



POINT¹⁹ **LOMA**⁰²

NAZARENE UNIVERSITY

School of Nursing

Nursing 399: Nursing Research (2 Units)

Fall 2018

	Instructor: Mary Adams, PhD, RN
Meeting date and times: Wednesdays 10:55 AM-12:50 PM	Phone: 619-849-2362 Cell: 630-962-2378 Email: madams1@pointloma.edu
Meeting location: Liberty Station 201	Office: Liberty Station, 116 Office hours: by appointment
Placement: Junior	Additional info: To make an appointment, please email instructor with at least 2 possible dates/times. The instructor will respond with confirmation of a specific appointment date/time.
Final Exam: N/A	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist.

After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV.

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses. Every attempt will be made to minimize the inconvenience to the student. In the event of a change to the syllabus, students will be notified of changes via Canvas announcement section and. or email notification, in a timely manner.

COURSE DESCRIPTION

A study of activities and processes involved in investigating a selected nursing problem. Includes individual or small group work in the use of beginning level research methods. Quantitative and qualitative methods are examined.

Prerequisite(s): [WRI 110](#) (or [WRI 115](#) /[WRI 116](#) or [WRI 120](#)), [MTH 203](#) and Junior standing in Nursing program.

Note: A minimum grade of “C” must be achieved in all co-requisite courses in order to progress in the program.

Concurrent: [NSG 340](#) and [NSG 341](#)

PROGRAM VALUES & COURSE LEARNING OUTCOMES

PROGRAM & COURSE LEARNING OUTCOMES (PLOs & CLOs)

Upon completion of this program, students will be able to achieve

- Program Learning Outcomes (blue)
- Theory Course Learning Outcomes (apricot)
- 2008 American Association of Colleges of Nursing: The Essentials of Baccalaureate Education (BSN Essentials)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

NSG399 : Nursing Research	
I.	<p>Inquiring Faithfully - Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.</p> <p>A. Initiate dialogue regarding current practice to improve healthcare. BSN Essentials II, III, IV, VI, IX</p> <p>B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX</p> <p>C. Promotes positive client outcomes using evidence-based data. BSN Essentials II, III, IV, VI, IX</p> <p>D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial ,spiritual, environmental) including family in a multicultural community. BSN Essentials I, III, IV, VI, VII, VIII, IX</p> <p>E. Engage in self-care practices that facilitates optimal care of clients. BSN Essentials I, V, VI, IX</p>

Course Learning Outcomes:

1. Discusses the steps of the evidence based process in the care of adult patient with multiple complex diseases. (PLO 1, QSEN EBP1)
2. Examines current literature to develop clinical questions (PLO2, QSEN EBP 2)
3. Appraise evidence related to the selected clinical practice problem (PLO 1, 2, QSEN EBP1, 3)
4. Present an evidence based practice project (PLO 3)

II. CARING Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God’s grace, which aims to foster optimal health and bring comfort in suffering and death.

- A. Demonstrate compassionate care to all people while mirroring Christ’s love for all
BSN Essentials IV, VI, VII, IX
- B. Partner with the community to establish a trusting relationship
BSN Essentials II.VI, VII, IX
- C. Demonstrate ethics and values consistent with the practice of professional nursing
BSN Essentials V, VI, VII, VIII, IX

Course Learning Outcomes:

1. Examine the relational aspects of care / research within the context of culturally diverse patients and families. (PLO 1, QSEN EBP 4)
2. Examine various Codes of Ethics related to nursing research (PLO 2)

III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

- A. Engage in active listening to promote therapeutic relationships
BSN Essentials II, III, IV, VI, VII, IX
- B. Demonstrate effective verbal and nonverbal communication skills to provide patient care. BSN Essentials II, III, IV, VI, VII, IX
- C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes. BSN Essentials II, III, IV, VI, VII, IX
- D. Advocate for patients/families and self. BSN Essentials V, VI, VII
- E. Implements patient care while revering the diversity of patients, families and Communities. BSN Essentials II, III, V, VI, VII, IX

Course Learning Outcomes:

1. Utilize information technology in retrieving evidence (PLO 2, QSEN EBP 2)
2. Develop an evidence based practice recommendation (PLO 3 QSEN EBP 3)
3. Disseminate outcome(s) of PICO question (PLO 2, 3,4, QSEN EBP 4)

IV. FOLLOWING Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

- A. Engage in a professional practice environment that promotes nursing excellence
BSN Essentials I, III, IV, V, VI, VII, VIII, IX
- B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse
BSN Essentials II, VI, VI, VII, VIII, IX
- C. Avail self of learning opportunities to initiate the life-long learning process
BSN Essentials III, IV, V, VI, VII, VIII, IX

Course Learning Outcomes:

1. Evaluate self and others within the group process (PLO 1, QSEN EBP 1)
2. Explain the role of the nurse in promoting evidence based practice (PLO 2 QSEN EBP 3)
Analyze the ethics of research as applied to research in various patient populations (PLO 3, QSEN EBP 1)

V. LEADING Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.

- A. Provide graceful service through compassionate response to others’ needs
BSN Essentials II, IV, VI, VII, VIII, IX
- B. Demonstrate the principles of a servant leader as a reflection of Christ’s love
BSN Essentials II, IV, V, VI, VII, VIII, IX
- C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner.
BSN Essentials II, IV, V, VI, VII, VIII, IX

Course Learning Outcomes:

1. Participates in Scholarly day presentation (PLO 1, QSEN EBP 4)
2. Appraise how the results of scientific studies are the basis of practice decisions (PLO 2, QSEN EBP 2)
Discusses how the EBP process can be applied to future scholarly endeavors (PLO3, QSEN EBP 4)

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

SCHOOL OF NURSING

PROFESSIONAL STANDARDS

Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

Additional guidelines

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally, it is considered inappropriate to use any device for alternate uses not related to

the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Associate Dean/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

GRADING POLICIES

- **Grading Scale** to be used for all exams and final course grades:

93-100%	=	A
90 - 92%	=	A-
87 – 89%	=	B+
84 – 86%	=	B
81 – 83%	=	B-
78 – 80%	=	C+
<u>*75 – 77%</u>	=	<u>C</u>
73 – 74%	=	C-
71 – 72%	=	D+
68 – 70%	=	D
Below 68%	=	F

- All assigned course work must be completed to receive a final course grade and progress in the program
- All assignments are to be submitted as specified by faculty, including assignments posted in *Canvas* or completed in practicum
- *In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on all assignments. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a "C" (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of \geq C.
- A grade of at least a "C" in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of "Credit" in the clinical course in order to progress to the next course or level.
- Throughout the curriculum (whether nursing or non-nursing) students may repeat one course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.

