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502 Nursing Research

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**Xavier University
College of Professional Sciences
School of Nursing
Masters of Science in Nursing
Fall 2018**

Course Number & Title:	NURS 502 Nursing Research
Number of Credits:	3 Semester Hours
Number of Theory Hours:	45 contact hours
Pre-requisites:	Undergraduate Course in Statistics
Co-requisites:	NONE

Course Description:

Exploration of modes of inquiry for systematic study of the application, use and evaluation of nursing innovations in clinical practice. Emphasis is placed on the identification and solution of clinical problems through scientific inquiry. Research is examined for evidence based practices, which include a critical review of research studies, nurse's expertise and patient/family preferences. Discussion entails the importance of dissemination of research findings.

Course Objectives:

1. Analyze the impact of evidence-based practice for improving health outcomes.
2. Formulate questions that are amenable to scholarly inquiry from an identified practice problem.
3. Evaluate evidence from various qualitative, quantitative and mixed methods research studies and clinical practice guidelines.
4. Synthesize theoretical and research literature related to an identified practice problem noting gaps and conflicts in available knowledge.
5. Develop an evidence-based practice change and outcomes study proposal to evaluate the effectiveness of the change.
6. Disseminate the developed evidence-based practice change plan and outcomes study.

Time & Location: Thursdays 4:00p-6:30p Cohen Room 195

Faculty: Collin Dadosky, MSN RN
Office location: Cohen 112
Phone: 513-745-1045
Cell: 513-389-6356 (Preferred)
E-mail: dadoskyc@xavier.edu
Office Hours: Monday/Wednesday 10:00a-11:30a
& by appointment

Required Resources:

Polit, D.F. & Beck, C.T. (2017). *Nursing Research: Generating and Assessing Evidence for Nursing Practice* (10th ed.) Philadelphia: Wolters Kluwer Health.

Supplemental Readings and resources:

Additional readings and resources are posted on Canvas under “modules.” Refer to this throughout the semester for each week. These resources will utilize the Xavier Library so you will need enter your credentials to access.

Recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological Association, 6th Ed.* Washington, DC: American Psychological Association.

Teaching/Learning Strategies:

Discussion, lecture, independent and group activities, Evidence-Based Practice Project, group presentations, midterm exam, comprehensive exam.

Faculty Bio:

I have been a Registered Nurse since 2010. I have a BSN from the University of Cincinnati, MSN from Xavier University, and I am currently a third-year PhD student at Saint Louis University. I teach courses such as pathophysiology, pharmacology, advanced/complex nursing, and nursing research. Prior to teaching at Xavier I worked as a nurse on a telemetry/stepdown unit and in a hospital-based clinical research department managing trials in various areas including: cardiovascular devices, diabetes, and Heart Failure. I am a member of the Omicron Omicron chapter of Sigma Theta Tau.

Evaluation Methods:

Training Module for Human Subjects Research	5%
Midterm Exam	10%
Evidence-Based Practice Project Part I	15%
Evidence-Based Practice Project Part II	45%
Evidence-Based Practice Project Part III	10%
Comprehensive Final Exam	15%

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	78-80
C	75-77
F	< 75

Late Assignments

I expect assignments and the exams to be submitted/completed by the date listed on the class calendar. If you have an extenuating circumstance that prevents you from completing an assignment on time, please contact me prior to the due date of the assignment, if possible, or as soon as possible afterwards. Unless I approve a late submission, I will deduct 5% from your final grade of the assignment if you submit within 24 hours of the due date, and 10% if you submit 24-48 hours after the due date. I will not accept late work beyond 48 hours past the due date with the exception of extenuating circumstances that we must discuss as described previously.

Attendance Policy

Reasonable attendance at all class meetings is expected. Should circumstances prevent you from attending class, you should inform me prior to the class meeting. This is a professional courtesy. If you are unable to attend a class, you are responsible for the missed content from that class. Tests and written assignments may include content covered in class and in assigned readings. For further information regarding attendance see the Graduate Student Handbook, "School of Nursing Attendance Policy."

