

**Wright State University-Miami Valley  
College of Nursing and Health  
Spring 2013**

**COURSE NUMBER:** NUR 7005

**COURSE TITLE:** Nursing Research and Evidence for Practice

**PLACEMENT IN CURRICULUM:** Graduate

**COURSE LOCATION AND CLASS TIME:** On-line

**FACULTY:** Mary Beth Kaylor, PhD, RN  
Phone Number: (c) 614-330-0845  
Email: Marybeth.kaylor@wright.edu

**OFFICE HOURS:** Mondays 12:00-3:00 and as needed by appointment

**FACULTY SECRETARY:** Julie Greenup and Sharon Brannon (937) 775-2576 or 2577 – 160 UH

**CATALOG DESCRIPTION:** Critical analysis of the components, methodology, and state of the art of research for nursing to plan change for best practice.

**CREDIT ALLOCATION:** 4 credit hours

**COURSE OBJECTIVES:**

1. Analyze components of the research process.
2. Formulate clinically based questions answerable in the literature.
3. Synthesize relevant literature to answer questions identified in advanced nursing practice.
4. Evaluate strength of evidence for a practice change.
5. Evaluate ethical and legal issues in the conduct and utilization of research in practice.
6. Evaluate evidence based practice recommendations

**REQUIRED TEXTBOOKS**

Melnyk, B. M. & Fineout-Overholt, E. (2005). *Evidence-based practice in nursing and healthcare: A guide to best practice*. Philadelphia: Lippincott

Polit, D.E., & Beck, C.T. (2011/12). *Nursing research: Generating and assessing evidence for nursing practice* (9<sup>th</sup> ed.). Wolters Kluwer: Lippincott Williams & Wilkins.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**TEACHING STRATEGIES:** Lecture, discussion, group activities.

**COURSE EVALUATION:****Quizzes and Exams - 40 points**

There will be a short quiz each week over the content covered in the class the week before. The quizzes will be completed on time and time limited. I will reset one quiz each semester should you experience a technical difficulty. Please be sure to use a computer with a reliable connect. Quizzes not completed in the available time period will be graded as a 0.

**CITI Training - 5 points**

Students are required to complete the Collaborative Institutional Training Initiative (CITI Training). CITI Training is required by all research staff prior to receiving approval to conduct research by Institutional Review Boards (IRB). Students must complete Human Subjects Protection in the Conduct of Research, which is a 2 hour online tutorial training course. The training can be accessed at <http://www.citiprogram.org> and students should only complete the social and behavioral training. Due to the dropbox by January 21<sup>st</sup> at 12:59pm.

**Research Proposal - 25 points**

Students are required to complete a detailed and rigorous research proposal. *This is an individual assignment* and must be completed independently by each student. Detailed expectations are provided for students and can be found within the document, “*Outline and Due Dates of the Research Proposal.*” This is a scholarly paper and students must adhere to APA 6<sup>th</sup> Edition Guidelines and Academic Integrity policy.

**EBP Paper - 20 points**

Students are required to complete an EBP Paper which may build on the Research Proposal outlined above. *This is a group assignment.* Please see your group on Pilot. Detailed expectations about this assignment is provided within the document, “*Outline and Due Dates of the Evidence-Based Practice (EBP) Paper.*” This is a scholarly paper and students must adhere to APA 6<sup>th</sup> Edition Guidelines and Academic Integrity policy.

**EBP Presentation - 5 points**

Each group completing an EBP Project is required to develop a poster about their project using Power Point. Posters will be shared with the class at the end of the term. This is a scholarly project and students must adhere to APA 6<sup>th</sup> Edition Guidelines and Academic Integrity policy. . Due to the dropbox by April 8<sup>th</sup> at 12:59pm.

**Peer Evaluation - 5 points**

Each student is required to complete a peer evaluation for every other member of their EBP Paper/Presentation group. A template is provided outlining the elements to evaluate for. Please see, “*The Peer Group Evaluation Form*” for additional instructions.

**GRADING:** According to The College of Nursing and Health policy grades may not be rounded up. Final grade will be based on the following grading scale:

**A = 90 - 100%**  
**B = 80 - 89.99%**  
**C = 70 - 79.99%**  
**D = 60 - 69.99%**  
**F = < 60%**

A score of 70% or better is required to pass the class.

**LATE ASSIGNMENTS:** Unless arrangements are made with faculty BEFORE the due date, **1 point will be deducted from the assignment score for each day late (including weekends)**. Numerical grading and assignment of a letter grade is consistent with the University & CoNH grading policies. No exams can be taken AFTER the posted exam date in the course syllabus. Missed exams cannot be made up.

