

NURS 3321 001/002: Nursing Research
Spring 2014

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Office Hours: Tuesday, 1100-1200 or by appointment

Time and Place of Class Meetings: Pickard Hall 212, Tuesday 8:00-10:50 am

Description of Course Content:

Basic concepts, processes and applications of nursing research. Research role of the nurse in decision making and clinical practice. Pre-requisite: NURS 3632; Pre-requisite or Co-requisite: NURS 3561.

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. Evaluate the credibility of sources of information, including but not limited to databases and internet resources.
4. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.
5. Advocate for the protection of human subjects in the conduct of research.
6. Integrate evidence, clinical judgment, inter-professional 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.

Required Textbooks and Other Course Materials:

Burns, N. & Grove, S. (2011). *Understanding nursing research text w/ study guide package* (5th ed). Saunders. ISBN 9781437720204

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

Recommended Books:

LoBiondo-Wood, G., Haber, J. (2014). *Nursing research: Methods and critical appraisal for evidence-based practice* (8th ed.). Mosby. ISBN 9780323100861

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author. ISBN: 9781433805615

Descriptions of major assignments and examinations with due dates:

Course Schedule with dates and assignments available on Blackboard

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. Student names not listed on the graded activities will indicate they did not participate in the group work. Students are responsible for contacting faculty within 24 hours of graded papers being posted in the event there are questions regarding the grade.

Students are responsible to check the discussion board often, and to join in the discussions related to the assignments. All communications (email, DB, texts, etc.) for this course are expected to be professional in tone and content to peers, and faculty. **Show of respect for peers, 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.

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. Students using wireless access (not recommended) will not have the quiz re-opened if the connection is dropped.

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 and submitted 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. Papers are not re-graded. A group request for a re-grading is reviewed by an alternate faculty. The grade assigned by the alternate 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.

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 In-Class 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. (Not applicable in this course)
- 70% weighted average on major written assignments. (Applicable in this course)
- 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 Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. Also refer to Nursing Student http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10

Attendance Policy:

Online and In-Class 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.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. 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.

For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Sections with adjusted drop dates in Spring 2014 are as follows:

N3321-001: February 18, 2014 N3321-002: April 22, 2014

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 and online testing is the student's responsibility. Neither the helpdesk nor your instructor is responsible for the functionality of your home computer's configuration. If you have doubts about your own equipment you may wish to work at the many UTA Computer Labs on campus. If you have difficulty with your computer, it is the student's responsibility to problem-solve that issue. If you have problems with logging into Blackboard or access to the UTA library, you may phone or email the Help Desk in the UTA Library at 817-272-2208, or you can email them at helpdesk@uta.edu

Please do not bring your technical problems to class. Your instructors are not available for technical support.

Word of caution:

Do not rely on your employer's computer system to access Blackboard and online testing. 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. 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, Mozilla Firefox is the preferred interface for quizzes within Blackboard.

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 will be given on-line. On-Line quizzes 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 Student Affairs.

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. Further, students choosing to use a wireless connection may do so at their own risk. The quiz will be complete when dropped due to the wireless connection. It is the student's responsibility to make sure of password access to Blackboard. Students are responsible for **calling 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**

Stem Librarian, Central library

702 Planetarium Place, Office #216

Arlington, TX 76019

<http://www.uta.edu/library/> | peace@uta.edu

Research information on nursing:

<http://libguides.uta.edu/nursing>**UNDERGRADUATE
SUPPORT STAFF:****Holly Woods, Administrative Assistant I, Pre-Nursing & Senior II**

660 Pickard Hall, (817) 272-2776 ext. 24811

Email: hwoods@uta.edu**Suzanne Kyle, Administrative Assistant I, JR I - SR I**

661 Pickard Hall, (817) 272-0367

Email: skyle@uta.edu**COLLEGE of NURSING INFORMATION****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.

CODE OF PROFESSIONAL CONDUCT

Nursing students in the UTA CON are considered to be part of the nursing profession. As members of the profession, students are expected to commit to and maintain high ethical standards.

Students are responsible and accountable for their own academic and professional behaviors and the resulting consequences.

Students will demonstrate self-discipline throughout all aspects of their nursing education, including meeting academic responsibilities and exhibiting professional conduct in the classroom and in the community, as outlined in the Texas Nurse Practice Act and Texas State Board of Nursing Policies.

It is each student's responsibility to promote scholastic honesty and professional ethics by actively participating with faculty in maintaining a quality academic environment. Students are expected to guard public safety by immediately reporting to faculty, any incident they observe or are aware of which would allow incompetent, unethical, or illegal practice by another individual. Having knowledge of and failing to report such behaviors constitutes a breach of both academic and professional responsibilities.

