



Semester & Year **Fall 2015**

<b>Meeting days:</b> Wednesdays	<b>Instructor :</b> Jeanne Maiden RN, PhD, CNS-BC
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<b>Final Exam:</b> none	<b>Additional info:</b> cell 619-889-3542

**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 eclass announcement section, with accompanying 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.

## PROGRAM VALUES & COURSE LEARNING OUTCOMES

NSG399 : Nursing Research	
<p><b>1. 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.</b></p>	
<p><b>Program Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Initiates dialogue regarding current practice to improve healthcare</li> <li>2. Demonstrates the use of evidence based practices as an advocate for self and others</li> <li>3. Promotes positive client outcomes using evidence based data</li> <li>4. Provides holistic care by considering all the client needs</li> <li>5. Engages in Self-care practices that facilitate the optima care of others</li> </ol>	
<p><b>Course Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Discusses the steps of the evidence based process in the care of adult patient with multiple complex diseases. (PLO 1, QSEN EBP1)</li> <li>2. Examines current literature to develop clinical questions (PLO2, QSEN EBP 2)</li> <li>3. Appraise evidence related to the selected clinical practice problem ( PLO 1, 2, QSEN EBP1, 3)</li> <li>4. Present an evidence based practice project ( PLO 3)</li> </ol>	
<p><b>2. 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.</b></p>	
<ol style="list-style-type: none"> <li>1. Integrate research findings to effect multiple dimensions of patient centered care</li> <li>2. Incorporates ethical, legal, and regulatory considerations into evidence-based practice</li> </ol>	
<p><b>Course Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Examine the relational aspects of care / research within the context of culturally diverse patients and families. (PLO 1, QSEN EBP 4)</li> <li>2. Examine various Codes of Ethics related to nursing research (PLO 2)</li> </ol>	

**3. 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.

**Program Learning Outcomes:**

1. Evaluates evidence based practice which considers the diversity of the patient's families and communities (PLO 2, QSEN EBP 2)
2. Employs technology to retrieve current evidence and clinical practice guidelines( PLO 3 QSEN EBP 3)

**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)

**4. 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.

**Program Learning Outcomes:**

1. Reflects values and ethics consistent with the principles of professional nursing
2. Applies the steps of evidence base inquiry to significant clinical problems

**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)
3. Discusses how the EBP process can be applied to future scholarly endeavors ( PLO3, QSEN EBP 4)

**4. 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.

**Program Learning Outcomes:**

1. Analyzes the findings of evidence-based practice inquiry to improve the quality and safety of healthcare delivery
2. Initiates evidence-based practice project as a means to emulate the characteristics of servant leadership

**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)
3. Analyze the ethics of research as applied to research in various patient populations ( PLO 3, QSEN EBP 1)

## **COURSE CREDIT HOUR INFORMATION**

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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.

## **COURSE CONTENT OUTLINE (TOPIC OUTLINE)**

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### **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

## **LEARNING STRATEGIES**

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For example: Lecture, discussion, analysis of research articles, group work

## **ATTENDANCE AND PARTICIPATION**

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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 has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw

from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog.

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## **INCOMPLETE AND LATE ASSIGNMENTS**

All assignments must be turned in to receive credit for the course. 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 with prior notification.

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## **ACADEMIC DISHONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

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## **ACADEMIC ACCOMMODATIONS**

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

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## **FERPA POLICY**

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

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## **EXAMINATION POLICY**

Examinations may be deferred due only to illness or because of other equally valid conditions over which the student has no control". Extenuating circumstances will be determined by the faculty of record.

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. This class has no final.

## USE OF TECHNOLOGY

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Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of technology during class will be determined at the discretion of the faculty.

## SCHOOL OF NURSING – PROFESSIONAL STANDARDS

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Students are required to adhere to professional standards while students at PLNU. The School of Nursing has developed these standards to provide clarification of expected professional behaviors.

