Webster University Nursing Program  
NURS 3270 Nursing Research and Evidence-Based Practice  
Summer 2013

Instructor: Nancy Crigger, PhD, FNP  
Class: Monday, 5:30-9:30 pm  
Phone: 816-377-2378 (office)  
Email: ncrigger@graceland.edu

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.

Textbooks:  


Essential Course Content:  
- History of nursing research
- History of evidence-based practice
- Critiquing research
- Ethical considerations in research
- The research process
- Research problems/questions
- Quantitative research
- Qualitative research
- Research designs
- Models of evidence-based practice
- Levels of evidence
Course Assignments/Requirements:

Critique Assignments:
Using the critique format provided, students will evaluate a quantitative research article. Students select a nursing research article that relates to an issue in their nursing practice. A clean copy of the research article must be submitted with the critique. This critique must be typed and follow APA format. Students will also complete two in class critiques working in small groups.

In Class Exam:
Students will complete an in class exam. Students will be allowed to bring and use any materials (including a computer) for this examination.

EBP Paper and Presentation:
Students will identify a clinical problem in nursing practice that might be improved by using nursing research knowledge. A clinical question will be developed using the PICO process. Then, the literature will be reviewed for six current (within the last 5 years) nursing research studies on the clinical problem. The purpose of this literature review involves selecting and analyzing relevant nursing research articles, integrating the characteristics, findings, and results of the articles, and applying the integrated literature review to practice. This paper must be typed and adhere to APA format. The paper will be presented in power point format at the end of the course. Absences, leaving early or tardiness may result in a reduction of your final grade.

Evaluation:

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class attendance and participation</td>
<td>10%</td>
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<tr>
<td>Critique assignments</td>
<td>40%</td>
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<td>In class 10% each, individual 20%</td>
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<tr>
<td>In Class exam</td>
<td>10%</td>
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<tr>
<td>EBP paper</td>
<td>30%</td>
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<tr>
<td>EBP presentation</td>
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Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<td>A-</td>
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<td>B+</td>
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<td>B-</td>
<td>85-86</td>
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<td>C+</td>
<td>83-84</td>
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<td>C</td>
<td>77-82</td>
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<td>D</td>
<td>70-76</td>
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<td>F</td>
<td>69 and below</td>
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Grading Scale

- A: 95-100
- A-: 93-94
- B+: 91-92
- B: 87-90
- B-: 85-86
- C+: 83-84
- C: 77-82
- D: 70-76
- F: 69 and below
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 classes, to be present for the entire time class is held, 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.

Additional requests
In order to maintain the best environment for learning, any electronic devices are not to be used during class time. Please turn off cell phones, refrain from texting and do not use computers during our class time.

Weekly Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>June 3</td>
<td>Introduction to Course</td>
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<td>Overview of nursing research process</td>
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<tr>
<td></td>
<td></td>
<td>Research Questions, Hypotheses, Clinical/PICO Questions</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>June 10</td>
<td>Research Methods: Qualitative and Quantitative Guidelines for Critiquing Research</td>
<td>Ch. 4, 7, Ch. 6, 16</td>
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<td>June 17</td>
<td>Literature Review, Search for articles, Qualitative Research Continued</td>
<td>Ch. 3, 5 5:30 pm Library/Data base orientation-Bring Laptop This is the only day we will be using the laptop in class. Ch. 5 In class critique (qualitative)</td>
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<tr>
<td>June 24</td>
<td>Quantitative Research Continued</td>
<td>Article approvals for EBP paper due Ch. 8, 9</td>
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<td>July 1</td>
<td>Evidence based practice</td>
<td>Ch. 17, 18 In class critique (quantitative)</td>
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<td>July 8</td>
<td>Legal and ethical issues</td>
<td>Ch. 11 In class Exam</td>
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<tr>
<td>July 15</td>
<td>Presentations of EBP Papers</td>
<td>Critique Assignment Due</td>
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<tr>
<td>July 22</td>
<td>Presentations of EBP Papers</td>
<td>EBP Paper Due</td>
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**Guide for Critiquing Quantitative Research**

Read the article 1 or more times and then focus on the specific criteria listed below. Discuss how the investigator satisfied each criterion. Don’t merely respond “yes” or “no” to the presence or absence of each criterion—you must provide examples and rationale for your
response. Limit quoting from the article; use paraphrasing as needed. Both quotes and paraphrasing need to follow APA format.

Refer to Chapter 16 for additional information on critiquing quantitative research. Sample critiques are on page 361 and 375.

**Title/abstract/author of the article**
Is the title clear, accurate and unambiguous?
Does the abstract offer a clear overview of the study including the research methodology, findings and recommendations? Are the researchers’ qualifications applicable to the topic studied?