Refer to the Student Handbook for more information.

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.

Electronic Communication Policy: UT 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>.

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. Classes are held as scheduled during this week and lectures and presentations may be given.

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 stairwell. 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.

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: http://www.uta.edu/nursing/file_download/52/APAFormat.pdf

CLASSROOM CONDUCT GUIDELINES:

The Faculty of the BSN Program believes that classroom teaching has two goals: the provision of content pertinent to the discipline of nursing and the socialization of students into the professional role. We are committed to providing the curriculum in an atmosphere conducive to student learning

and in a manner that will prepare graduates to be successful in the health care workplace. Refer to the Student Handbook for more information.

BLACKBOARD CONDUCT:

The Blackboard 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 Blackboard 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.

BLACKBOARD

Lecture content is available on-line at elearn.uta.edu. Students must initiate a BLACKBOARD account for access to the on-line course files. Help is available in the library for those students needing assistance with BLACKBOARD. Students are responsible for accessing and reviewing all lecture notes and messages posted by the instructor prior to the scheduled class period.

Honors College Credit

Students who are members of the Honors College must take this course for Honors credit. Please provide the Lead Teacher (or other designated faculty member) with an Honors Credit Contract (downloaded from <http://honors.uta.edu/documents/credit.pdf>). You and the Lead Teacher/faculty member will together determine an appropriate supplemental assignment to justify the awarding of Honors credit. If you are not in the Honors College and would like to learn more about the benefits of membership, visit the website at <http://honors.uta.edu/>, where you will find an application form for electronic submission.

Observance of Religious Holy Days:

Undergraduate Nursing faculty and students shall follow the University policy regarding Observance of Religious Holy Days: (http://www.uta.edu/catalog/content/general/academic_regulations.aspx#6)

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/bsn-program/> and clicking on the link titled BSN Student Handbook located in the lower left-hand corner.

N3321 Nursing Research Attestation Statement

I have read and understand the information written in the syllabus, and I agree to follow the directions and requirements set forth in this syllabus. I understand that academic dishonesty is grounds for dismissal from the program.

Nursing Research Quizzes- This statement must be completed and submitted before any assignments will be graded in this course. Late penalties will apply if assignments are submitted without having this attestation correctly submitted.

I will not discuss the N3321 Nursing Research Quizzes with any other person in any manner (including, but not limited to, verbal form, PDA/Phone picture/image, written form, and/or sign language). By signing this form electronically with my name and by providing my contact information,

I attest that I will work with my team when a team assignment is appropriate and individually on the quizzes that are assigned. The quizzes will be entirely my own work; I will not copy or collaborate with another person on my quizzes.

The course is designed for an adult learner who can complete the course work in an accelerated format and may require up to 20 hours or more per week to complete the required learning activities and assignments.

In addition, as a student in the undergraduate nursing program I understand that I am expected to demonstrate professional conduct as set forth in the Nurse Practice Act in the state in which I am licensed. I understand that in the event that I as an undergraduate student I 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 of my license.

Student

Date

Student Information for N3321 Nursing Research

Name_____

Address_____

Phone_____

E-mail_____

Work Phone_____

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 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. ADDRESS EACH AREA.)
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?
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)
- identify the specific design type. Was the best design selected to direct this study?
 - does the design provide a means to examine all of the objectives, questions, or hypotheses and the study purpose?
 - does the study include a treatment or intervention? If so, is the treatment clearly described and consistently implemented?
 - are extraneous variables identified and controlled?
 - were pilot study findings used to design the major study?
7. Sample: (18 pts. Total/3 for correct type)(Population in JC form)
- are the inclusion and exclusion sample criteria described?
 - did the researchers indicate the method used to obtain the sample? What type of sampling method is it?
 - Is the sampling method adequate to produce a sample that is representative of the study population?
 - What are the potential biases with this type of sampling?
 - identify the sample size and indicate if a power analysis was conducted to determine sample size.
 - What number and percentage of the potential subjects refused to participate?
 - identify the sample attrition from the study. If more than one group is used, do the groups appear equivalent?
 - discuss the institutional review board approval and informed consent obtained. Are HIPAA privacy regulations followed?
 - 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)
- are the physiological measures/instruments/tools clearly described?
 - are the techniques to administer, complete, and score (or accuracy and precision) the instruments provided?
 - are the reliability and validity of the instruments described? Did the researcher examine the reliability and validity of the instruments for the present sample?
 - if the instrument was developed for the study, is the instrument development process described?
 - 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)
- is the data collection process clearly described and consistently implemented?
 - is the training of data collectors clearly described and adequate (interrater reliability IRR)?
 - 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)
- do the data analyses address each objective, question, or hypothesis? What is the level of significance?
 - what statistical analyses are included in the research report? Are the data analysis procedures appropriate to the type of data collected?
 - 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?

