UNIVERSITY OF TEXAS ARLINGTON

SYLLABUS

Nursing Research

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Clinical Faculty: Janet Lakomy PhD, RN
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Texts and Materials:

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

Houghton, P.M., Houghton, T.J. (2010). APA: The easy way! (2nd 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 (7th 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:

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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.
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. Students are not required to attend the live Online Office Hours (OOHs), but are responsible for all information presented in the OOHs.

Graded Activities: Group work will be assigned each week. Students are responsible for participation in the assigned group work. Participating group members will receive the grade for the submitted work each week. Students who choose not to participate in the group work will receive a grade of zero. Points possible for the group work are listed in the Guidelines for Critique. Students are responsible to check the discussion board often, and to join in the weekly and daily discussions to receive points. The grade for this 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. All communications (email, DB, texts, etc.) for this course are expected to be professional in tone and content to peers, coaches, and faculty. Show of respect for peers, coaches, and faculty is expected, and no communications for this course is allowed on Facebook or any other social media. Blackboard is the only venue expected to be used for this course. Students are responsible for contacting faculty within 24 hours of graded papers being posted in the event there are questions regarding the grade.

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In addition, 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. Finally, the entire paper will be submitted by the group in the appropriate format, drop box or attached to Email, within Blackboard. The final APA paper of the critique will follow the 'Guidelines of a Critique', and be in APA format. All formal nursing papers are expected to follow APA format. An APA paper example is provided within Blackboard Resources. Comments are provided on the graded paper for students to review. The paper submitted is the paper that is graded. Papers not submitted to the portal cannot be graded. Papers are not re-graded. Group requests for a 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.

Group Journal Club: 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 the "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. Everyone in the group is required to participate in the journal club project to receive credit. The JC form submitted is the JC form that is graded. JC forms not submitted to the portal cannot be graded. JC forms are not re-graded. Group requests for a 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.

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.

Grading Policy:

Group Critique	30%
Group Search - Question - Research Article	10%
Quiz#1	15%
Quiz#2	15%
Group Journal Club	20%
Group Article Critique in APA	10%

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

70% weighted average on proctored exams.
70% weighted average on major written assignments.
90% on math test (if applicable).
90% on practicum skills check offs (if applicable).

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:
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. Once the due date is passed, points will be deducted for late work regardless of the excuse.

Grade Grievance Policy:
Grade Grievance Policy: Refer to College of Nursing Student Handbook.

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 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, program blocking programs, and barriers they put on their systems. In addition, MAC computers are not compatible with Blackboard. Papers are distorted in format and various problems have been noted with quiz access. 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:
Your software (WORD, POWERPOINT, EXCEL and WINDOWS) 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.

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.

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 for contacting their lead 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.

LIBRARY INFORMATION: **Antoinette Nelson, Nursing Librarian**
(817) 272-7433, E-mail: nelsona@uta.edu
Research Information on Nursing:
http://libguides.uta.edu/nursing

RN-BSN PROGRAM SUPPORT STAFF:
Pamela Smith, *Administrative Assistant I*
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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. 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, 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.

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/handbook/bsn_policies.php#apa

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.

The Student Handbook can be found by going to the following link:
http://www.uta.edu/nursing/handbook/toc.php or by going to the nursing website www.uta.edu/nursing and using the link provided under Current Students.

University of Texas at Arlington
College of Nursing
Box 19407
411 S. Nedderman Drive
Arlington, Texas 76019-0407
RN-BSN PROGRAM ATTESTATION STATEMENT

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 read the **Course Syllabus for N4325 Nursing Research** in which I am currently enrolled. By signing this form**,** I attest that I will do my own work for the RN-BSN Program 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 RN-BSN Program and its courses are designed for the Registered Nurse Adult Learner who can complete the academic requirements in an accelerated format and may require up to 20 or more hours per week, based on the credit hours assigned per course, for completion of the required learning activities.

In addition, as a Registered Nurse, and an undergraduate student, I am expected to demonstrate professional conduct as set forth in the Nurse Practice Act in the state in which I am licensed. All violations of the UT Arlington Honor Code and/or professional standards will be reported to the Office of Student Conduct for their review. Furthermore, I understand that in the event that I, as an undergraduate student holding a RN license, am found to have engaged in academic dishonesty the University of Texas at Arlington College of Nursing may report me to the Board of Nursing of the State in which I am licensed.