**Statement of the problem**
Is the problem identified early and stated clearly and concisely?

**Review of literature**
Is the review logically organized and offer a balanced critical analysis of the literature? Are databases identified? Are most of the studies primary sources? Are most sources within the last 5 years?

**Theoretical or conceptual framework**
Is there an identified conceptual or theoretical framework? Is there a rationale for the framework? Is it adequately described? Is it appropriate?

**Aims/objectives/research question/hypothesis**
Have aims and objectives, a research question or hypothesis been identified? What are the DV and IV?

**Sample/setting**
Has the target population been clearly identified? How were they selected? Was it a probability sample? Is it of adequate size? Are there clearly identified inclusion/exclusion criteria? What was the setting?

**Ethical considerations**
Is there mention of IRB approval? Was consent obtained from subjects?

**Operational definitions**
Are all the terms, theories, concepts mentioned in the study clearly defined?

**Methodology**
Is the research design clearly identified? Has the data gathering instrument been described? Is the instrument appropriate? How was it developed? Were reliability and validity testing undertaken and the results discussed?
Data analysis
Are the statistical tests appropriate and values reported?

Results/findings/conclusions)
Are the findings of this study relevant to clinical practice?
Are the findings linked back to the literature review? If a hypothesis was identified was it supported?
Were the strengths and limitations of the study including generalizability discussed? Was a recommendation for further research made?

2010; 2011

Guide for Critiquing Qualitative Research

Read the article 1 or more times and then focus on the specific criteria listed below. Discuss how the investigator satisfied each criterion. Don’t merely respond “yes” or “no” to the presence or absence of each criterion—you must provide examples and rationale for your response.

Additional information on critiquing qualitative research is in Chapter 6 and there is a sample write-up on page 146.
Title/abstract/author of the article
Is the title clear, accurate and unambiguous? Does the abstract offer a clear overview of the study including the research methodology, findings and recommendations? Are the researchers’ qualifications applicable to the topic studied?

Problem/purpose statement/significance
Is the problem/purpose clearly identified? Does the researcher describe the significance of the work to nursing?

Design/approach/method
Is the methodology appropriate for the research question and objectives? If a particular approach (Phenomenological, Grounded theory, Ethnographic, Historical) is used, does the researcher follow the correct processes?

Literature review
Was relevant background literature reviewed?

Theoretical/conceptual framework
Is a theoretical/conceptual framework identified?

Sample selection and size
Does the researcher describe the selection of participants? Is purposive sampling used? What was the setting?

Ethical considerations
Is there mention of IRB approval? Was consent obtained from subjects?

Data collection
Is data collection focused on human experience? Are data collection strategies describes (ie, interview, observation, focus groups, field notes, av recording, historical documents? Are procedures for data collection explicit?

Data analysis
Does the researcher describe the strategies used to analyze the data? Does the researcher address the credibility, auditability, and fittingness of the data?

Findings
Is the reader able to grasp the essence of the experience from the report of the findings?

Conclusions, implications, recommendations
Do conclusions reflect the study findings? Are recommendations for future study discussed? Is the significance of the study to nursing explicit?
The Process:

1. Identification of topic and definition of general problem, and develop a question with PICO elements:
   P-population
   I-intervention
   C-comparison
   O-outcome

2. Search for relevant nursing research articles and reports: Each student should bring relevant articles to class for approval.

3. Once articles have received instructor approval, re-read the set of articles and clearly state the purpose of your review.

4. With the purpose of your review now clearly stated, review and analyze each article. Use the matrix grid below (copy and expand) to get started. You will want to include strengths and weaknesses of study as it relates to: purpose, study design, sample, data collection, findings, discussion. Note any other special characteristics about the research study, too.
5. Write your paper. Follow this format and use these as headings as you write:

A. Introduction
   Purpose of Literature Review
B. Integration of Research Literature
   a. **What do we know about the nursing topic?** From each research article what conclusions can be made about this topic? Integrate your notes from step #4 and write an integrated summary of the characteristics, findings, and results of all of the articles. Synthesize what is known from all of these articles and write what is known based on this research literature.
C. Application of Research Literature to Practice
   a. **What are the next steps?** What action needs to take place based on your review of this literature? How should practice change or stay the same based on your review? What new nursing research questions can be asked? Support your statements with citations from literature reviewed.

D. Conclusion

E. References

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Paper should be written according to APA format. Length 4-6 pages. Due at last class meeting. Attach the matrix to the paper as an appendix.

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<thead>
<tr>
<th>Matrix</th>
<th>Purpose</th>
<th>Design</th>
<th>Sample</th>
<th>Data Collection</th>
<th>Statistical analyses</th>
<th>Research question/s or</th>
<th>Findings</th>
<th>Discussion</th>
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<tr>
<td>Author, year</td>
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