Classroom Protocol

I expect students to attend class prepared and actively participate. It is important for everyone to have the opportunity to share their thoughts and points of view in a positive and respectful environment. For everyone to benefit, it is necessary to be present with minimal distractions. Therefore, please keep your cell phone on silent during class and give respectful attention to all participants in the class. Please refrain from working on other assignments, surfing the web, sleeping, or having personal conversations in the classroom during class time. These behaviors are distracting and unprofessional and I will address them, if necessary. Please read your School of Nursing Handbook to review professional classroom behavior.

Office of Academic Support:

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or danielss3@xavier.edu. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

Students with Disabilities:

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Office of Disability Services at 745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.

Academic Honesty Policy: (from Xavier policy)

Refer to the Xavier University Catalogue and the School of Nursing Undergraduate Student Handbook.

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behaviour will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. **All work submitted for academic evaluation must be the student's own.** Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

In addition to The Academic Honesty Policy of Xavier University, the American Nurses' Association's Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout their coursework.

If you have any question as to whether or not you are appropriately citing a reference or are unclear as to what plagiarism encompasses, please meet and discuss with your faculty member.

Social Media:

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behaviour undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook for more information and to view the Social Media Policy, go to the following link: <http://www.xavier.edu/nursing/current-students.cfm>.

Caveat: The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

Topical Calendar

Week	Date	Topic	Readings/Assignments
1	23-Aug	Introduction	-Read: Polit & Beck (10 th Ed) Ch. 1, 2, & 3 -See Canvas for additional readings
2	30-Aug	Research Problems, Questions, Hypothesis, and Theoretical Frameworks	-Read: Polit & Beck (10 th Ed) Ch. 4 & 6 -See Canvas for additional readings
3	6-Sep	Search Strategy, Sources of information, Predatory Journals; Ethics in Research	-Read: Polit & Beck (10 th Ed) Ch. 5 & 7 -See Canvas for additional readings -Bring laptop to class to practice literature search -Human Subjects Research Training Due
4	13-Sep	Introduction to Quantitative Research Designs	-Read: Polit & Beck (10 th Ed) Ch. 9, 10, 11, 12 -See Canvas for additional readings -Each EBP Project Group to bring in an example of a quantitative research study related to their topic
5	20-Sep	Introduction to Qualitative Research Designs	-Read: Polit & Beck (10 th Ed) Ch. 21 & 22 -See Canvas for additional readings -Each EBP Project Group to bring in an example of a qualitative research study

			related to their topic
6	27-Sep	Quantitative Data Collection and Analysis	-Read: Polit & Beck (10 th Ed) Ch. 13, 14, 15, 19 -Recommended if you need to review statistics: 16, 17, 18 -See Canvas for additional readings
7	4-Oct	Online Class: Introduction to Mixed Methods Research	-Read: Polit & Beck (10 th Ed) Ch. 26 & 27 -See Canvas for additional readings -Complete Online Midterm Exam by 23:59 on 10/10/18
8	11-Oct	Qualitative Data Collection and analysis	-Read: Polit & Beck (10 th Ed) Ch. 23, 24, 25 -See Canvas for additional readings -Evidence-Based Practice Project Part I Due
9	18-Oct	Interpreting Results and Appraisal of Quantitative Research	-Read: Polit & Beck (10 th Ed.) Ch. 20 -See Canvas for additional readings
10	25-Oct	Interpreting Results and Appraisal of Qualitative Research	-Read: Polit & Beck (10 th Ed.) Ch. 25 -See Canvas for additional readings
11	2-Nov	-Systemic Reviews, meta-analysis, meta-synthesis -Clinical practice guidelines	-Read: Polit & Beck (10 th Ed.) Ch. 29 -See Canvas for additional readings
12	9-Nov	-Dissemination of Research findings -Group time for working on project and meeting with instructor	-Read: Polit & Beck (10 th Ed.) Ch. 30 -See Canvas for additional readings
13	15-Nov	Online Class: -Designing a Research Study -Group project time	-Read: Polit & Beck (10 th Ed.) Ch. 8, 31 -See Canvas for additional readings
14	22-Nov	Thanksgiving: No Class	
15	29-Nov	Group Presentations: Groups 3 or 4 groups	-Evidence-Based Practice Project Part II Due -Evidence-Based Practice Project Part III for 3 groups
16	6-Dec	Group Presentations: Groups 3 or 4 groups	-Evidence-Based Practice Project Part III for 3 groups

