per step- total 70 points).
- 2) Quantitative research article for the Journal Club group to critique submitted to Blackboard portal by due date (15 points) Cannot be an article such as a Review of the Literature, a systematic review, a qualitative study, a meta-analysis, or an outcome study. It must be a quantitative article much like the one provided by the professor. You will have the opportunity to have your coach look at your first article prior to submitting for appropriateness.
- 3) Evidence-based guideline obtained, submitted to Blackboard portal/drop box by due date (15 points). You will have the opportunity to have your coach look at your first article prior to submitting for appropriateness.



## ***Nursing Research N3321***

You may visit the site if you like for a different perspective. Retrieved from Killam Library, November 25, 2009. Sites to learn more about EBP:

[http://www.library.dal.ca/Files/How\\_do\\_I/pdf/Developing\\_a\\_Search\\_Strategy\\_Worksheet.pdf](http://www.library.dal.ca/Files/How_do_I/pdf/Developing_a_Search_Strategy_Worksheet.pdf)

<http://www.library.mun.ca/geii/instruction/exercises/worksheet.php>

<http://library.humboldt.edu/infoservices/ssrawrksht.htm>

<http://library.nyu.edu/research/subjects/health/tutorial/>

<http://library.nyu.edu/research/subjects/health/tutorial/>

**Guidelines for Critique of the Journal Club**

The group will pick the practice problem, search for an article, obtain the research article, and critique the article. The group will then **complete this form** and submit within the courseware by the due date to receive a group grade.

<b>1) State Group Practice Problem (5 pts.)</b> What is the problem in practice? Completed in Search Strategy. Step One. Be sure to review and revise if needed.	
<b>2) Author credentials in article (20pts) (10 authors/ 10 Collaboration)</b> What is the author credibility? Completed in the Guidelines for Critique #14	
<b>3) Significance of healthcare problem (10pts)</b> How significance is the problem to HC as a whole? Completed in Search Strategy Step Six. Be sure to review and revise if needed.	
<b>4) Strength of research evidence (30 pts.)</b> What is the strength of the study represented in the article per 'Guidelines of a Critique' to assess the strength of the evidence? 5 pts- overview of study (#1) 5 pts- population (#5(d), #7) 10 pts- 3 Top Strengths 10 pts- 3 Top Weaknesses <b>HIGHLIGHTS ONLY</b> <b>strengths/weaknesses</b> (from #8,#9,#10,#12) Completed in Guidelines for Critique	
<b>5) Link to National standards (5 pts.)</b> What national guideline is most relevant for this subject? List the information you will use from your Guideline Completed in Search Strategy. Step Seven. Be sure to review and revise if needed.	
<b>Cost effectiveness (10 pts.) (5 - \$ amount/5 - overall)</b> What cost reduction will your intervention bring to <u>the institution</u> ? You may google for dollar amount	
<b>Explain how will you get this</b>	

### **Nursing Research N3321**

<b>information to the bedside nurse.</b> Provide details of your strategy to inspire nurses to use the evidence. Your project should be sufficiently detailed so another can take your plan and go present it to another group of nurses. Your project must include at least the following details: 1) the team involved, 2) barriers to implementation, 3) how you will present the change in practice, 4) details of the educational program including information from your article and guideline, 5) how you will evaluate the project. <b>(15 pts.)</b>	
<b>APA style (5 points)</b>	
Group Name and Individual Student Names	

**Use the Grove Model (chapter 13 and 14) for the EBP Journal Club. Each student must participate in the journal club to receive points.**

**Course Outline at a Glance**

**Check calendar for dates for this course.**

<b>Week 1</b>	
<b>Content</b>	<b>Learning Activities</b>
Course orientation Introduction to research Role of research in nursing Methodological approaches overview <ul style="list-style-type: none"> <li>• Quantitative</li> <li>• Qualitative</li> </ul> Evidence-Based Practice overview Ethical & legal issues <ul style="list-style-type: none"> <li>• human rights</li> <li>• informed consent</li> <li>• IRB</li> </ul>	<b>Reading:</b> Chapters 1, 2, 3, 4  <b>Class Notes</b> 1, 2, 3, 4, 12  <b>Activities:</b> Submit Attestation form Take Practice Quiz Participate in discussion boards Obtain professor assigned article  <b>Graded Activities:</b> Complete Introduction to Research Packet
<b>Week 2</b>	
<b>Content</b>	<b>Learning Activities</b>
Research process <ul style="list-style-type: none"> <li>• Literature review</li> </ul> Research process <ul style="list-style-type: none"> <li>• Research problems &amp; purpose</li> <li>• Objectives, Questions, Hypotheses</li> <li>• Study Variables</li> <li>• Theoretical Frameworks</li> <li>• Quantitative research designs</li> </ul>	<b>Reading:</b> Chapters 5, 6, 7, 8,12  <b>Class Notes</b> 7, 8, 9  <b>Graded Activities:</b> Participate in discussion boards Submit Critique #1 Research assignment
<b>Week 3</b>	
<b>Content</b>	<b>Learning Activities</b>
Research Process <ul style="list-style-type: none"> <li>• Sampling</li> <li>• Data Collection</li> </ul> Quantitative Data Analysis <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Presentation of Findings</li> <li>• Discussion of Findings</li> </ul>	<b>Reading:</b> Chapter 9, 10, 11  <b>Class Notes</b> 10,11,12  <b>Graded Activities:</b> Participate in discussion boards Submit Critique #2 Research assignment  <b>Quiz 1 (on due date listed on calendar) includes content in Weeks 1 &amp; 2. See posted blueprint for this quiz.</b>
<b>Week 4</b>	
<b>Content</b>	<b>Learning Activities</b>
Communicating research findings Elements of Evidence-based Practice Research Utilization	<b>Reading:</b> 13, 14  <b>Class Notes:</b> 13, 15, 16  <b>Graded Activities:</b> Participate in discussion boards Submit Search Strategy assignment for your

**Nursing Research N3321**

	<p>group Journal Club</p> <p>Submit Benchmark/Guideline Submit chosen Quantitative Journal Club article</p> <p>Once your article is reviewed by your coach and you have received a grade begin work on critique of your JC article.</p>
<b>Week 5</b>	
<b>Content</b>	<b>Learning Activities</b>
	<p><b>Reading:</b> Review readings to prepare for Journal Club project and Quiz 2.</p> <p><b>Graded Activities:</b> Participate in discussion boards</p> <p>Complete the Journal Club assignment and submit as a group by due date.</p> <p><b>Quiz 2 (on due date listed on calendar). See posted blueprint for content included in this quiz.</b></p>