- *-Present yourself professionally in all interactions with all persons.*
- *-Behave in an honest and ethical manner*
- *-Utilize respectful communication*
- *-Be proactive rather than reactive*
- *-Be accountable for your behavior and actions*
- *-Be prepared and punctual.*

Additional guidelines:

**Use of Technology:** Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of laptops, cell phones and other electronic devices in the classroom is at the discretion of the professor. It is considered unprofessional and discourteous to use any device during class time for reasons other than course related purposes. Cell phones should be kept on vibrate or silent during class time unless arrangements have previously been made with the professor.

**Social Media:** Social networking sites are a great way to connect with many others. All students are advised to employ professional standards on these sites; stay positive, never criticize, condemn or complain. A general rule to follow: if what you have posted does not enhance your professional image then it probably needs to be reviewed.

**Academic Honesty:** Plagiarism or cheating in any nursing or non-nursing class as a pre-nursing or nursing major will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Dean of the School of Nursing, and SON handbook, and may include assignment/class failure, as well as possible dismissal from the program. Your signature assignments will be submitted through **TURNITIN** a plagiarism checking resource.

## GRADING POLICIES

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- **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+
75 – 77%	=	<u>C - Must have minimum of 75% to progress in the program</u>
73 – 74%	=	C-
71 – 72%	=	D+
68 – 70%	=	D
Below 68%	=	F

- The Professor of Record has the authority to determine the schedule and re-scheduling of examinations
- All assigned course work must be completed to receive a final course grade
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on tests and quizzes. 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 pre-nursing or nursing) students may repeat one pre-requisite or nursing course. With the need for a second repeat of any pre-requisite or nursing course the student will be dismissed from the nursing program.

## **COURSE-SPECIFIC POLICIES**

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### **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 619-889-3542. 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 and smart technology** (I pad, 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 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.

- Your signature assignments will be submitted through **TURNITIN** a plagiarism checking resource.

### 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 where ever you need it to the best of my ability. This content is important to your future as a professional nurse.

## METHODS OF ASSESSMENT & EVALUATION

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Exams: None

Assignments: All assignments must be turned in to receive credit for the course. The critical appraisal must be turned in to TURNITIN 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.

Critical Appraisal of Evidence:	120 points	<b>Signature assignment for Live text</b>
Submission of LiveText® Portfolio w/ appraisal on grid	25 points	
In class assignments, & class participation:	65 points	
Rough draft signed by peer evaluator	10 points	
Informed Consent Module:	25 points	
<u>EBP Group Project &amp; Presentation:</u>	<u>175 points</u>	
<b>Total Points</b>	<b>420 points</b>	
<b>100% of IDEA course evaluations turned in =</b>	<b>5 Extra credit points</b>	

## REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES

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Houser, J (2015). Nursing research, reading, using, and creating evidence. Jones & Bartlett Learning, Burlington, MA. ISBN: 978-1-284-04329-7.

APA Publication Manual, 6th Ed.

Journal articles as assigned.

## PORTFOLIO REQUIREMENT

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At the conclusion of each course, students are expected to complete/update a LiveText® portfolio including self-evaluation of outcomes using the BSN Growth Portfolio template. The portfolio provides evidence supporting professional development and attainment of PLNU SON BSN graduate outcomes. For this course, the following assignment(s) are **required** to be submitted in LiveText®.

- Signature Assignment: **critical appraisal**

Students are strongly encouraged to submit additional coursework into LiveText® to demonstrate personal and professional growth.

## LEADERSHIP REQUIREMENT

Attendance of at least one SON meeting is required on an annual basis for each student.