COURSE-SPECIFIC POLICIES

- Class attendance and participation is vital to the learning process and success of the course; therefore, it is an expectation that all students will be present and participate in class discussion on a consistent basis. These discussions will be based on the assigned reading with integration of clinical examples from the student's practice.
- All assignments must be submitted per instructions on the due date and time. Ten percent (10%) will be deducted from total earned points for each 24-hour period, including weekends and holidays. Day 1 starts on specified due date/time. In the event of unforeseen circumstances, it is the responsibility of the student to proactively communicate directly with course faculty.
- In addition, **GROUP NORMS** include:

What I expect from you

- Arrive on time when coming to class and plan to attend all sessions. **If you need to miss a class, please let me know ahead of time.** You may email, text or call my cell 630-962-2378. Five class participation points will be deducted for each **UN-notified** absence.
- **Check** your email/canvas at least every 24 hrs Monday-Friday for important announcements.
- **Bring your text, assigned journal articles, and smart technology** (ipad, smart phone, net book - with internet capability) to class **every day**. Use of technology will be determined on a class by class basis.
- Complete all assignments **by** assigned due date.
- Please **do not assume** you will be allowed to take notes on your computer for each class.
- **Demonstrate respect** in class by **not having** "side conversations." This is disruptive to the class and to the Professor, especially during large group discussion. In order to facilitate our collective learning experience this semester, read & complete assignments- come prepared to participate in class discussions.
- **Place cell phones in your backpack and on vibrate mode**- no texting, surfing the web, checking face book etc. during class. It is disrespectful and unprofessional to the presenter. You will be asked to leave the class.
- **Make known** to me areas that are not clear to you
- **Ask any questions** at any point or feel free to come by my office & just say hello, I have journals you may look through and borrow.
- **Utilize APA, 6th ed.** guidelines in all written assignments unless otherwise stated.
- **Participate** in small group and class activities in selected class periods.

What you can expect from me

My Commitment to you: I plan to treat you with fairness, courtesy, and respect- this means I will listen when you speak (I value what you say). I will turn back your work in a timely manner and if I cannot I will tell you why; I will respond to you and participate in your learning as you prefer-my sole purpose is to facilitate your learning. I am interested in your success and will help you wherever you need it to the best of my ability. This content is important to your future as a professional nurse.

LEARNING STRATEGIES

Lecture, discussion, analysis of research articles, group work

COURSE CONTENT OUTLINE (TOPIC OUTLINE)

NURSING RESEARCH CONTENT OUTLINE

I. Evidence-Based Practice Process

1. Identify clinical problems
2. Develop PICO questions
3. Retrieval of evidence
4. Critically appraise the evidence
5. Synthesize the evidence

II. Quantitative and Qualitative Research Process

1. Role of Research in Nursing and the use of the Scientific Approach
2. Critical Reading and Identification of Literature Types in Allied Health
3. Components of the Research Process
 - A. Problem Statement, Background, Purpose, Significance to Nursing
 - B. Literature Review
 - C. Theoretical Framework
 - D. Hypothesis/Question--Expected Outcomes
 - E. Ethical/Legal Considerations
 - F. Design of Study
 1. Experimental/Quasi-experimental
 2. Non-experimental
 3. Qualitative
 - G. Data collection methods
 - H. Reliability/Validity of Instruments & Trustworthiness
 - I. Sampling
 - J. Statistical applications in Nursing Research
 - K. Analysis of findings

III. Theory & Ethics

1. Historical and social context of research ethics.
2. Exploration of codes and ethical standards in research.
3. Discussion of current ethical issues in clinical research.

IV. Applying & Disseminating Evidence-Based Practice

1. Application of evidence-based nursing literature to nursing practice
2. Abstract and poster preparation

METHODS OF ASSESSMENT & EVALUATION

Assignments:

- It is expected that each member of each group will contribute equally to receive full points.

- Late assignments will be downgraded one letter grade per day or partial day late. It is the student's responsibility to be aware of impending assignments and due dates. Extensions may be granted only with prior notification.

In class/group/individual assignments & participation:

Practice Individual PICO question due in Canvas	10 points
Group PICO question (Using Format), background	20 points
EBP Group evidence grid	20 points
EBP Group Project Abstract	30 points
EBP Group Project Presentation	100 points
Peer evaluation	10 points
Individual informed Consent Module	30 points
Rough Draft Critical Appraisal	30 points
Discussion Board	30 points
Participation	70 points
Final Individual Critical Appraisal of Evidence	120 points (Signature assignment for Live text)

Total Points

470 points

REQUIRED TEXTS

Schmidt., Brown, J. (2019). *Evidence based practice for nurses application and application of research*. Jones & Bartlett; Burlington, MA. ISBN: 978-1-284-05330-2

APA Publication Manual, 6th Ed.

REQUIRED ARTICLES as listed in syllabus and canvas

ASSESSMENT OF LEARNING OUTCOMES & STUDENT PORTFOLIO

The School of Nursing (SON) uses Livetext™ to conduct ongoing program assessment. All required courses in the SON use Livetext™ to assess and grade the Signature Assignment(s) and to conduct clinical evaluation for clinical courses. For this course, the following documents(s) **MUST BE** submitted to Livetext™ for assessment and grading in order to pass the course:

- Signature Assignment(s): ***Individual Critical Appraisal***

Prior to the conclusion of each course, the student is required to update their Livetext™ Portfolio. The portfolio is a body of work that demonstrates achievement of required program outcomes and supports professional development. For this course, the following document(s) **MUST BE** attached to the student's portfolio in the Body of Work section in Livetext™ in order to pass the course. Note: Simply submitting an assignment into Livetext™ for assessment/grading is not sufficient. The documents listed below must be attached to the Livetext™ portfolio in the designated course area in the Body of Work:

- Signature Assignment(s): ***Individual Critical Appraisal***
- Leadership/Service Requirement

The student may also use the Portfolio to document additional activities that contribute to their professional development (jobs, clubs, awards, volunteer experience, etc.). However, these items are not required.