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.

I further understand that I must use my UTA email to contact any faculty or Academic Coach in all RN BSN courses. They will not respond to my personal email.

By submitting this form with the requested information, I attest that I have read and will comply with all the documents and information set forth in this RN BSN Program Attestation Statement.

Name of my Academic Coach is: _____

I contact my Academic Coach at: _____
(Check your UTA email. Your Coach has sent you his/her contact information.)

Name of my Professor is: _____

Your Name (Typed):_____

E-mail Address: _____

Contact Telephone Number: _____
(Use a phone number that will be active the entire time you are in the program)

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 each week for a grade. The group chosen article will not be used for the weekly assignment; however, students are to use the guide to critique their chosen article for inclusion into the JC form. The group chosen article critique may be requested by faculty for review. **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: (10 pts. Total/3 for the correct problem/3 for correct purpose)(Overview in JC form)
   a) Problem statement and purpose statement:
   b) significant and relevant to nursing?
   c) feasible to conduct? (money commitment, researcher expertise, availability of subjects, facility, equipment, and ethical considerations)

2. Literature review: (5)
   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)
   d) is the ROL organized to demonstrate progressive development of ideas through previous research?
   e) does the summary of the current empirical and theoretical knowledge provide a basis for the study?

3. Study framework: (6 pts. Total/2 for correct type of framework)
   a) is the framework explicitly presented or must it be extracted from the ROL?
   b) does the framework describe and define the concepts of interest?
   c) does the framework present the relationships among the concepts? (map or model provided for clarity)
   d) are the concepts of interest linked to the study variables?
   e) if a proposition (concepts and relationships) from a theory is to be tested, is the proposition clearly identified and linked to the study's hypothesis?

4. Research objectives, questions, or hypotheses: (4/2 for correct selection)
   a) are the objectives, questions, or hypotheses (say which it is) clearly and concisely expressed?
   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?

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5. Variables: (7)
   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? (Population in JC form)

6. Research design: (10 pts. Total/3 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: (18 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 followed?
   i) discuss the setting and whether it was appropriate for the conduct of the study.

8. Measurement methods: (7)(should be used in JC form as a strength or weakness)
   a) are the physiological measures/instruments/tools clearly described?
   b) are the techniques to administer, complete, and score (or accuracy and precision) the instruments provided?
   c) are the reliability and validity of the instruments described? Did the researcher examine the reliability and validity of the instruments for the present sample?
   d) if the instrument was developed for the study, is the instrument development process described?
   e) are the methods for recording data from physiological measures clearly described?

9. Data collection. (5)(should be used in JC form as a strength or weakness)
   a) is the data collection process clearly described and consistently implemented?
   b) is the training of data collectors clearly described and adequate (interrater reliability IRR)?
   c) do the data collection methods address the research objectives, questions, or hypotheses?

10. Data analysis. (6)(should be used in JC form as a strength or weakness)
    a) do the data analyses address each objective, question, or hypothesis? What is the

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level of significance?
b) what statistical analyses are included in the research report? Are the data analysis procedures appropriate to the type of data collected?
c) 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: (11)
    a) What is the researcher's interpretation of the findings? Are the results related back to the study framework?
    b) Which findings are consistent with those expected? Which findings are unexpected (serendipity)?
    c) Are significant and non-significant findings explained?
    d) Were the statistically significant findings also examined for clinical significance?
    e) Are study limitations identified and relevant?
    f) How does the researcher generalize the findings? To what populations can the findings be generalized?
    g) What implications do the findings have for nursing practice?
    h) What suggestions are made for further studies?

12. Evaluation: Recommendations for usefulness of the study in practice based on your critique. (4)(should be used in JC form as a strength or weakness)
    a) Are the study findings consistent with those of previous research?
    b) Do you 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 (4)
    a) how many disciplines did they use for their literature search (are they appropriate)?
    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 (3)(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. (5th Ed)* Philadelphia: W.B. Saunders Company.

APA format – The professor assigned article will be used to create the final APA group paper that will be submitted and graded for APA format (100 points total). There will be one point loss for each APA error up to a total amount of deduction. See the grading Rubric within the course for more detailed information.