## REQUIRED LEARNING ACTIVITIES

### Plan of Study for Nursing Research

Date	Topic	Reading Assignment	Assignment and Activities Due
Class 1 9/2	Introduction to Nursing <b>Research and EBP</b>	Ch 1,2	Bring syllabus and textbook to class each session
Class 2 9/9	<b>EBP Process:</b> <ul style="list-style-type: none"> <li>Ask a clinical question</li> <li>Acquire the best evidence</li> </ul> <b>Research Question 2/18s</b>	Ch 4,  Article: Sciarra, E. ( 2011). Impacting practice through evidence-based education. <i>Dimensions in critical care nursing, September/October</i> , 269-275. DOI;10.1097/DCC.(JB)13E318227738C.	<b>Article discussion:</b> read the whole article be prepared to discuss what you found surprising  <b>In class :</b> Develop group PICO questions
Class 3 9/16	<ul style="list-style-type: none"> <li><b>Finding Literature</b></li> <li>Literature Review</li> </ul>	Ch 5 <b>Phyllis Fox: 8:30 AM-9:30AM Databases- Bring Smart device w/ WIFI</b> Read : Kaplan, L ( 2012) Reading and critiquing a research article. <i>American nurse today</i> . <a href="http://www.americannursetoday.com/article.aspx?id=9568&amp;fid=9534#">www.americannursetoday.com/article.aspx?id=9568&amp;fid=9534#</a>	<b>Refine &amp; Post</b> PICO Questions
Class 4 9/23	<b>Quantitative Research Design -Dr Bee</b>	Ch. 6	<b>Bring article to class to be checked</b> Determine peer writing pairs
Class 5 9/30	<b>Research Design recap &amp; Sampling- Dr Bee</b>	Ch 6 & 7	<b>In class:</b> Write Intro paragraph
Class 6 10/7	<b>No Class Faculty Workshop</b>		
Class 7 10/14	<b>Data Measurement &amp; collection- Dr Bee</b> Review EBP grid submission	Ch 8	<b>In class:</b> Write synopsis of article
Class 8 10/21	<b>Data Analysis &amp; Research Stats Dr Bee</b>		<b>In Class-</b> Refine synopsis, include stats results <b>Rough Draft hard copy due at end of class</b>
Class 9 10/28	<b>Reliability &amp; Validity Dr Bee</b>	Ch9	<b>In Class-</b> Write Validity , reliability, application, conclusion <b>DUE: EBP Grid</b>
11/4 Class 10	<b>Ethics in Research</b>	Ch 3	<b>Informed Consent Module due</b>

		Film: Miss Evers Boys Review Abstract Formatting Discussion	
<b>Class 11 11/11</b>	<b>Reporting Findings</b>	Ch 11 & 13	<b>Due: Final critical appraisal- hard copy with rubric and article. Turn in an electronic copy to Canvas &amp; TurnItIn</b>
<b>Class 12 11/18</b>	<b>Qualitative Research Questions/Procedures &amp; Reporting</b>	Ch14 & 15	Due: Group Abstract due- <b>Hard Copy</b>
<b>Class 12 11/25</b>		Thanksgiving Recess	
<b>Class 13 12/2</b>	<b>Scholarly Day - participation mandatory</b>	Participation is mandatory – plan ahead in your schedule!	
<b>12/9</b>	<b>Evaluations/ Live text submission</b>	<b>On line assignment, class eval, peer eval, submit portfolio with critical appraisal included</b>	

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 for 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 6<sup>th</sup> 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 due 11/11**

During the semester the 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.

## **LEARNING ACTIVITY 1: FORMULATE GROUP “PICO” QUESTION & SEARCH STRATEGIES**

**DUE: 9/16**

**Post on e-class:** “PICO” question related to the topic of your interest

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.**

- P: Population
- I: Intervention
- C: Comparison
- O: Outcome

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

1. Identify the clinical nursing problem.
2. State the problem according to PICO criteria.
3. Search and retrieve relevant evidences from electronic databases.