			-Complete Online Final Exam by 12/8 at 2359
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Assignment Information and Rubrics

Training Module for Human Subjects Research

You are required to complete the NIH training module: “Introduction to Human Subjects Research Training” at <https://phrp.nihtraining.com/users/login.php>. You will need to register before you begin this free training course. It will take you about two hours to complete. After you successfully complete the course, you will be able to print out a completion certificate and upload it in Canvas. I recommend that you keep a personal copy of the certificate as you may need proof of the training in upcoming graduate courses. If you have completed the Collaborative Institutional Training Initiative (CITI Program) from your work affiliation, you may substitute that certificate for the NIH training, provided the CITI program is still active. Completion of this training module is worth 5% of your grade. You will receive the full credit for the assignment (10 pts) if you submit the completed certificate on time.

Evidence-Based Practice (EBP) Project

The purpose of this project is to apply the knowledge that you are learning in this course towards a nursing or patient care topic of your choice. You will conduct a literature search to examine the evidence related to this topic. You will appraise the evidence and determine if there is sufficient evidence to recommend a practice change, or you will design a study to generate more evidence on the topic of interest. You will work in a group of four (4) on this assignment and together you will choose your topic for this project. The project will be completed and graded in three parts, as indicated below, to coincide with course content that we are covering at that time. This will also allow you to receive feedback on your project as you work on it.

Part I:

See Rubric for Evidence-Based Practice Project Part I for a detailed description the grading of this project.

For Part I of this project, you will:

1. Identify a clinical issue or problem that you would like to address. Provide a background on this issue or problem and its relationship to nursing or patient care. Include the significance of the issue for patients/family, nursing and other healthcare providers, healthcare systems, and any relevant legal, ethical, quality or safety implications.
2. Write a specific PICO or PIO style question to guide this project and facilitate your evidence search.
3. Design and carry out a search strategy to gather evidence from primary research studies. Include a description of your search strategy with the words used, databases searched, inclusion/exclusion criteria for your results, number of results, and if you excluded any results. Provide a detailed rationale for this process.
4. Review the evidence that you gather and critique and summarize in a table format (see modules for examples.) The table should include the author and date of publication, study purpose in your

own words, study design and method, sample population and size, the independent/dependent variables and tools used (if applicable), the pertinent findings related to the PICO question, and identification of any limitations or flaws with the study that you identify. Be sure to make the chart organized readable so that you are able to review summaries of the data that you gather. Do not include more information than you need to. For example, include what is relevant from the results in your table, not necessarily all of the results reported.

5. Evaluate the body of evidence from your initial search. Briefly synthesize the studies, for example: did they all agree, have mixed results, disagree, where were the gaps? What is the overall quality of the studies and the body of evidence as a whole? Address any major limitations/quality issues that you may have found with the studies or issues that you identified with implementing these studies in practice. Include an overall statement on your thoughts about the overall quality of the body of evidence that you gathered at this time on your topic of interest.
6. Conclude with your group's current plan for the next steps in this project: what additional information do you need to find? At this point, what changes to your question or search strategy do you think you will make?