NSG 399
Fall 2018
Weekly Content and Assignments

Date	Topic	Reading Assignment	Class Activities/ Assignments
Wk. 1 8/29	Introduction to Research (Quantitative research) and EBP process	Book: Ch. 1 Article: Searching for the Evidence (Stillwell et al.,2010)	In Class : Bring syllabus, required articles and textbook, and laptop computer to each class
Wk. 2 9/5	EBP Process: Ask a clinical question	Book: pg 69-87 Article: Critical Appraisal of the Evidence Part I (Fineout-Overholt et al.,2010)	In class: PICO Question Development Meet in groups to discuss group PICO question Submit Individual PICO question in Canvas
Wk. 3 9/12 ONLINE	Finding Literature/Lit. review	Book: pg 119-125,131-144 Article: Critical Appraisal of the Evidence (Fineout-Overholt et al., 2010)	Practice Research article analysis Turn in Group PICO Question to Canvas
Wk. 4 9/19	Quantitative research design	Book: pg 150-155,161-167,171-190	In Class : Phyllis Fox Librarian Find Critical Appraisal article that addresses the group PICO question & read it
Wk. 5 9/26	Sampling	Book: pg 285-302 Article: Powers et al. (2016)- (available on Canvas)	In Class: Bring critical appraisal article to class for approval, work on finding research design Write: Address the first 3 elements of the rubric. Share with your partner
Wk. 6 10/3	Data Measurement & collection	Book; pg 255-263 Article: Powers et al. (2016) & Tanios et al. (2016) (available on Canvas)	In Class: Practice with research design and sample Write: Article synopsis. Share with your partner
Wk. 7 10/10	Reliability & Validity	Book: pg 155-161, 263-270 Article: Powers et al. (2016) & Tanios et al. (2016) (available on Canvas)	In Class: Turn in rough draft of critical appraisal- hard copy due in class with rubric Group work: peer evaluation of rough draft of critical appraisal
Wk. 8 10/17	Data Analysis	Book: pg 331-341,355-371	In Class: Group work: individual articles find reliability and validity and explain Write: Assess level of evidence, validity, reliability and applicability. Share with your partner

Wk. 9 10/24	Reporting Findings / Dissemination	Book: pg 489-503, 507-508	In Class: Discuss/Practice data analysis as it relates to own article Write: Evaluates recommendations and if practice change is warranted based on this evidence with rationale. Share with your partner EBP Grid Due for Group EBP question in canvas
Wk 10 10/31	Qualitative Findings	Book: pg 222-246,271-276,297-298,379-383,392-398 Article: Weyant et al. (2017) (Available on Canvas)	In Class: Review EBP Project Abstract Due
Wk. 11 11/7	Ethics	Book: pg. 54-64,302-305 Film	Individual Critical Appraisal Due
Wk. 12 11/14	Presentation practice	Prepare to do your presentation in class and receive feedback	In Class: Presentation Practice Poster work
Wk. 13 11/28	Scholarly Day Reporting findings of the EBP project	EBP project presentation Scholarly Day - participation mandatory	Informed consent module: see learning activity 7- (http://phrp.nihtraining.com) Turn in training sheet to canvas Turn in Poster presentation slide to canvas
Wk. 14 12/5 ONLINE	On line work	Discussion Board in canvas Initial replies due 12/5 at 2359 Respond to two peers by 12/7/18	DUE: Peer evaluation (submit on Canvas by 12/5 2359) On line assignments Due 12/5 2359: -Discussion Board -Course evaluation -Submit your portfolio and your critical appraisal paper under the 399 course

Each class session will be divided into 2 parts

- The first part of the class is designed to include research theory content and examples from selected research articles
- The second half of the class is devoted to selected activities and writing within your group- The purpose of this time is to reduce the amount of out of class homework and assist in developing a scholarly critical appraisal.

Writing guideline:

Each student will select one peer writing evaluator from their group. This work is to be done in pairs. Each student is responsible for coming to class each day with the needed supplies i.e.: computer, paper, pens, pencils needed for the writing process.

Approx. 30 minutes will be allotted for writing in class to address the questions about a specific section of the critical appraisal

During this time the expectation is that students are actively writing- following the 6th edition of the APA manual for formatting.

At the end of the writing period the student will exchange written work with the selected partner and review the content of the written piece for the following: (25 minutes allotted)

- Content clarity
- All pertinent questions adequately addressed
- Spelling, punctuation, APA style
- APA format

The work will then be returned to the original author for correction and further development toward the **final critical appraisal**

During the semester each student will be asked to submit at minimum one draft of the critical appraisal to the instructor to check progress. Prior to turning in this copy it must be **signed off by the peer evaluator**. Peer evaluator comments regarding the quality of the draft are expected to be physically on the draft.

Assessment Technologies Institute (ATI)

What does ATI offer?

- Assessment Technologies Institute (ATI) offers an assessment driven comprehensive review program designed to enhance student NCLEX® success.
- The comprehensive ATI review program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources such as the ATI Plan can be accessed from “My ATI” tab. It is highly recommended that you spend time navigating through these orientation materials.