**Learning Activity 2- Evidence based grid submission**

**Due Date: 10/28**

The purpose of this exercise is to develop a table that organizes the literature related to your group PICO question and represent the data in a concise readable format for the poster board- use landscape format

The following process may be used:

With the approved group PICO question:

1. Conduct literature search to find the best available publications that address the nursing problem (select best and most current publications, published within past 5 years).
  - a. Identify one most recent or best clinical practice guideline (CPG) or systematic review (SR) 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 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**

**Databases searched:**

SumSearch\_\_\_\_; TripDatabase\_\_\_\_; NGC\_\_\_\_; AHRQ\_\_\_\_; RNAO\_\_\_\_; JBI\_\_\_\_; CINAHL\_\_\_\_; PubMed\_\_\_\_; PsychInfo\_\_\_\_; EMBSCO:\_\_\_\_; Other\_\_\_\_\_

<b>Study (author, year)</b>	<b>Design/ Purpose</b>	<b>Sample/ Tool</b>	<b>Results</b>	<b>Conclusions</b>	<b>Strengths &amp; limitations</b>	<b>Level of Evidence</b>

**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 critical appraisal checklist.
5. Rate the strength of the evidence and summarize the evidence.

### **Learning Activity 3- Group Abstract Submission**

**Due: 11/18**

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 ( 2-3 sentences est.)
  - b. EBP question ( 1 sentence est.)
  - c. Evidence synthesis (6-7 sentences est. )
  - d. Implications 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 you names and credentials for each group member and contact email**

See learning outcomes for Learning Activity 7

### **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 1 page

References attached on a 2<sup>nd</sup> page

## **LEARNING ACTIVITY 4 – Individual Critical Appraisal of Evidence**

**DUE: 11/11/15 hard copy with article and grading rubric attached**

This assignment is designed for students to learn the basic knowledge/skills of evidence-based practice (EBP). The first three steps of EBP process will be emphasized:

- (a) Clinical nursing problem is identified and is stated according to PICO format,
- (b) Search/retrieve the best evidence and
- (c) Appraise the evidence critically.

Select one **Primary RESEARCH ARTICLE** that is relevant to your group PICO question. Meta Analyses, Systematic Reviews, Clinical Practice Guidelines, & Reviews of the Literature **are not to be used** for the individual analysis. The research article should be most current, published within past 5 years. Write a synopsis of the article that attends to the following criteria, inclusive of the 4 elements **listed below. Submit in Canvas through Turnitin**

- Article Synopsis
- Reliability, Validity, Applicability
- Level of Evidence
- Recommendation for practice change

This assignment is not to exceed 5 pages for the body of the paper, excluding title page and references in APA format. **Submit grading rubric, appraisal and article in class. Submit electronically in Canvas** A grading rubric is provided with the specific criteria required.

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.

## **LEARNING ACTIVITY 5 – Individual Informed Consent Module**

**DUE:11/4**

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) (<http://phrp.nihtraining.com>) and print out the completion certificate to turn in. 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 6 – Group EBP Project and Presentation**

**DUE:** 12/2

**Oral Presentation:** **Scholarly day 12/2**

**Peer evaluation:** 12/9

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) disseminating the evidence.

In a group of 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 and present the poster at **“SON Scholarly Day” on April 22, 2015 0730-0920 in the Liberty Station Conference Center Room XXX- 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 publications that address the nursing problem (select best and most current publications, published within past 5 years).
  - a. Identify one most recent or best clinical practice guideline (CPG) or systematic review (SR) related 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.

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 Criteria: EBP Group Project & Presentation

	Possible Points	Points Awarded
<b>Abstract:</b> (All members of the group will receive the same points) Use the headings below to write the abstract (one page, single spaced).	<b>50 points</b>	
Background EBP question Evidence synthesis Implications for practice	3 2 40 5	
<b>Evidence Summary Grid</b> (All members of the group will receive the same points)	<b>40 points</b>	
<b>Poster Presentation at "SON Scholarly Day":</b> (All members of the group will receive the same points) Posters must have Group member names, SON Logos, PICO question, Abstract or EBP Grid	<b>60 points</b>	
Clarity & simplicity in conveying the main points Presentation style: Creativity: Engage audience to discussion Participation by all members in presentation Professional Dress	30 5 5 5 5 10	
<b>Peer evaluation of group members</b>	<b>25 points</b>	
Preparation & Timeliness	5	
Contribution	5	
Respect for others	5	
Flexibility	5	
Overall Comments/ Areas to improve	5	
<b>Total points</b>	<b>175</b>	