**ACADEMIC INTEGRITY:** All work must be the product of the individual student unless otherwise directed (i.e., a group assignment). If the final product contains the work of other sources, accurate referencing is absolutely essential. Any form of plagiarism will result in no earned credit for that given assignment, as well as any discipline prescribed by the University. Refer to the University Student Handbook under academic dishonesty and disruption. This course will utilize the “TurnItIn” plagiarism detection system.

**APA FORMATTING:** Any submitted written work is considered scholarly work so preparation using APA 6th edition style is necessary. Appropriate attention to grammar, sentence structure, and spelling is expected. References selected for citation in scholarly work are to be appropriate professional resources. **Wikipedia is not a scholarly source** and is not an acceptable reference for scholarly papers.

**DIRECT QUOTES:** The student is encouraged to limit the amount of direct quotes that they use in their paper. Direct quotes should only be utilized when the original content will lose meaning if it is paraphrased. Heavily quoted papers do not enable the instructor to evaluate the student's own work and ideas. Points will be deducted from heavily quoted papers.

**DISABILITY:** Any student with a disability that requires adaptation or assistance in order for the student to meet the course objectives is expected to inform the instructor regarding what the need is at the outset of the course. Faculty is committed to working with students needing such adaptation.

**NUR 7005 – Nursing Research and Evidence for Practice**

**Outline and Due Dates of the Research Proposal**

**Each student will develop a detailed and rigorous *Research Proposal* that may serve as an *Evidence-based Practice (EBP) group project* during the first 7 weeks of the semester. This is an individual assignment. See below for the criteria and due dates of the *Research Proposal*.**

<p align="center"><b>Maximum Page Length and Total Points for Each Section of the Research Proposal</b>  <b>MAXIMUM POINTS = 25 pts.</b></p>	<p align="center"><b>Total Points Earned</b></p>	<p align="center"><b>Week and Due Date</b></p>
<p><b>Part 1 – Specific Aims (4 pts.) – MAXIMUM – 1 PAGE</b></p> <ul style="list-style-type: none"> <li>■ Problem statement – what do you want to study? Why is it important to the nursing profession? Who else thinks it is important, e.g., HP 2020; ANA, AANP, NAPNAP, etc.? <b>(1 pt.)</b></li> <li>■ What are the study variables? How are they defined or described by the researchers? <b>(1 pt.)</b></li> <li>■ Specific aims – what is the purpose of your research proposal? <b>(1 pt.)</b></li> <li>■ Research questions or hypotheses (maximum = 2) <b>(1 pt.)</b></li> </ul>		<p align="center"><b>Week 3 Jan. 21</b></p>
<p><b>Part 2 – Background and Significance (9 pts.) – MAXIMUM = 3 PAGES</b></p> <ul style="list-style-type: none"> <li>■ This section includes the literature review (LR) and theoretical/conceptual framework supporting the study. The literature citations <u>must be</u> from nursing or multidisciplinary teams of authors within the past 10 years and include <b>5-6</b> studies of what is known about the research problem. If the literature citations are conducted by multidisciplinary teams of authors, one of the authors must be an RN.</li> <li>■ Begin with the LR grid. Prefer to include both quantitative &amp; qualitative studies, but it <u>is not</u> required (will later be put in the appendices) <b>(5 pts.)</b>.</li> <li>■ Next, write the LR narrative <b>(3 pts.)</b>.</li> <li>■ Conclude with a brief introduction of the theoretical/conceptual framework related to your study (maximum = 1 paragraph) <b>(1 pt.)</b></li> </ul>		<p align="center"><b>Week 5 Feb. 4</b></p>
<p><b>Part 3 – Research Plan (10 pts.) – MAXIMUM = 3 PAGES</b></p>		<p align="center"><b>Week 7 Feb. 18</b></p>