Part II:

For Part II of this project you will continue to gather additional data on your topic of interest. You may include secondary sources in this portion of the project. You will also critically evaluate the individual research articles for their quality and feasibility for implementing in practice and appraise the body of evidence that you have gathered as a whole. You will determine if there is either sufficient evidence to recommend a practice change or insufficient evidence to recommend your practice change. You will follow the steps below for Part II:

1. Provide additional background information for clinical issue or problem that you would like to address. Provide a background on this issue or problem and its relationship to nursing or patient care. Include the significance of the issue for patients/family, nursing and other healthcare providers, healthcare systems, and any relevant legal, ethical, quality or safety implications.
2. Include PICO style question and any changes that may have been made
3. Provide the search strategy and any secondary search strategy that you conducted for additional information and include your results. Conduct a second search to include secondary reviews including secondary sources such as systematic reviews and meta-analyses. Include information related to your inclusion and exclusion criteria for additional sources of data. Also include any searches that you did to fill in gaps or gather additional data.
4. Update and edit the evidence table with new data or corrections (include in appendix).
5. Appraise the evidence: Evaluate the body of evidence from both your initial and secondary searches. Synthesize the studies, for example: did they all agree, have mixed results, disagree, where were the gaps? What is the overall quality of the studies and the body of evidence as a whole? Address any major limitations/quality issues that you may have found with the studies or issues that you identified with implementing these studies in practice. Issues with integrating the evidence: cost, patient/family preference, etc. Include an overall statement on your thoughts about the overall amount and quality of evidence that you gathered on your topic of interest.
6. Based on your evidence appraisal, determine what you need to do next. You may decide that there is sufficient evidence to warrant a practice change and you will need to design an intervention and outcomes study to evaluate your change. Or, you may decide that there is not sufficient evidence to warrant a practice change, but maybe you want to gather more data on the topic to recommend a change or an adjustment to usual care. With either situation first define clearly what your decision is in a summary statement.

- a. **Sufficient evidence to recommend practice change:** Design an evidence-based practice change and a study proposal to gather outcomes data on your change.
 - i. How and where will you implement this change in practice?
 - ii. What barriers might you face when implementing this change? Who are the stakeholders? What change theory would you utilize to help make your change?
 - iii. Create an outcomes study proposal to evaluate your change. You should address the following in your study proposal: research design, ethical issues, setting, population and sample, sampling plan, independent/dependent variables, data that you will collect, data gathering methods, and how you will analyze the data.
 - iv. How will you evaluate the process of your of implementing your project?
 - v. How will you disseminate the results from your practice change implementation outcomes study?
 - b. **Insufficient evidence to recommend a change to “Usual Care:”** design a study to gather the information that you need to investigate this issue further to make a recommendation for a change or an adjustment to “usual care.”
 - i. Describe the specific gap in the evidence that you intend to address based on your evidence summary.
 - ii. Create a study proposal to gather additional evidence needed to add to the body of evidence needed to recommend a practice change. Your proposal should address the following in your study proposal: purpose, research design, theoretical framework, ethical issues, setting, population and sample, sampling plan, independent/dependent variables, data that you will collect, data gathering methods, and how you will analyze the data.
 - iii. How will you address barriers to implementing this study? Who are the stakeholders that you would partner with to support this project? How would you present your study to them?
 - iv. How will you disseminate the study findings?
 - v. If you were to eventually have sufficient data to recommend a change in practice, what change theory would you utilize to help make your change?
7. **Conclusion:** Summarize the main points of your paper to pull everything together. Be clear and concise.

Part III: Group Poster Presentation of Evidence-Based Practice Project

1. Create a 15-minute professional presentation to disseminate Part II to your classmates.
2. The format for visuals is up to your group, but you must use a visual format to supplement your presentation. These may include a PowerPoint presentation, an electronic poster, or other visual media. Whatever format you use it must be professional in appearance, readable, clear, and concise.
3. The presentation should include the following components: background of the clinical issue, your PICO question, brief description of the search strategy, summary of the literature review, your appraisal of the evidence, your EBP change and strategy or research study to gather additional information, and summary.
4. All group members should participate in the presentation.
5. The group should be able to address questions regarding all aspects of the project.