Review Modules/eBooks:

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials:

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

Assessments:

There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

Focused Reviews/Active Learning/Remediation:

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student's individual assessment report will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

Content Mastery Series | Grading Rubric
(Using a combination of the CMS practice and proctored assessments to achieve 10% of the course grade)

Practice Assessment	
4 %	
<p>Complete Practice Assessment A Remediation:</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Complete Practice Assessment B Remediation:</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template



Standardized Proctored Assessment			
Level 3 = 4 %	Level 2 = 3 %	Level 1 = 1 %	Below Level 1 = 0 %
<p>Remediation = 2 %:</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Remediation = 2 %:</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Remediation = 2 %:</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Remediation = 2 %:</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template
10/10 %	9/10 %	8/10 %	7.5/10 %
Proctored Assessment Retake*			
No Retake Required	No Retake Required	Retake Recommended	Retake Recommended

The following Rubric is for Traditional BSN – Senior Level only

Comprehensive Predictor | Grading Rubric
(Using a combination of the CMS practice and proctored assessments to achieve 10% of the course grade)

Practice Assessment	
4 %	
<p>Practice assessment A Remediation:</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Practice assessment B Remediation:</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template

Standardized Proctored Assessment			
95 percent or above Passing predictability = 4 %	90 percent or above Passing predictability = 3 %	85 percent or above Passing predictability = 1 %	84 percent or below Passing predictability = 0 %
<p>Remediation = 2 %</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Remediation = 2 %</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Remediation = 2 %</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Remediation = 2 %</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template
10/10 %	9/10 %	8/10 %	7.5/10 %
Proctored Assessment Retake*			
No Retake Required	No Retake Required	Retake Recommended	Retake Recommended

Learning Activity 1**Individual Practice PICO question submitted in Canvas – 10 points**

Must use PICO format to receive full credit

LEARNING ACTIVITY 2: Group question, background, and PICO format**20 points (pts)**

This interactive learning exercise is to help students identify the clinical nursing problems in their own clinical settings and state the problem for EBP group project in a focused, answerable question according to “PICO” criteria. The problem must be an acute med- surg nursing problem.

Grading Rubric

Content of the paper	pts
Describe a brief background on your clinical nursing problem or “Compelling question”	10
Develop a parameter to guide your database search using “PICO” format representing P, population, I: intervention (the best, resented practice), C: comparison (current practice), and O: outcome.	10

Learning Outcomes: Upon completion of this assignment, the student will be able to:

1. Identify the clinical nursing problem (Burning/compelling question).
2. State the problem according to PICO criteria.
3. Search and retrieve relevant evidences from electronic databases.

LEARNING ACTIVITY 3: Evidence Grid**20 points (pts)**

The purpose of this exercise is to develop a table that organizes the evidence related to your group PICO question and represent the data in a concise readable format.

The following process may be used:

With the group PICO question:

1. Conduct literature search to find the best available research articles that address your group's clinical problem (select the research articles published within past 5 years).
 - a. Identify most recent or best evidence from research studies related to the topic for the group.
 - b. Identify at least one research article (not a guideline or review paper) per person.
2. Critically read these research studies to determine their scientific merit and strength of evidence. Everyone in the group should read all publications identified above.
3. Create an Evidence Summary Grid—example below- include all elements- **Landscape format works best**

Learning Outcomes: Upon completion of this assignment, the student will be able to:

1. Identify the clinical nursing problem and state the focused question in PICO format.
2. Find the best relevant evidence using proper search strategy.
3. Critically appraise the evidence using critical appraisal checklist.
4. Rate the strength of the evidence and summarize the evidence

Grading Rubric: Evidence Grid

Content of the paper	pts
1. Indicate databases that the group uses to search for evidence (experimental research study article). For example; CINAHL, PubMed, PsychInfo, EBSCO, or others.	0.5
2. Present relevant information of the components in each research article in a table format (please see the detail of points in the table).	19.5

First author and year of publication (0.5 pts)	Purposes/aims/research questions of the study (3 pts)	Sampling technique and sample size (2 pts)	Tools or instruments used to collect the data, and data collection method. (2 pts)	Independent variable(s) or the intervention used in the study (3 pts)	Dependent variable(s) or the outcomes the researcher's want to measure (3pts)	Results of the study (significant/not significant) (2pts)	Strengths and limitations of the study (2pts)	Recommendations for the practice (do not include recommendation for the future research) (2pt)

LEARNING ACTIVITY 4: Group Abstract Submission**30 points**

Read and synthesize the research article selected for your EBP project. With your group develop an abstract following the criteria listed below and formatted according to the posted criteria.

1. Write a scholarly abstract, comprehensively summarizing the findings in **one page, single spaced. Abstract should include:**
 - a. Background of the clinical problem or problem statement (2-3 sentences est.)
 - b. EBP or PICO question (1 sentence est.)
 - c. Evidence synthesis (6-7 sentences est.)
 - d. Implications/applicability for practice (2-3 sentences est.)

The **abstract submission should include: Author contact information, Abstract, References (on a second page stapled to the abstract)**

One abstract per group

Remember to include your names

See learning outcomes for Learning Activity 7

APA Abstract Formatting Criteria

1 inch margins

Times New Roman or Courier font

Font size 11-12 point

Left justify all paragraphs- **do not** indent paragraphs

Body single space with 2 line breaks between paragraphs

Underline and left justify subheadings on a new line (see below)

Abstract must be no longer than 300 words

References attached on a 2nd page

Grading Rubric: Group Abstract (All members of the group will receive the same points)

Content of the paper	pts
Background or significant of the clinical problem	10
EBP or PICO question	5
Summary/synthesis of the best evidence (the most effective method (s) to solve clinical problem)	10
Implications for nursing practice	5

LEARNING ACTIVITY 5: Critical Appraisal Rough Draft**30 points**

Submit a rough draft of the Individual critical appraisal via hard copy in class following the rubric criteria for the rough draft

LEARNING ACTIVITY 6: Individual Critical Appraisal

120 points

Your selected article must be submitted (upload onto Canvas) along with your paper (The paper will not be graded without your selected article).

This assignment is designed for students to learn the first three steps of EBP process, the basic knowledge/skills of evidence-based practice. These steps include:

1. identify clinical/ nursing problem and develop a search parameter in a PICO format,
2. search and retrieve the best, relevant evidence (a research study article), and
3. appraise the evidence (research study article) critically.

Each student will select one RESEARCH ARTICLE that is relevant to your group's PICO question. The research article should be most current, published within past 5 years.

