

WEBSTER UNIVERSITY~ NURSING DEPARTMENT
NURS 3270.30 Nursing Research and Evidence-Based Practice
Spring II, 2010

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Class: Thursday 5:30-9:30 **Cell phone:** 816-377-2378

Course description:

The research process and strategies for critiquing nursing research are discussed. Using research findings to guide evidence-based nursing practice is emphasized. *Prerequisites: NURS 3010, 3030 and PSYC 2750*

Learning outcomes:

Upon completion of this course, the student can:

1. Discuss the relationship of theory, research, and practice.
2. Describe the steps of evidence-based practice.
3. Discuss the research process.
4. Discuss ethical considerations in research.
5. Critically evaluate published nursing research.
6. Compare and contrast nursing research, evidence-based practice, and research utilization.

Textbook:

LoBiondo-Wood, G. & Haber, J. (2010). *Nursing research: Methods and critical appraisal for evidence-based practice (7th ed.)*. St. Louis: Mosby Elsevier.

Essential course content:

History of nursing research	Quantitative research
History of evidence-based practice	Qualitative research
Critiquing research	Research designs
Ethical considerations in research	Models of evidence-based practice
The research process	Levels of evidence
Research problems/questions	Evidence retrieval/screening
Hypotheses/variables	Research utilization
Literature review	Clinical questions
Theoretical/conceptual frameworks	
Sampling	
Measurement	
Data collection	
Analysis/findings	

University policies:

Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it. These policies can be found online at: <http://www.webster.edu/graduatecatalog/policies.shtml>

Drops and Withdrawals

Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund. These policies can be found online at: <http://www.webster.edu/graduatecatalog/policies.shtml>

Special Services

If you are registered as a student with a documented disability and are entitled to classroom or testing accommodations, it is your responsibility to **inform the instructor at the beginning of the course of the accommodations you will require** in this class so that these can be provided. If you have a disability that may have some impact on your work in this class and for which you may require accommodations please contact the Academic Resource Center.

Disturbances

Every student is entitled to full participation in class without interruption, all students are expected participate in all in class and online course activities. Disruption of the learning process or inconsiderate behavior, on line or in class, is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Learning activities:

Lecture, discussion, small group work, written assignments, quizzes, and readings from the text and selected articles.

Course assignments/requirements:

Quizzes

There are 3 quizzes and one take home test covering key concepts in the text. Quiz 1

Critique of quantitative article

Before beginning the critique, bring the article to class or email a PDF to me for approval. Information about database searches can be accessed at http://library.webster.edu/portals/nursing_portal.html Guidelines for critiquing quantitative articles are attached.

Grading: guidelines in text.

EBP project—paper and power point presentation

Conduct and prepare a written paper on a project to promote evidence-based practice.

Use the following steps as a guide. In an introductory paragraph, clearly identify a clinical problem in your nursing practice that might be improved by using **nursing research** knowledge.

Review the literature for 5 current (within the last 5 years) **nursing research studies** on the clinical problem. Articles must be approved by the instructor. Write an integrated review of the literature including a summary of the project noting what is known and not known about the topic.

Paper is written in APA format with 1 in margins, 12 font, Times New Roman, and double spaced. Paper should include a title page and APA reference list. Submit articles with the paper. Specific grading guidelines for the paper will be provided.

Prepare a 15 minute power point presentation of the project using no more than 20 slides.

Drafts of writing assignments and power point may be submitted (minimum of 7 days) prior to the submission deadline if rough draft feedback desired.

Late assignments are not accepted unless arrangements are made with instructor

Review the Nursing Department handbook on academic honesty
<http://www.webster.edu/depts/artsci/nursing/handbook.htm>

Evaluation:

Quizzes	30 points
Critique of quantitative/qualitative article	30 points
EBP project (30 points) and presentation (10 points)	40 points

Grading scale:

A	95-100	C+	83-84
A-	93-94	C	77-82
B+	91-92	D	70-76
B	87-90	F	69 and below
B-	85-86		

Attendance is expected at all classes and is a requirement to receive an A in the course. Students may lose points for tardiness or leaving class early.

All cell phones should be off or on vibrate during class. No texting or other use of smart phones in class.