NURS 502 Fall 2017
Evidence-Based Practice Project Part I Rubric

Category	Points Possible and Description			
Introduction	5 The purpose of the paper is clearly and concisely stated in a single sentence. Introduction engages the reader and states the main topic to be addressed. Provides a preview for the structure and content of the paper. The introduction is thought-provoking and engaging.	4 The purpose of the paper is stated in a single sentence. Introduction states the main topic to be addressed. Provides a preview for the structure and content of the paper.	3 The purpose of the paper is stated but the overall structure of the paper is not discussed adequately.	<3 The purpose of the paper is unclear, unfocused, or incomplete. The main topic and structure of the paper is not discussed.
Background and Significance	10 Excellent background of the problem or issue is provided and the significance of the issue for patients/family, nursing or healthcare providers, and the healthcare system is provided. Pertinent legal, ethical, safety, or quality issues are discussed related to the issue are discussed.	8-9 Background of the issue is provided but limited. The significance of the issue is not well-developed or unclear. There is only some discussion about legal, ethical, safety, or quality issues related to this topic.	7 Background of the issue is very brief and poorly defined. The significance of the issue is barely provided and it is unclear why this topic is important. There is very limited discussion about legal, ethical, safety, or quality issues related to this topic.	<7 Background of the issue is omitted or so poorly developed that the reader has difficulty understanding the issue. The significance of the issue is minimally provided or omitted and it is unclear why this topic is important. There is little to no discussion about legal, ethical, safety, or quality issues related to this topic.
PICO or PIO style Question	5 PICO question succinctly Stated and includes thorough description of unique qualities of the population, description of the intervention, the comparison (if applicable), and the expected outcome(s).	4 PICO question contains all necessary parts but one part is not adequately developed or is unclear/confusing.	3 Two parts of PICO question are not adequately developed or are unclear/confusing or missing	<3 Multiple parts of PICO question are not adequately developed or are unclear/confusing or missing

Search Strategy and Results	10 Excellent description of the search strategy: Includes search words used, databases used, inclusion and exclusion criteria and thorough explanation of the rationale for this process. Detailed description of the search results including number and type of articles found through each database. Reasons for excluding articles from the results is provided.	8-9 Satisfactory description of the search strategy: Includes search words used, databases used, inclusion and exclusion criteria and explanation of the rationale for this process. Satisfactory description of the search results including number and type of articles found through each database. Reasons for excluding articles from the results is provided.	7 Limited description of the search strategy. Unclear rationale for search words used, databases used, inclusion and exclusion criteria and explanation of the rationale for this process. Limited description of the search results including number and type of articles found through each database. Unclear rationale for why articles were omitted from the results.	<7 Very limited description of the search strategy or missing significant information related to the search, results, and rationale for the strategy.
Table of Evidence	5 The table of evidence includes at least 10-15 original research articles. At least 2 of these articles are qualitative.	4 The table of evidence includes 8-9 original research articles. OR only 1 qualitative studies	3 The table of evidence includes 6-7 original research articles. OR no qualitative studies	<2 The table of evidence has less than 6 original research articles.
	2.5 The purpose statement of each study is clearly stated in the students' own words.	2.0 Missing or incorrect purpose information for one study.	1.5 Missing or incorrect purpose information for two studies	<1 Missing or incorrect purpose information for three or more studies
	2.5 The designs of each study are identified	2.0 Missing or incorrect study design information for one study	1.5 Missing or incorrect study design information for two studies	<1 Missing or incorrect study design information for three or more studies
	2.5 Sample population and sample size provided for each study	2.0 Missing or incorrect sample information for one study	1.5 Missing or incorrect sample information for two studies	<1 Missing or incorrect sample information for three or more studies
	2.5 Identification of independent or dependent variables and tools used is provided for each study (if applicable)	2.0 Missing or incorrect variable or tool information for one study (if applicable)	1.5 Missing or incorrect variable or tool information for two studies (if applicable)	<1 Missing or incorrect variable or tool information for three studies