The paper should include the following sections: an introduction of your paper; background of the problem (clinical/burning/compelling question) that triggers you to seek for a better evidence to change practice; a PICO question that provide a parameter to search for the best evidence; search strategies that use to find the selected research article (also called "evidence") with the rationales for your selection; an appraisal of the selected research study; ranking the level of the selected research article using the EBP hierarchical of evidence; a recommendation for the practice change (whether the intervention/ technique tested in this research study should be implemented with your patients) ; and the conclusion of your paper. (See the grading rubric provided with the specific criteria required)

This assignment is not to exceed 5 pages of relevant context, excluding title page and references. Five points will be deducted for each exceeded page.

Follow APA writing format. Students are encouraged to use writing center for help.

Learning Outcomes: Upon completion of this assignment, the student will be able to:

1. Identify the steps of evidence-based practice (EBP) process.
2. Identify the clinical nursing problem and state the focused question in PICO format.
3. Find the best relevant evidence using electronic databases.
4. Assess the research evidence systematically in three key steps: validity, reliability and applicability.
5. Discuss the level of evidence and grading recommendation.
6. Identify the critical components of a research article.
7. Analyze the article for clarity of information and use of research components.
8. Understand the relationship of the specific research to the application of nursing concepts in practice.

Critical Appraisal Rough Draft Rubric -30 points

	1pt	3pts	4pts	6pts	
<p>1. Use skills of inquiry, analysis, and information literacy to address practice issues.</p> <p>Essential I-3 CLO I-1, PLO 1, ILO 1</p>	Includes <3 of 5 criteria listed in “highly developed” column	Includes 3 of 5 criteria listed in “highly developed” column	Includes 4 of 5 criteria listed in “highly developed” column	<p><u>Introduction section</u> describes the nursing problem in 1-2 paragraph(s), which includes the following (n=5):</p> <ul style="list-style-type: none"> -Prevalence of problem supported with statistics -Consequence(s) of problem -Current care/solution for problem -Explanation of why current practice is not ideal -Use of at least 2 scholarly references (not including critical appraisal article) 	
<p>2. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.</p> <p>Essential II-6 CLO- 1.5, 1.6, PLO 1, ILO 1</p>	unfocused question or some elements missing, or incorrect format used	focused question , some elements missing, or incorrect format used	focused PICO question using PICO format	<p><u>PICO Question section</u> Identifies PICO question including (n=5):</p> <ul style="list-style-type: none"> -All (4) components of PICO are clear and specific With appropriate punctuation mark 	
<p>3. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.</p>	Includes <3 of 5 criteria listed in “highly developed” column	Includes 3 of 5 criteria listed in “highly developed” column	Includes 4 of 5 criteria listed in “highly developed” column	<p><u>Search Strategies section</u> Describes the steps including (n=5):</p> <ul style="list-style-type: none"> - name of at least 2 acceptable databases -All search terms and keywords used -Any limiting parameters used -Chosen article is clearly identified and linked to specific database search - Steps written in concise format 	

Essential III-5 CLO 1.3 PLO 3, ILO 1, 2					
4. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice. Essential III-2 CLO- 1.5, 1.7, 1.8, PLO 1 & 3, ILO 1, 2	Includes <5 criteria listed in “highly developed” column	Includes 5 of 7 criteria listed in “highly developed” column	Includes 6 of 7 criteria in “highly developed” column	Summary section which includes key elements of research article including (n=7): -Purpose of study -Sample -Methods -Findings/results -Limitations -Strengths -No direct quotes	
5. Use written, verbal, nonverbal, and emerging technology methods to communicate effectively. Essential I-4 CLO 3.4, PLO 3 , 4, ILO 1, 2, 3	Includes <7 criteria listed in “highly developed” column	Includes 7-8 of 12 criteria listed in “highly developed” column	Includes 9-10 of 12 criteria listed in “highly developed” column	Formatting follows APA 6th edition including at least 11 of the 12 following: -Title page -Font size & typeface -Running head -Page numbers -Margins -Spacing -Headings -Abbreviations -Professional language (no contractions, colloquialisms, clichés, slang, etc.) -Citations -Quotes (max = 1) -Reference page	

*See syllabus for course-specific policy related to late submission of assignments (i.e. 10% per day).
*Outcomes not addressed in the paper will not earn points.

COMMENTS:

TOTAL POINTS EARNED:

/30

Critical Appraisal Grading Rubric (120 Points)

STUDENT _____

Grading Rubric: Critical Appraisal TOTAL Points Possible = 120

Outcomes CLO=Course Learning Outcome PLO=Program Learning Outcome	Initial 10 points	Emerging 11 points	Developed 12 points	Highly Developed 15 points	Score
1. Use skills of inquiry, analysis, and information literacy to address practice issues. Essential I-3 CLO I-1, PLO 1, ILO 1	Includes <3 of 5 criteria listed in "highly developed" column	Includes 3 of 5 criteria listed in "highly developed" column	Includes 4 of 5 criteria listed in "highly developed" column	<u>Introduction section describes the nursing problem in 1-2 paragraph(s), which includes the following (n=5):</u> -Prevalence of problem supported with statistics -Consequence(s) of problem -Current care/solution for problem -Explanation of why current practice is not ideal -Use of at least 2 scholarly references (not including critical appraisal article authors)	
2. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice. Essential II-6 CLO- 1.5, 1.6, PLO 1, ILO 1	unfocused question or some elements missing, or incorrect format used	focused question , some elements missing, or incorrect format used	focused PICO question using PICO format	<u>PICO Question section Identifies PICO question including (n=5):</u> -All (4) components of PICO are clear and specific With appropriate punctuation mark	
3. Participate in the process of retrieval, appraisal, and synthesis of evidence	Includes <3 of 5 criteria listed in "highly developed" column	Includes 3 of 5 criteria listed in "highly developed" column	Includes 4 of 5 criteria listed in "highly developed" column	<u>Search Strategies section Describes the steps including (n=5):</u> - name of at least 2 acceptable databases -All search terms and	