<ul style="list-style-type: none"> <li>■ Research method &amp; design (Quantitative v. Qualitative design) – e.g., quasi-experimental or ethnographic. You must justify your choice of research method and design from Polit and Beck’s research text <b>(1 pt.)</b></li> <li>■ Setting – where will you recruit subjects? <b>(1 pt.)</b></li> <li>■ Sample –who are the subjects? Why did you select the subjects? How many subjects are available? <b>(1 pt.)</b></li> <li>■ Sampling plan – how will you recruit subjects into your proposal? <b>(1 pt.)</b></li> <li>■ Inclusion/exclusion criteria for subjects <b>(1 pt.)</b></li> <li>■ Ethical Consideration ~ Human subjects’ protection <b>(2 pts.)</b> <ul style="list-style-type: none"> <li>√ Protection against risks from physical or psychological harm</li> <li>√ Respect, beneficence, social justice, and confidentiality versus anonymity</li> <li>√ Remuneration (incentives for participation)</li> <li>√ Risks or potential harm/benefits of participation in the proposed study</li> <li>√ Inclusion of women, children, and minorities.</li> </ul> </li> <li>■ Data collection procedures – instruments, methods and procedures must relate to the specific aims &amp; research questions or hypotheses. Include reliability and validity measurements from the literature review, if available or cited in the literature review <b>(1. 5 pts.)</b></li> <li>■ Data analysis procedures – how will you analyze data from the proposal? <b>(1.5 pts.)</b></li> </ul>		
<p><b>Part 4 – The cover page, table of contents and appendices are not part of the 7 PAGE LIMIT, but each <u>must be included</u> with the proposal. See below for the Appendices:</b></p> <ul style="list-style-type: none"> <li>■ Literature review grid</li> <li>■ Protection of Human Subjects – (MAXIMUM = 1 PAGE) – 1 pt.             <ul style="list-style-type: none"> <li>Informed Consent or Cover Letter to conduct the research proposal</li> </ul> </li> <li>■ Copy of instruments/measurements used for data collection – if they are available in your literature review.</li> <li>■ Copy of your online Human Subjects Protection in the Conduct of Research             <ul style="list-style-type: none"> <li>This is a 2-3 hour online tutorial training course that is required for everyone involved in the conduct of research involving Human Subjects (social/behavioral). <a href="http://www.citiprogram.org">http://www.citiprogram.org</a></li> </ul> </li> </ul>		<p><b>Week 7 Feb. 18</b></p>

<p><b>Format and style (1 POINT TOTAL)</b></p> <p><b>Please adhere to the following criteria when completing the Research Proposal:</b></p> <ul style="list-style-type: none"> <li>■ Use correct 6<sup>th</sup> edition APA format and grammar and is free of spelling and writing-style or syntax errors</li> <li>■ Do not exceed the <b>6 single-spaced type-written or computer-generated page limits</b> excluding the title page, table of contents, appendices, and references <u>(It is 6 pages without the Specific Aims, which stands alone or we can change the language to reflect the Specific Aims).</u></li> <li>■ The preferred font style is Arial or Times New Romans using 11 or 12 pitch.</li> <li>■ Recommended margins for most research proposals are: ½ inch on all sides (top, bottom, right and left)</li> <li>■ Supported by appropriate references.</li> </ul>		
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**Outline and Due Dates of the Evidence-based Practice (EBP) Paper**

During the second 7 weeks of the semester, students in groups of 3 to 4 students will develop a comprehensive EBP project culminating in a final group paper and poster presentation using professional PPT slides. Students will self-select the groups based on their interest in the topic area and the maximum number of students allowed into each group. See below for the criteria and due dates of the group EBP paper.

<p><b>Maximum Page Length and Total Points for Each Section of the Evidence-based Practice Final Group Paper</b>  <b>MAXIMUM POINTS = 20 pts.</b></p>	<p><b>Total Points Earned</b></p>	<p><b>Week and Due Date</b></p>
<p><b>Part 1 - Statement of the Problem (2 points; 0.25 point each) - MAXIMUM = 4 PAGES</b></p> <ul style="list-style-type: none"> <li>a. Identify the “compelling” question using PICOT format (2 pgs.)</li> <li>b. Provide a clear description of the clinical problem using PICOT format</li> <li>c. Explain why the problem requires change</li> <li>d. How was the problem identified?</li> <li>e. How many individuals are affected? What are their characteristics?</li> <li>f. What are possible interventions (practice changes) to counter the problem?</li> <li>g. Which intervention (practice change) are you choosing to focus on in this problem?</li> <li>h. Provide a logical synthesis of the problem supporting the need to proceed with the practice change.</li> </ul> <p><b>Planning the Practice Change Team (1.5 points; 0.5 point each) (2 pgs.)</b></p> <ul style="list-style-type: none"> <li>a. What disciplines and/or professions need to be represented on a team for planning this practice change?</li> <li>b. Identify key informants within the practice site that should be involved in the practice change?</li> <li>c. Should any agencies outside the practice site be involved? If so, what are these agencies and why should they be represented?</li> </ul>		<p><b>March 11</b></p>
<p><b>Part 2 - Critical Appraisal of Evidence (4 points; 2 points each = A and B). This section must include the following components. MAXIMUM = 6 PAGES</b></p>		<p><b>March 25</b></p>