	5 The findings relevant to the PICO question are clearly and concisely provided for each study	4 The findings of the study are stated but are not limited to relevant information to the PICO question for one or two of the articles. Too much information is provided rendering parts of the findings section confusing.	3 The findings are poorly described or summarized or missing for multiple articles. The findings are confusing or too lengthy for a portion significant amount of the table.	<2 Severe errors in summarizing findings with either too much irrelevant information or omissions of too much data for a majority of the table. The findings are very confusing or unclear.
	5 Excellent description of study limitations: limitations or flaws are identified by the student appropriately and demonstrate a thorough evaluation of the study. If a study has minimal flaws based on the students' reviews this is included as well.	4 Study limitations or flaws are identified by the student appropriately. If a study has minimal flaws based on the students' reviews this is included as well.	3 Study limitations or flaws are identified by the student appropriately for most studies, but may be omitted or incomplete for several studies.	<2 Study limitations or flaws are not identified or provided by the student appropriately for a significant portion of studies studied. The table does not reflect a sufficient evaluation of the studies' limitations.
Evaluation of the evidence	10 Excellent evaluation the current body of evidence from your initial search. Concisely synthesizes the studies, including a discussion of their agreement or disagreement. Clearly identifies any gaps in the evidence and any major limitations/quality issues that you noted in the studies. Includes a discussion of possible issues with implementing these studies in practice. An overall conclusion about the quality of the body of evidence is included	8-9 Satisfactory evaluation the current body of evidence from your initial search. Synthesizes the studies, and includes a brief or limited discussion of any agreement or disagreement in the findings. May be missing some information related to gaps in the evidence or limitations with the studies or issues with implementing the studies in practice. The overall conclusion about the quality of evidence is included but not well supported.	7 Poorly developed evaluation the current body of evidence from your initial search. Ineffective synthesis of the studies, with a very limited discussion of any agreement or disagreement in the findings. May be missing significant information related to gaps in the evidence or limitations with the studies or issues with implementing the studies in practice. The overall conclusion about the quality of evidence is included but not well supported.	<7 Incomplete or very poorly developed evaluation the current body of evidence from your initial search. Attempt at synthesis may leave out several studies, with a very limited or absent discussion of any agreement or disagreement in the findings. May be missing significant information related to gaps in the evidence or limitations with the studies or issues with implementing the studies in practice. The overall conclusion about the quality of evidence is not provided or is confusing because of lack of information in this section.

Conclusion	5 Excellent conclusion that concisely summarizes the paper. The conclusion includes a thoughtful plan about how the group will augment their search strategy, what additional information is needed, and what the preliminary plan is for Part II.	4 Conclusion summarizes the paper but does is missing one piece of information such as: plan about how the group will augment their search strategy, what additional information is still needed, and what the preliminary plan is for Part II at this time.	3 Conclusion summarizes the paper but does is missing two pieces of information such as: plan about how the group will augment their search strategy, what additional information is still needed, and what the preliminary plan is for Part II at this time.	<3 Conclusion does not adequately summarize the paper and is missing two or more pieces of information such as: plan about how the group will augment their search strategy, what additional information is still needed, and what the preliminary plan is for Part II at this time.
APA Format	5 Correctly adheres to APA style for format, layout, citations, and reference list.	4 1-3 errors on elements on APA style for format, layout, citations, and reference list.	3 4-6 errors on elements on APA style for format, layout, citations, and reference list.	<3 Major problems adhering to APA style. Greater than 6 errors on elements on APA style for format, layout, citations, and reference list.
Mechanics, Grammar, and spelling	5 No errors or only very minimal, minor errors in mechanics, grammar, spelling or punctuation.	4 Some occasional errors in mechanics, grammar, spelling, or punctuation.	3 Frequent errors in mechanics, grammar, spelling, or punctuation.	<3 Major or numerous errors in mechanics, grammar, spelling or punctuation. The paper is difficult to read.
Total Possible Points: 80				