<p>in collaboration with other members of the healthcare team to improve patient outcomes.</p> <p>Essential III-5 CLO 1.3 PLO 3, ILO 1, 2</p>				<p>keywords used</p> <ul style="list-style-type: none"> -Any limiting parameters used -Chosen article is clearly identified and linked to specific database search - Steps of searching each database written in concise format 	
<p>4. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.</p> <p>Essential III-2 CLO- 1.5, 1.7, 1.8, PLO 1 & 3, ILO 1, 2</p>	Includes <5 criteria listed in “highly developed” column	Includes 5 of 7 criteria listed in “highly developed” column	Includes 6 of 7 criteria in “highly developed” column	<p>Quantitative Article Summary section which includes key elements of research article including (n=7):</p> <ul style="list-style-type: none"> -Purpose of study -Sample -Methods -Findings/results -Limitations -Strengths -No direct quotes 	
<p>5. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.</p> <p>Essential III-4 CLO- 1.8, 3.3, PLO 3, ILO 1, 2</p>	Includes <4 criteria listed in “highly developed” column	Includes 4 of 6 criteria listed in “highly developed” column	Includes 5 of 6 criteria listed in “highly developed” column	<p>Appraisal of the Article section which includes (n=6):</p> <ul style="list-style-type: none"> -Correct level of evidence -Validity of study and/or instrument -Reliability of study and/or instrument - Applicability to practice - Rationale for the decision - Using correct research terminology 	
<p>6. Integrate evidence , clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.</p> <p>Essential III-6 CLO- 1.4, 1.5, 1.6, PLO 3, ILO 1, 2</p>	Includes <1 criteria listed in “highly developed” column	Includes 1 of 3 criteria listed in “highly developed” column	Includes 2 of 3 criteria listed in “highly developed” column	<p>Recommendations section including (n=4):</p> <ul style="list-style-type: none"> - with at least 3 recommendations for practice change - rationale for practice change is sound, logical, based on the evidence -no direct quotes - quality of evidence is clearly addressed 	
<p>7. Use written, verbal, nonverbal,</p>	Includes <7 criteria listed in “highly	Includes 7-8 of 12 criteria listed in “highly	Includes 9-10 of 12 criteria listed in “highly	<p>Formatting follows APA 6th edition including at</p>	

<p>and emerging technology methods to communicate effectively.</p> <p>Essential I-4 CLO 3.4, PLO 3 , 4, ILO 1, 2, 3</p>	developed" column	developed" column	developed" column	<p>least 11 of the 12 following:</p> <ul style="list-style-type: none"> -Title page -Font size & typeface -Running head -Page numbers -Margins -Spacing -Headings -Abbreviations -Professional language (no contractions, colloquialisms, clichés, slang, etc.) -Citations -Quotes (max = 1) -Reference page 	
<p>8. Use written, verbal, nonverbal, and emerging technology methods to communicate effectively.</p> <p>Essential I-4 PLO III.B</p>	Includes <4 criteria listed in "highly developed" column	Includes 4 of 7 criteria listed in "highly developed" column	Includes 5-6 -of 7 criteria listed in "highly developed" column	<p>Produces scholarly product that includes (n=7):</p> <ul style="list-style-type: none"> - ≤ 5 pages in length (exclusive of title and reference pages) - Organized with an introduction, body, summary, and necessary transitions - Text typed with less than 5 errors in grammar, spelling and/or punctuation for the entire paper - Text written using appropriate language without bias (e.g. gender) or informality (e.g. first person) - Sentences written without fragments or run-ons - Paragraphs neither short nor long --All factual information is properly cited 	

*See syllabus for course-specific policy related to late submission of assignments (i.e. 10% per day).
*Outcomes not addressed in the paper will not earn points.

COMMENTS:

TOTAL POINTS EARNED:

/120

LEARNING ACTIVITY 7: Individual Informed Consent Module**30 points**

This assignment is designed to identify the historical events that have influenced the development of Ethical Codes and Regulations and learn the ethical principles that are important in conducting research on human subjects.

Complete NIH ethics and informed consent modules on “ NIH Office of Extramural Research on-line tutorial Protecting Human Research Participants (PHRP) (<http://phrp.nihtraining.com>) then submit the certificate of completion in Canvas.

Please complete the registration form to register a new account by creating a username and password before proceeding and it will take approximately 3 hours to complete the modules and post-test.

Learning Outcomes: Upon completion of this assignment, the student will be able to:

1. Identify the historical events influencing the development of ethical codes and regulation for research.
2. Identify the ethical principles that are important in conducting research on human subjects.
3. Describe the human rights that require protection in research.

LEARNING ACTIVITY 8: Group EBP **Powerpoint Poster** Project and Presentation

100 points

The purpose of this learning activity is to develop the basic knowledge and skills associated with Evidence-Based Practice (EBP) processes. This exercise is to help students develop skills in (a) formulating a focused, answerable clinical question; (b) searching the literature for the best available evidence; (c) appraising the evidence; (d) determining the strength of evidence; (e) synthesizing the evidence; and (f) evaluating the evidence.

In a group of 3- 4 students from the approved PICO question, students will write and submit (1) a scholarly **abstract (one-page single spaced)** on evidence synthesis; (2) compose an evidence summary grid; and (3) create a scholarly poster slide and present the slide at **“SON Scholarly Day” on 4/25 at the Liberty Station Conference Center Main Hall- plan to arrive early to set up.** (4) Submit a peer evaluation for each member of your team

The following process should be used:

2. Select a clinical nursing problem for the group.
3. Formulate a PICO/EBP question
4. Conduct literature search to find the best available studies that address the nursing problem and present the synthesized findings (select best and most current publications, published within past 5 years).
 - a. Identify one most recent, best evidence to the topic for the group project.
 - b. Identify at least one research article (not a guideline or review paper) per person.
 - c. Critically read these studies to determine their scientific merit and strength of evidence.
5. Provide recommendation for practice changes

Learning Outcomes: Upon completion of this assignment, the student will be able to:

1. Identify the clinical nursing problem and state the focused question in PICO format.
2. Find the best relevant evidence using proper search strategy.
3. Identify the pre-appraised evidence including meta-analysis, integrative review, Cochrane Database or Clinical Practice Guidelines (CPGs).
4. Critically appraise the evidence using criteria outlined on rubric
5. Rate the strength of the evidence and summarize the evidence.
6. Discuss the importance of dissemination of research findings to building EBP.
7. Present the findings in professional manner.
8. Role Model professional dress