<ul style="list-style-type: none"> <li>a. Summary or synthesis of relevant supporting materials and ideas from staff, patient education materials, patient records, and evidenced-based guidelines or benchmarks such as the Cochrane Review or Agency for Healthcare Research and Quality (AHRQ) that support your practice change <b>(3 pgs.)</b></li> <li>b. Group critique of collective evidence <b>(3pgs.)</b> <ul style="list-style-type: none"> <li>i. What is the strength of the evidence to make a change? Provide the scheme you used to determine strength, e.g., consistent findings or recurrent themes from authors, etc.</li> <li>ii. Provide a synthesis table of your articles and a narrative format in the text of the proposal summarizing the evidence and strength</li> </ul> </li> </ul>		
<p><b>Part 3 - Plan A Pilot Test of the Change (4 points; 0.4 points each) – MAXIMUM = 8 PAGES</b></p>		<p><b>April 8</b></p>
<ul style="list-style-type: none"> <li>a. Identify what model for change you are using and why you selected it. <b>(5 pgs. = a-j)</b></li> <li>b. Specify the specific aims or objectives of the practice change</li> <li>c. Describe the clinical setting for the change</li> <li>d. Do you think you will receive support for the change project from physicians, other nurses and administrators in your agency or healthcare system? Why or why not?</li> <li>e. Describe the client/patient population to serve as the target of the change. How will subjects be approached or recruited for this pilot? (Who, where, when, how, and how many?)</li> <li>f. Describe the intervention.</li> <li>g. Describe who might resist making changes. Explain</li> <li>h. Describe special accommodations that may have to be made to implement the change.</li> <li>i. Describe the timetable for implementing the changes. Use of a Gantt chart is helpful to determine in what order change is expected or likely to occur?</li> <li>j. Describe successful strategies for persuading others to support your contentions or actively support the project change.</li> </ul> <p><b>Evaluation (3 points; 0.3 points each) (3 pgs.)</b></p> <ul style="list-style-type: none"> <li>a. What outcomes will be measured?</li> <li>b. How will outcomes be measured? Brief discussion of measures used, including R&amp;V measurement used.</li> <li>c. Include specific information regarding frequency/timing of data collection methods.</li> <li>d. Include specific information regarding the disciplines of</li> </ul>		



<p>persons collecting the data.</p> <ul style="list-style-type: none"> <li>e. Describe the evaluation strategy/approach to be used in assessing the effects of the practice change (e.g., Donabedian’s framework, formative and summative, etc.).</li> <li>f. Provide rationale for your choice of evaluation strategy/approach..</li> <li>g. Describe the plan to monitor implementation of the practice change.</li> <li>h. Describe the plan to monitor the long-term effect of the practice change.</li> <li>i. How will you know that the practice change project is succeeding or failing</li> <li>j. Human Subjects Concerns – identify potential concerns and how addressed</li> </ul>		
<p><b>Part 4 - Budget Page (1.5 points = total) - 0.5 point each section = a, b, c – MAXIMUM = 1 PAGE</b></p> <ul style="list-style-type: none"> <li>a. How will the changes such as new materials, new record keeping systems, and/or training be paid for?</li> <li>b. Include a table with the following budget categories (if applicable):             <ul style="list-style-type: none"> <li>i. Personnel (e.g., nurses as change agents, other nursing and support staff)</li> <li>ii. New materials</li> <li>iii. New record keeping systems</li> <li>iv. Training of personnel</li> <li>v. Travel</li> </ul> </li> <li>c. Can the cost of the practice change be justified?</li> </ul> <p><b>Abstract – 250 – 300 word abstract – (1.5 pts.) - MAXIMUM – 1 PAGE ~ single-spaced</b></p> <p><b>Cover page, table of contents, including list of tables and figures, and appendices (0.5 point)</b></p>		<p><b>April 15</b></p>
<p><b>Format and Style (2 points TOTAL)</b></p> <p><b>Please adhere to the following criteria when completing the EBP group paper:</b></p> <ul style="list-style-type: none"> <li>a. Do not exceed the <b>20 double-spaced, type-written or computer-generated page limits</b>, excluding the title page, table of contents, appendices, and references.</li> <li>b. The preferred font style is Arial or Times New Romans using 11 or 12 pitch.</li> <li>c. 1- inch margins on all sides (top, bottom, right and left)</li> </ul>		<p><b>April 15</b></p>

<ul style="list-style-type: none"><li>d. Use correct grammar and is free of spelling and writing-style or syntax errors.</li><li>e. Use correct 6<sup>th</sup> edition APA format and is free of spelling and writing-style or syntax errors.</li><li>f. Supported by appropriate references (required &amp; recommended readings, and other sources as needed).</li></ul>		
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