NURS 502 Fall 2017
Evidence-Based Practice Project Part II Rubric

Category	Points Possible and Description			
Introduction	<p>5</p> <p>The purpose of the paper is clearly and concisely stated in a single sentence. Introduction engages the reader and states the main topic to be addressed. Provides a preview for the structure and content of the paper. The introduction is thought-provoking and engaging.</p>	<p>4</p> <p>The purpose of the paper is stated in a single sentence. Introduction states the main topic to be addressed. Provides a preview for the structure and content of the paper.</p>	<p>3</p> <p>The purpose of the paper is stated but the overall structure of the paper is not discussed adequately.</p>	<p><3</p> <p>The purpose of the paper is unclear, unfocused, or incomplete. The main topic and structure of the paper is not discussed.</p>
Background and Significance	<p>10</p> <p>Excellent background of the problem or issue is provided and the significance of the issue for patients/family, nursing or healthcare providers, and the healthcare system is provided. Pertinent legal, ethical, safety, or quality issues are discussed related to the issue are discussed.</p>	<p>8-9</p> <p>Background of the issue is provided but limited. The significance of the issue is not well-developed or unclear. There is only some discussion about legal, ethical, safety, or quality issues related to this topic.</p>	<p>7</p> <p>Background of the issue is very brief and poorly defined. The significance of the issue is barely provided and it is unclear why this topic is important. There is very limited discussion about legal, ethical, safety, or quality issues related to this topic.</p>	<p><7</p> <p>Background of the issue is omitted or so poorly developed that the reader has difficulty understanding the issue. The significance of the issue is minimally provided or omitted and it is unclear why this topic is important. There is little to no discussion about legal, ethical, safety, or quality issues related to this topic.</p>
PICO or PIO style question	<p>5</p> <p>PICO question succinctly Stated and includes thorough description of unique qualities of the population, description of the intervention, the comparison (if applicable), and the expected outcome(s).</p>	<p>4</p> <p>PICO question contains all necessary parts but one part is not adequately developed or is unclear/confusing.</p>	<p>3</p> <p>Two parts of PICO question are not adequately developed or are unclear/confusing or missing</p>	<p><3</p> <p>Multiple parts of PICO question are not adequately developed or are unclear/confusing or missing</p>

Search Strategy and Results including secondary search strategy	5 Excellent description of the search strategy: Includes search words used, databases used, inclusion and exclusion criteria and thorough explanation of the rationale for this process. Detailed description of the search results including number and type of articles found through each database. Reasons for excluding articles from the results is provided.	4 Satisfactory description of the search strategy: Includes search words used, databases used, inclusion and exclusion criteria and explanation of the rationale for this process. Satisfactory description of the search results including number and type of articles found through each database. Reasons for excluding articles from the results is provided.	3 Limited description of the search strategy. Unclear rationale for search words used, databases used, inclusion and exclusion criteria and explanation of the rationale for this process. Limited description of the search results including number and type of articles found through each database. Unclear rationale for why articles were omitted from the results.	<2 Very limited description of the search strategy or missing significant information related to the search, results, and rationale for the strategy.
Evidence Table (include in appendix)	19-20 The table of evidence includes at least 10-15 original research articles. At least 2 of these articles are qualitative. Secondary sources have been added in and summarized appropriately. The table is well organized and complete and provides an excellent overview and summary of the body of evidence.	17-18 Occasional errors or incomplete entries in the table, but overall an effective summary of the body of evidence. Secondary sources have been added in and summarized appropriately.	15-16 Insufficient or missing studies or significant incomplete entries in the evidence table. Still a rough table with minimal revisions from the previous submission and while new entries may have been made there are still issues with the contents of multiple parts of the table.	<15 Very incomplete table of evidence that does not provide a helpful summary of the evidence. Many inaccuracies and mistakes throughout with primary and secondary sources of data.
Critical Appraisal of the Evidence	19-20 Excellent evaluation the current body of evidence from both searches. Concisely synthesizes the studies, including a discussion of their agreement or disagreement. Clearly identifies any gaps in the evidence and any major limitations/quality issues that you noted in the studies. Includes a thorough discussion	17-18 Satisfactory evaluation the current body of evidence from both searches. Synthesizes the studies, and includes a brief or limited discussion of any agreement or disagreement in the findings. May be missing some information related to gaps in the evidence or limitations with the studies or issues with implementing the	15-16 Poorly developed evaluation the current body of evidence from both searches. Ineffective synthesis of the studies, with a very limited discussion of any agreement or disagreement in the findings. May be missing significant information related to gaps in the evidence or limitations with the studies or issues with implementing the	<15 Incomplete or very poorly developed evaluation the current body of evidence from both searches. Attempt at synthesis may leave out several studies, with a very limited or absent discussion of any agreement or disagreement in the findings. May be missing significant information related to gaps in the evidence