Grading Rubric: EBP Group Project and Presentation (All members of the group will receive the same points)

Content	pts
Posters must have Group member names, SON Logos, and the content based on your group abstract <ul style="list-style-type: none"> • Clarity & simplicity in conveying the main points • Presentation style • Creativity • Participation by all members in presentation • Professional Dress 	30 10 20 20 20

LEARNING ACTIVITY 9: Peer Evaluation**10 points**Submit one evaluation form for each group member in Canvas by 12/5 1300. **Include an evaluation of yourself**

Your name _____

Name of person evaluated: _____

Cooperation	Never 0	Sometimes 1	Often 2
1. Arrives on time and remains during activities			
2. Demonstrates good balance of Active listening & participation by asking useful or probing questions, and shares, accept useful information and ideas			
3. Shows respect for the feelings and opinions of others			
Self -Direction	Never 0	Sometimes 1	Often 2
4. Is well prepared and shows appropriate depth of knowledge			
Interpersonal Skills	Never 0	Sometimes 1	Often 2
5. Is clear when explaining things to others and is able to listen and understand what others are saying			
TOTAL SCORE			

Qualitative

- 1) What is the single most valuable contribution this person makes to your group?

- 2) What is the single most important way this person can alter their behavior to more effectively help the group?

Learning Activity 10: Research Discussion Board

30 points

Complete the discussion board in Canvas as outlined.

Initial replies due 12/5/18 at 1300

Respond to two peers by 12/7/18

Discussion Board Assignment Guidelines

Netiquette: Written communication is an extremely important factor in the online environment. The ability to communicate clearly and effectively is crucial to preserving the mission of Point Loma Nazarene University (PLNU). To help maintain this type of online etiquette (netiquette), here is a list of rules to follow as you proceed through your online courses.

Instructors and students in an online community should be...

- **Considerate:** Treat each other with respect. Take time to read and respond to each other in such a way that a learning environment can continue to develop. Format your post so that everyone can learn from your knowledge, skills, and abilities.
- **Encouraging:** Not everyone has had previous online experience. Some may spend more time observing (reading other students' postings, remaining invisible for some time) than others. Notice the habits of your students and classmates. Provide encouragement for creative and critical conversation.
- **Helpful:** Even a well-presented course can create some confusion. It is very easy to lose your place or miss reading information on certain links or pages. When other students are lost, offer a helping hand by pointing them in the right online direction so they can regain their confidence in online learning.
- **Aware:** We all have had different life experiences. Be aware that your written word is the only form of communication in an asynchronous learning environment. Use your words carefully. Ask yourself if your comment could possibly be interpreted as insulting, disrespectful, discriminating, mocking, or rude. How would you feel if this comment was directed toward you?

The following behaviors should be avoided:

- **Shouting:** Using all capital letters when communicating in an online environment is known as shouting. This usage is considered a rude method of communicating. Avoid using all capital letters in your online communications.
- **Impatience:** Once you have posted a question or concern to your instructor, please wait patiently for a reply. There is no reason to bully your instructor or make judgment calls about his or her performance. In an online community, patience is a virtue.

The following behaviors are disruptive to the learning environment and will not be tolerated at Point Loma Nazarene University:

- **Inflammatory Behavior:** Inflammatory behavior is the term used for behaving disrespectfully towards others online. This behavior includes, but is not limited to, mocking, shouting, cursing, humiliating, and discriminating against someone in the online environment.

- **Disrespect:** Impolite and impertinent behavior--such as putting down or cursing your instructor or any student in an online classroom--will not be tolerated. Tone and presentation of your thoughts are very important. If you disagree with a posting or find one to be personally insulting, please find a way to respond politely or contact the instructor privately.
- **Offensiveness:** An online classroom is not the place for graphic terminology, sexual discussions, swearing, or any pornographic resources. Inappropriate language and materials of this nature are inexcusable and constitutes unacceptable behavior.
- **Discrimination:** Derogatory statements about race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, and veterans will not be tolerated.

Post your original posting by the due date and respond to 2 peers by the assigned due date. **Whenever possible use references to support your statements. A good response provides helpful information or useful resources, asks thought-provoking questions, and/or gives useful recommendations or feedback. While "great post" can be an emotionally helpful contribution, your reply must include more than "great idea" etc to count as a reply. See rubric**

Discussion Board Rubric Criterion				
	Unacceptable 5 pts Student did not meet the requirement at a graduate level.	Acceptable 7 pts	Very Good 8 pts	Excellent 10 pts
Quality of Discussion	Unacceptable The discussion postings do not further the discussion or do not adequately address the question and/or topic of discussion. The postings show a lack of engagement in the discussion.	Acceptable The discussion postings are usually thorough in addressing the question and/or topic in a way that respects his/her classmate and furthers or deepens the discussion but some postings need to be strengthened.	Very Good Student is consistent in thoroughly addressing the question and/or topic in a way that respects his/her classmate and furthers or deepens the discussion.	Excellent Student is consistent in thoroughly addressing the question and/or topic in a way that respects his/her classmate and substantially furthers or deepens the discussion
Participation	Unacceptable Student has not made any attempt to participate in the discussion	Acceptable Student has met the requirement of three postings for each section and the post are good but could be strengthened.	Very Good Student has met the requirement of three postings for each section and the posts are consistently substantial.	Excellent Student has consistently participated in the discussion and the posts are consistently substantial.
Support of Conclusions	Unacceptable Student does not adequately support conclusions made.	Acceptable Student provides support for conclusion although not consistently.	Very Good Student provides consistent support from course resources and/or life experience to support his/her conclusions.	Excellent Student provides consistent and extensive support from course resources and/or life experience to clearly support his/her conclusions.
Concepts	Unacceptable Terms and concepts are neither defined nor used correctly.	Acceptable Terms and concepts are not expressed as clearly as they ought.	Very Good Terms and concepts are expressed clearly and used correctly	Excellent Terms and concepts are consistently expressed clearly, used correctly and express in a way that is easy to understand.
Thoroughness	Unacceptable Discussion postings are not adequately completed.	Acceptable Most discussion postings are completed well but some aspects are weak or not fully developed or too wordy.	Very Good All discussion postings are completed well. Postings are substantial yet succinct.	Excellent All discussion postings are completed well. Postings are substantial yet succinct and clearly address the questions and/or concerns raised in the original posting.