**Point Loma Nazarene University**  
**School of Nursing**  
**NSG 399: Critical Appraisal Grading Rubric (120 Points)**

<b>Outcomes</b> CLO= Course Learning Outcome PLO= Program Learning Outcome AACN Essential	<b>Initial 10 points</b>	<b>Emerging 11 points</b>	<b>Developed 12 points</b>	<b>Highly Developed 15 pts</b>	<b>Score</b>
<b>1. Identifies Nursing Problem/Question</b> CLO- 1.1, PLO 1, ILO 1	identifies a general healthcare concern	identifies a healthcare problem	identifies a broad primary nursing problem	identifies specific focused primary nursing problem includes why this is a key issue in nursing	
<b>2. Formulates a focused answerable PICO question</b> 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	focused PICO question using PICO format placing the question in context with prior studies	
<b>3. Discuss search strategies</b> CLO 1.3 PLO 3, ILO 1, 2	listed strategies incorrect, not research based, keywords or data bases missing	listed search strategies	incorporates search strategies, data bases, into text with search terms and keywords	incorporates search strategies, data bases, into text with search terms and keywords concise format	
<b>4. Synopsis of research article identifying study purpose, sample methods major study findings, limitations &amp; strengths</b> CLO- 1.5, 1.7, 1.8, PLO 1 & 3, ILO 1, 2	all elements (3/6) addressed: purpose, sample, methods, findings, limitations, strengths) logical flow of ideas, identifies relevant findings, alternate views, explanations in concise writing style /evidence of scholarly writing through use of research terminology and own words/>3 direct quotes	all elements (4/6) addressed: purpose, sample, methods, findings, limitations, strengths) logical flow of ideas, identifies relevant findings, alternate views, explanations in concise writing style /evidence of scholarly writing through use of research terminology and own words/ >2 direct quote	all elements (5/6) addressed: purpose, sample, methods, findings, limitations, strengths) logical flow of ideas, identifies relevant findings, alternate views, explanations in concise writing style /evidence of scholarly writing through use of research terminology and own words/ minimal use of direct quotes	all elements (6/6) addressed: purpose, sample, methods, study design, findings/results, limitations, strengths) logical flow of ideas, identifies relevant findings, alternate views, explanations in concise writing style /evidence of scholarly writing through use of research terminology and own words/ no use of direct quotes	
<b>5. Assess level of evidence, validity, reliability and applicability</b> CLO- 1.8, 3.3, PLO 3, ILO 1, 2	Incorrectly identifies/discusses level of evidence, validity, reliability, and applicability; using research terminology may have 1 direct quote	identifies/discusses level of evidence, validity, reliability, and applicability; using research terminology and rationale for decision may have 1 direct quote	correctly identifies/discusses level of evidence, validity, reliability, and applicability; using correct research terminology and rationale for decision, may have 1 direct quote	correctly identifies/discusses level of evidence, validity, reliability, and applicability; using correct research terminology and rationale for decision, without direct quotes; article synthesis	
<b>6. Evaluates recommendations and if practice change is warranted based</b>	recommendations, practice change and quality of evidence addressed; need to change practice	recommendations, practice change and quality of evidence addressed; need to change practice	recommendations, practice change and quality of evidence addressed; need to change practice	recommendations, practice change and quality of evidence clearly addressed; need to change practice rationale is	