Search Strategy for a Research Article

(This form is available in Week 1 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 heplocks in medical-surgical patients?)
Our question is: _____ (Group Practice Problem in your JC form)

Step Two: Pick 2 or 3 of the most important words or main ideas in the topic.(example: normal saline heplocks)
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? (Example: heparin >> flush >> statlock)
Example: heplock flush
Alternates statlock
Synonym heparinlock
Broader characters IV line flush
Narrower statlock flush
Our keywords 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 advanced search.** (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 the first page. Only use them in Step Six if your initial strategy doesn't give you useful results.
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
( ) you can combine all of the operators for a more precise search

A) Say what your beginning search strategy is. B) State how our topic affects Healthcare as a whole by talking about the significance of your topic. (Significance of Healthcare Problem in your JC form):
_____
_____
_____
_____

Step Six : Reassess your search strategy based on your results. If you did not get enough results (approximately 50) by combining your three databses, 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.
State what you re-assessed from your current results as you combined the three databases.
_____
_____
_____

Step Seven: Search for a benchmark. Conduct a search (much like you did for the article at the library) for the guideline/benchmark that pertains to the question to be answered. Include the search terms used to obtain the guideline/benchmark. You may use links such as http://guidelines.gov or AHRQ provided within Courseware. Create the search strategy your group used for the guideline/benchmark in the space below. (Use the link of your benchmark in the JC form, but download and submit a copy of the benchmark for the search strategy) Upload a copy of the benchmark to complete the search strategy assignment._____
_____
_____
_____

Search completed so that another person could replicate the search and obtain the same article (10 points per step).

Quantitative research article for the Journal Club group to critique attached and submitted 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.

Search for a benchmark, attached and submitted by due date (15 points)

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.mun.ca/qeii/instruction/exercises/worksheet.php

http://library.humboldt.edu/infoservices/sstrawrksht.htm

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

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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 post it to the main board within the courseware by the due date to receive a group grade.

The group must **provide faculty with the search form and a copy of the chosen research article if any changes have been made after the initial search strategy**.

State Group Practice Problem (5 pts.) What is the problem in practice? Completed in Search Strategy. Step One. Be sure to review and revise if needed.	
Author credentials in article (20) (10 authors/ 10 Collaboration) What is the author credibility? Completed in the Guidelines for Critique #14	
Significance of healthcare problem (10) How significance is the problem to HC as a whole? Completed in Search Strategy. Step Five. Be sure to review and revise if needed.	
Strength of research evidence (30) 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 **HIGHLIGHTS ONLY strengths/weaknesses** (#8,#9,#10,#12) Completed in Guidelines for Critique	
Link to National standards (10) What national benchmark is most relevant for this subject? List the steps you will use for your EBP project outcome. Completed in Search Strategy. Step Seven. Be sure to review and revise if needed.	
Cost effectiveness (10) (5 - $ amount/5 -overall) What cost reduction will your intervention bring to the institution? You may google for dollar amount	
Explain how will you get this	

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information to the bedside nurse. Provide details of your strategy to inspire nurses to use the evidence. For example, the team, political landmines, how you will roll it out, what your plan is to inform everyone, how you will evaluate the project. **(15)**	
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.

Week 1		
Content	**Learning Objectives**	**Learning Activities**
Course orientation Introduction to research Role of research in nursing Methodological approaches • Quantitative • Qualitative Evidence-Based Practice	1. Define research, and nursing research. 2. Relate nursing research to other components of the nursing world. 3. Discuss the development of nursing research to present day. 4. Examine the ways of knowing in the scientific world. 5. Contrast the various roles of nurses in research 6. Describe selected methodological approaches to research. 7. Examine methods to facilitate clinical application of research findings in nursing practice. 8. Recognize priority areas for nursing research. 9. Describe EBP and the purpose of research in implementing Best Practice.	**Reading:** Chapters 1, 2, 3 **Class Notes** 1, 2, 3 **Graded Activities:** Participate in discussion boards Obtain professor assigned article Submit Critique Research assignment Submit Quiz/Exam Attestation form Complete Practice Quiz
Research process • Literature review Research process • Research problems & purpose • Objectives, Questions, Hypotheses • Study variables Theoretical frameworks	1. Demonstrate knowledge of methods to gather and organize information for a study. 2. Identify research problems generated from the practice setting. 3. Critique research problems and the purpose for a study. 4. Critique literature reviews for relevance, currency, and multidisciplinary sources. 5. Demonstrate knowledge of designs and the different components used in the design. 6. Identify variables, hypotheses and what is needed for each type of	**Reading:** Chapter 5, 6, 7 **Class Notes** 4, 5, 6 **Graded Activities:** Submit Critique Research assignment Quiz 1 (on due date listed on calendar) includes content up through this class. See posted blueprint for this quiz. **– See calendar for all due dates for assignments, quizzes, and papers.**