Lesson Plans**Week 1**

(Please also refer to weekly content table)

Topic: Introduction to Nursing Research & EBP

Outcomes: Upon completion of the class session and discussion, the student will be able to:

1. State the significance of research to evidence-based nursing practice.
2. Define the concept of evidence-based practice (EBP)
3. Discuss the importance of EBP.
4. Identify the role of the consumer of nursing research.

RELATED STUDENT ACTIVITIES:

1. Chapter 1, 2

Week 2**Topic: EBP Process/Research Questions**

1. Describe how the research question and hypothesis relate to the other component of the research process.
2. Identify the characteristics of research questions and hypotheses.
3. Discuss the appropriate use of the purpose, aim, or objective of a research study.
4. Discuss the purposes of the literature review from the perspective of the research investigator and the research consumer.
5. Identify the characteristics of a relevant literature review.
6. Describe how a theory guides the framework of research.
7. Identify different levels of evidence.
8. Discuss the key elements of EBP process.
9. Identify the key elements of a focused clinical question in "PICO" format.

RELATED STUDENT ACTIVITIES:

1. Chapter 3, 4, 16
2. Article Critical Appraisal Part I
3. Develop group EBP question

Week 3**Topic: Finding literature**

Outcomes: Upon completion of the class session and discussion, the student will be able to:

1. Discuss the use of databases to search the literature.
2. Discuss the steps of critical appraisal.
3. Learn how to screen an article for validity, reliability & applicability.
4. Evaluate study results and apply the findings to individual patients.
5. State how to make clinical decisions based on evidence from the literature.

RELATED STUDENT ACTIVITIES:

1. Chapter 4,5, 12
2. Article Critical Appraisal Part II
3. Librarian consultation- Bring computer

Week 4 – No class**Find your individual critical appraisal article****Week 5****Topic: Research Design**

Outcomes: Upon completion of the class session and discussion, the student will be able to:

1. Define research design.
2. Identify the purpose of research design.
3. Compare and contrasts the elements that affect control.
4. Distinguish the differences between observational and experimental designs.
5. Identify the links between study design and EBP.

RELATED STUDENT ACTIVITIES:

1. Chapter 6 ,7
2. Group PICO Question
3. Bring PICO article to class for approval
4. Write first 3 criteria of critical appraisal

Week 6**Topic: Samples**

Outcomes: Upon completion of the class session and discussion, the student will be able to:

1. Compare and contrast a population and sample.
2. Discuss the eligibility criteria for sample selection.
3. Define non-probability and probability sampling.
4. Discuss the factors that influence determination of sample size.
5. List the advantages and disadvantages of different data collection methods.

RELATED STUDENT ACTIVITIES:

1. Chapter 6,7, 11
2. Practice research design and sample
3. Write synopsis of article in class

Week 7**Topic: Data Measurement and Collection**

Outcomes:

1. Discuss measurement levels in research
2. Define importance of knowing measurement levels
3. Describe which statistical test is used based on research question
4. Describe the importance of research design, and statistical method congruence
5. Differentiate between descriptive and inferential statistics.
6. Describe a frequency distribution, central tendency

RELATED STUDENT ACTIVITIES:

1. Chapter 10, 13
2. Turn in hard copy of rough draft critical appraisal
3. Stats analysis individual articles

Week 8**Topic: Reliability & Validity**

Outcomes: Upon completion of the class session and discussion, the student will be able to:

1. Define validity and reliability.
2. Identify the criteria for critiquing the reliability and validity of measurement tools.
3. Describe applicability to clinical practice

RELATED STUDENT ACTIVITIES:

1. Chapter 10
2. Write level of evidence, reliability, validity, applicability in class

Week 9**Topic: Data Analysis**

Outcomes: Upon completion of the class session and discussion, the student will be able to:

1. Describe the importance of research design, and statistical method congruence
2. Differentiate between descriptive and inferential statistics.
3. Describe a frequency distribution, central tendency

RELATED STUDENT ACTIVITIES

1. Complete critical appraisal writing
2. Explain data analysis as it pertains to own article
3. Turn in EBP grid

Week 10**Topic: Reporting Findings**

Outcomes: Upon completion of the class session and discussion, the student will be able to

RELATED STUDENT ACTIVITIES:

1. Chapter 8
2. Review Abstract format
3. Begin human subjects training

Week 11**Topic: Qualitative Studies and findings**

Outcomes: Upon completion of the class session and discussion, the student will be able to:

1. Identify connections between worldview, research question and research methods.
2. Identify the processes of phenomenological, grounded theory, ethnographic methods
3. Identify the criteria for critiquing a qualitative research report.
4. Evaluate the strengths and weakness of a qualitative research report
5. Distinguish statistical vs. clinical significance.

RELATED STUDENT ACTIVITIES:

1. Chapter 9, 10
2. EBP Group abstract due in canvas

Week 12**Topic: Research Ethics & IRB**

Outcomes: Upon completion of the class session and discussion, the student will be able to:

1. Discuss the historical background that led to the development of ethical guidelines for the use of human subjects in research.
2. Identify the essential elements of an informed consent form.
3. Describe the institutional review board (IRB)'s role in the research review process.
4. Identify barriers to EBP and strategies to address each barrier.
5. Describe the strategies for implementing EBP changes.

RELATED STUDENT ACTIVITIES:

1. Ch 11, 13
2. DUE: Informed Consent Module
3. Critical appraisal due

Week 14 & 15

Topic: Scholarly day

Outcome: Upon completion of the class session and discussion, the student will be able to:

1. Deliver a scholarly professional evidence based presentation on selected topic using research terminology within a preset time interval.
2. Make a recommendation for practice based on review and analysis of literature on selected topic