Weekly Calendar

<u>Week</u>	<u>Topic</u>	<u>Learner Activities</u>
March 18 Class 1	<p><u>INTRODUCTION</u> Introduction to the course EBP and asking the right questions Literature review Use of the library, data bases Overview of the research process</p>	<p>Text--Chapter 1, pp. 5-26, Chapter 3, pp. 56-84</p> <p>DVD: Committed to the Public Trust</p>
March 25 Class 2	<p><u>FORMULATING RESEARCH IDEAS</u> Research Questions, hypotheses and purposes: the building blocks of research Comparing differences in qualitative research and quantitative research Quantitative Research: an introduction</p>	<p>Quiz 1—Class 1 and readings</p> <p>Text—Chapter 2, pp. 27-55 Chapter 7, pp. 157-177</p> <p>DVD: Media literacy</p>
April 1 Class 3	<p><u>METHODOLOGY:</u> Quantitative research <u>Research design</u> <u>Sampling</u></p>	<p>Quiz 2-Class 2 and readings</p> <p>Text—Chapter 8, 9, pp. 177-219 Chapter 10, pp. 220-245</p> <p>Classroom critique as groups</p>
April 8 Class 4	<p><u>METHODOLOGY:</u> Quantitative research (cont) <u>Data Collection</u> <u>Instrumentation</u> Ethical issues</p>	<p>Quiz 3-Class 3 and readings</p> <p>Text-Chapter 12,13, pp.268-307</p>

<p>April 15 Class 5</p>	<p><u>Research In the Real World</u></p> <p>STT/NEAUS Research Night at Graceland; 4:30-8:00 April 19</p> <p>Research Day at Research SON April 23</p> <p>Duke Colloquium at William Jewell College April 23</p>	<p>Attendance at one of these conferences or arrangements to attend another equivalent conference. Students attending conferences will submit a review of at least 2 research presentations (see form)</p> <p>Students who are unable to attend a conference will be given a take home test of 4 hours equivalency</p>
<p>April 22 Class 6</p>	<p><u>Findings and Interpreting Results:</u></p> <p>Quantitative research (cont)</p> <p><u>Findings</u> <u>Discussion of Results:</u> <u>limitations, conclusions and</u> <u>implications</u></p>	<p>Text-Chapter 14, 15, pp. 309-346</p> <p>Group Critique</p> <p>DVD: The Passionate Statistical Small group work critiquing quantitative research</p>
<p>April 29 Class 7</p>	<p><u>Qualitative Research</u></p>	<p>Quiz 4:-Class 6 and readings (group) Text-Chapters 4, 5, 6, pp. 85--125</p> <p>Small group work critiquing qualitative research</p> <p>Critique of quantitative research is due</p>
<p>May 6 Class 8</p>	<p><u>Putting it all together</u> <u>Information in perspective</u> Presentations Evaluations</p>	<p>DVD: The truth about vitamins</p> <p>EBP projects due written papers</p>

Critique of Research Article

A. *Research Problem*

1. State the research problem. Why is it important?
2. Is the problem clearly and concisely stated?
3. Is the problem adequately narrowed into a researchable problem?
4. What are the variables to be studied? List and give definitions. Which are the independent and dependent variables?
5. What is the purpose of the study?
6. Is the problem significant to nursing? Explain briefly.

B. *Background*

Review of Literature

1. Is the review of literature logically and clearly organized? How has it been organized?
2. Is the cited research pertinent to the problem?

Theoretical/Conceptual Framework

2. Are the researchers using a conceptual or theoretical framework or is the work atheoretical? Describe briefly the theoretical/conceptual framework if used.

3. Does the proposal link the problem to a theoretical or conceptual framework? Explain briefly.
4. Are the research variables adequately defined and tied to the concepts of the proposal?
5. Does the theory/conceptual framework predict or explain the expected outcome of the study? State how.

C. *Hypothesis/Research Question/statement*

1. Identify the hypotheses and/or the research question(s).
2. Are the hypotheses and/or research question testable and clearly stated?
3. Is there a predicated relationship between or among variables?
4. Do the hypotheses logically flow from the theoretical and/or conceptual framework?

D. *Methodology*

Research Design

1. What does the author(s) say about the research design? Is the design adequately described?
2. What do you say that it is?
3. Is the design appropriate for the research problem?

4. How are internal (the instrumentation) and external validity (the sample) controlled?

Subjects/Sampling

5. Describe the sample.
6. What sampling method was used and was it appropriate?
7. Is the population described? Can the researcher generalize sample findings to the population?
8. Does the sample represent a population without bias? Discuss.
9. Does the report indicate the response rate?

Data Collection/Instrumentation

10. Describe how data were collected.
11. What instrument/s was/were used?
12. Are the methods of data collection clearly identified?
13. Are the reliability and validity of the instruments addressed and acceptable? Explain.

Ethics

14. Was informed consent obtained?

15. Were the participants able to give sufficient informed consent?

E. *Data Analysis*

1. Describe the method of data analysis.
2. What descriptive/inferential statistics were used? (if quantitative)
3. Were the methods of analyses appropriate for the study data and design?

F. *Findings*

1. Are the findings clear and concise?

G. *Discussion*

Limitations

1. Are any limitations to generalizing the study findings or to the study in general discussed?

Conclusions/Implications

2. Are the conclusions clearly stated and meaningful? Explain.
3. Are the conclusions based on these data? Explain.
4. Are the findings discussed in terms of previous findings from literature review and the conceptual/theoretical framework?
5. Does the work reflect objectivity on the part of the researcher(s)?