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	design. 7. Compare concepts and constructs in research. 8. Identify different types of variables and how to operationalize them. 9. Discuss theory and theoretical frameworks and how they are used in research. 10. Critique study objectives, questions, and hypotheses in research reports.	
Week 2		
Content	**Learning Objectives**	**Learning Activities**
Research designs Sampling & data collection	1. Compare the different types and components of quantitative designs. 2. Distinguish between true experimental, quasi-experimental, and pre-experimental designs. 3. Identify types of reliability and validity. 4. Examine internal and external validity. 5. Identify threats to validity. 6. Discuss the different types and components of the qualitative designs. 7. Examine, Phenomenology, Grounded theory, Ethnography, Case study, and Historical designs. 8. Evaluate research findings for applicability and usefulness for nursing practice with diverse populations. 9. Examine different types and methods of sampling. 10. Identify random sample and random assignment. 11. Examine types of data collection for quantitative and qualitative studies.	**Reading:** Chapters 8, 9 **Class Notes** 7, 8, 9 **Graded Activities:** Participate in discussion boards Submit Critique Research assignment Submit Search Strategy assignment for your group Journal Club Submit Benchmark/Guideline Submit chosen Quantitative Journal Club article Once your article is reviewed by your coach and you have received a grade begin work on critique of your JC article.

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Week 3		
Content	**Learning Objectives**	**Learning Activities**
Quantitative analysis Presentation & discussion of findings Application of research in practice Critique	1. Identify the levels of measurement 2. Discuss reliability and validity. 3. Examine the different levels of measurement. 4. Examine measures of central tendency. 5. Identify measures of dispersion 6. Discuss significance of findings in a study. 7. Examine the different tests performed in quantitative research. 8. Evaluate research findings for applicability and usefulness for nursing practice with diverse populations 9. Based on research findings, evaluate nursing intervention outcomes and implications for nursing practice 10. Compare and contrast research review and research critique. 11. Discuss the criteria for credible research, and evaluate assigned articles. 12. Discuss the components of the critique of a quantitative and qualitative design.	**Reading:** Chapter 10, 11, 12, 13, and 14 **Class Notes** 10,11, 12 **Graded Activities:** Participate in discussion boards Submit Critique Research assignment
Week 4		
Content	**Learning Objectives**	**Learning Activities**
Communicating research findings Ethical & legal issues • human rights • informed consent • IRB Research utilization Contemporary issues	1. Discuss dissemination of research findings. 2. Discuss methods of communication used by nurse scientists to disseminate the research findings 3. Discuss ethical principles related to the conduct and	**Reading:** Chapters 4 **Class Notes** 13, 14, 15, 16 **Graded Activities:** Participate in discussion boards

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• Outcomes evaluation • Meta-analysis • Triangulation	reporting of nursing research. 4. Discuss vulnerable populations and ethical conduct. 5. Examine methods to facilitate clinical application of research findings in nursing practice. 6. Discuss transferability and feasibility of clinical applications of research findings. 7. Examine research integrated into practice. 8. Examine barriers of integrating research into practice. 9. Critique the ethical aspects of a study. 10. Compare current issues in nursing research. 11. Discuss models of Evidence-Based-Practice	Complete the Journal Club assignment and submit as a group Submit the FINAL Journal Club Critique form on due date.
Week 5		
Content	**Learning Objectives**	**Learning Activities**
• No New Content this week	1. Review feedback on previous work to prepare for final submission of papers.	**Reading:** Review as needed **Class Notes** Review as needed **Graded Activities:** Participate in discussion boards **Quiz 2 (on due date listed on calendar). See posted blueprint for content included in this quiz.** **Complete the final APA Research Critique Assignment**

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