APA format –The final professor assigned article will be used to create the 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 possible deduction. See the grading Rubric within the course for more detailed information.

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

Search Strategy for a Research Article

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 databases you will search in the UTA Library, along with the discipline it belongs to. (Ex: psychology – PsychLit, nursing – CINAHL)

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 step. 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

1) Give step by step details of our search strategy:

2) State how our topic affects Healthcare as a whole with a significant statement (Significance of Healthcare Problem in your JC form):

Step Six: Reassess your search strategy based on your results. Combine your three databases and if you did not get enough results (approximately 50) or if you got too many, consider using some of the problem solving strategies such as broadening your topic focus or limiting your search to particular fields. Review the abstracts and select a research article. 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 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. 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 in Blackboard for the search strategy.)

Grading for Search Strategy:

- 1) Search completed so that another person could replicate the search and obtain the same article (10 points per step)
- 2) 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.
- 3) 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.

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/sstrawksht.htm>

<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 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 of strengths/weaknesses taken	

from #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 you will get this information to the bedside nurse. Provide details of your strategy to inspire nurses to use the evidence. For example, description of the team, political landmines (problems identified), how you will roll it out, what your plan is to inform everyone (step by step), 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.

**Descriptions of major assignments and examinations with due dates:
The University of Texas at Arlington
N3321 Nursing Research
Class Schedule**

Course site: <http://elearn.uta.edu>

DATE	CONTENT	LEARNING OBJECTIVES	LEARNING ACTIVITIES
Week 1	Course orientation Introduction to research Role of research in nursing Methodological approaches <ul style="list-style-type: none"> • Quantitative • Qualitative Evidence-Based Practice	<ol style="list-style-type: none"> 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: Syllabus Signed Form (Attestation) Due on first day of class Obtain Professor Assigned Group Article to critique as a group via online and submit as a formal APA paper later. PRACTICE QUIZ – Online per due date listed in the course content
Week 2	Research process <ul style="list-style-type: none"> • Literature review Research process <ul style="list-style-type: none"> • Research problems & purpose • Objectives, Questions, Hypotheses • Study variables Theoretical	<ol style="list-style-type: none"> 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 design. 	Reading: Chapter 5, 6, 7 Class Notes 4, 5, 6 Graded Activities: Complete steps 1-5 of Guidelines for the professor assigned group article. Quiz 1 – Online (on due date listed within Bb). See posted blueprint for content included in this quiz.

	frameworks	<ol style="list-style-type: none"> 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 3	Research designs Sampling & data collection	<ol style="list-style-type: none"> 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. 	<p>Reading: Chapters 8, 9</p> <p>Class Notes 7,8,9</p> <p>Graded Activities: Complete steps 6-7 of Guidelines for Critique of professor assigned group article.</p> <p>Submit Search form, benchmark, and chosen group research article.</p> <p>Begin work on your JC article, but do not submit it unless asked to do so.</p>

Week 4	Quantitative analysis Presentation & discussion of findings Application of research in practice <input type="checkbox"/> Critique	<ol style="list-style-type: none"> 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. 	<p>Reading: Chapter 10, 11, 12, 13, and 14</p> <p>Class Notes 10,11, 12</p> <p>Graded Activities: Complete steps 8-14 of Guidelines for Critique of professor assigned group article. Work on your JC article, but do not submit it unless asked to do so.</p> <p>Final Journal Club Group form of Group Article Critique Due on the date listed within Blackboard</p>
Week 5	Communicating research findings Ethical & legal issues <ul style="list-style-type: none"> • human rights • informed consent • IRB Research utilization Contemporary issues <ul style="list-style-type: none"> • Outcomes evaluation • Meta-analysis • Triangulation 	<ol style="list-style-type: none"> 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 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 	<p>Reading: Chapters 4</p> <p>Class Notes 13,14,15,16</p> <p>Graded Activities: Format the weekly assignments of the professor assigned article into a group APA paper.</p>

Week 6-7			Quiz 2 – Online (on due date listed within Bb). See posted blueprint for content included in this quiz. Final APA Group Paper of Guidelines of Critique of Professor Assigned Article
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