<p><b>on this evidence with rationale</b> CLO- 1.4, 1.5, 1.6, PLO 3, ILO 1, 2</p>	<p>rationale is stated, may have 1 direct quote</p>	<p>rationale is stated, based on evidence, may have 1 direct quote</p>	<p>rationale is sound, logical, based on evidence, may have 1 direct quote</p>	<p>sound, logical, based on evidence no direct quotes</p>	
<p><b>7. Applies APA format according to the 6th edition of the APA manual CLO 3.4, PLO 3 , 4, ILO 1, 2, 3</b></p>	<p>typed/formatted according to APA 6<sup>th</sup> edition including 7 of the elements as listed under the “highly developed” column</p>	<p>typed/formatted according to APA 6<sup>th</sup> edition including 8 of the elements as listed under the “highly developed” column</p>	<p>typed/formatted according to APA 6<sup>th</sup> edition including 9-10 of the elements as listed under the “highly developed” column</p>	<p>typed/formatted according to APA 6<sup>th</sup> edition including at least 11 of the 12 following:</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font and typeface</li> <li>• Running head and page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Headers</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations</li> <li>• Quotes</li> <li>• Reference page</li> <li>• Correct voice/tense</li> </ul>	
<p><b>8. Constructs a professional paper</b></p>	<p>Paper meets 2 of the 5 criteria as listed under the “highly developed” column.</p>	<p>Paper meets 3 of the 5 criteria as listed under the “highly developed” column.</p>	<p>Paper meets 4 of the 5 criteria as listed under the “highly developed” column.</p>	<p>Paper meets all the following criteria:</p> <ul style="list-style-type: none"> <li>• 5 pages in length (exclusive of title and reference page); content starting on page 6 will not be included in grading.</li> <li>• Organized with an introduction, body, summary and necessary transitions</li> <li>• Contains less than 5 grammar, spelling and/or punctuation errors for the <b>entire</b> paper,</li> <li>• Sentences written without fragments or run-ons</li> <li>• Paragraphs are neither short or long</li> </ul>	

**Comments**

## Daily Lesson Plans

### Class 1 : 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
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### Class 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 4
2. Article: Sciarra, E. ( 2011). Impacting practice through evidence-based education. *Dimensions in critical care nursing, September/October*, 269-275. DOI;10 1097/DCC.)B)13E318227738C.
3. Develop group EBP question

### Class 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 5
  2. Librarian consultation- Bring computer
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#### **Class 4 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
2. Group PICO Question due
3. Write Intro, Problem, Search strategies in class
4. Bring PICO article to class for approval

#### **Class 5: 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 7
2. Write synopsis of article in class

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#### **Class 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

RELATED STUDENT ACTIVITIES:

1. Chapter 8
2. Review Abstract submission
3. EBP Grid due as hard copy in class ( One per group)

#### **Class 8 Topic: Research Stats**

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

#### **Class 9: 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 9
2. Abstract format discussion
3. Write level of evidence, reliability, validity, applicability in class

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**Class 10: 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. DUE: Informed Consent Module**

**Class 11 Reporting Findings**

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

RELATED STUDENT ACTIVITIES:

1. Chapter 11 & 13
2. In class write recommendations for practice, conclusion
3. Review Abstract format
- 4. Final Hard copy of critical appraisal, article and grading rubric due in class**

**Class 12 Qualitative Studies**

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

1. Chapter 14
2. Identify connections between worldview, research question and research methods.  
Identify the processes of phenomenological, grounded theory, ethnographic methods
5. Distinguish statistical vs. clinical significance.

RELATED STUDENT ACTIVITIES:

1. Chapter 14
- 2. Due: Group EBP abstract via eclass one per group**

**Class 13 TOPIC: Qualitative Studies Reporting findings**

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

1. Identify the criteria for critiquing a qualitative research report.
2. Evaluate the strengths and weakness of a qualitative research report

RELATED STUDENT ACTIVITIES:

6. Chapter 15
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**Class 13 TOPIC: Scholarly day**

**Scholarly Day** **No formal class on 4/22 0730-0930**

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

1. Demonstrate servant leadership
2. Exhibit patient advocacy<sup>3</sup>.
3. **4/29 Peer Evaluation Due via canvas 25 points**