	of possible issues with implementing these studies in practice. An overall conclusion about the quality of the body of evidence is included.	studies in practice. The overall conclusion about the quality of evidence is included but not well supported.	studies in practice. The overall conclusion about the quality of evidence is included but not well supported.	or limitations with the studies or issues with implementing the studies in practice. The overall conclusion about the quality of evidence is not provided or is confusing because of lack of information in this section.
Recommendation				
Summary Statement	5 Excellent narrative statement that provides a clear and concise summary of the critical appraisal of the evidence overall to answer the PICO question.	4 Narrative statement that provides satisfactory summary of the critical appraisal of the evidence overall to answer the PICO question.	3 Narrative statement that provides a summary of the critical appraisal of the evidence but does not clearly answer the PICO question.	<2 Summary statement is confusing and poorly developed and does not provide an answer to the PICO question.
For sufficient evidence to recommend a practice change	23-25 -Excellent description of evidence-based practice change, implementation strategy and a study proposal to gather outcomes data change. -Process of implementation and potential barriers are thoroughly discussed. -describes an incorporates an appropriate change strategy. -outcomes study proposal is well developed and includes all necessary parts. -methods for evaluating the change process and outcomes are included and described in detail. -a well thought-out plan for dissemination is included.	20-22 -Missing information or errors or inadequately developed plans in some portion of one or two aspects of the change description, implementation strategy, study proposal, evaluation methods, or dissemination plan	17-19 -Missing information or errors or inadequately developed plans in a significant portion of two or three aspects of the change description, implementation strategy, study proposal, evaluation methods, or dissemination plan	<17 -Missing information or errors or inadequately developed plans in a significant portion of many of the aspects of the change description, implementation strategy, study proposal, evaluation methods, or dissemination plan
For insufficient evidence to recommend a practice change	23-25 -Excellent description of the specific gap(s) in the evidence that are to be addressed	20-22 -Missing information or errors or inadequately developed plans in some portion of one or	17-19 -Missing information or errors or inadequately developed plans in a significant portion of	<17 -Missing information or errors or inadequately developed plans in a significant portion of

	<ul style="list-style-type: none"> -study proposal is thoroughly described and includes on necessary information -Evaluation plan for the study is appropriate to the purpose -Barriers to implementing the study protocol are included -Stakeholders and relevant partners with an interest in the study are addressed. -A well-thought out dissemination plan is included. -A plan for implementing the change if there were significant evidence and an appropriate change strategy is included. 	two aspects of the description of needed data, study proposal and design, evaluation methods, hypothetical change strategy, or dissemination plan	two or three aspects of the description of needed data, study proposal and design, evaluation methods, hypothetical change strategy, or dissemination plan	many of the aspects of the description of needed data, study proposal and design, evaluation methods, hypothetical change strategy, or dissemination plan
Conclusion	5 Excellent and clear conclusion that concisely summarizes the paper and pulls the entire project together.	4 Conclusion is provided and summarizes but is not concise and does not adequately pull the project together.	3 Conclusion is very poorly developed or unclear and does not adequately summarize the paper.	<3 Conclusion is confusing and difficult to read or not included.
APA Format	5 Correctly adheres to APA style for format, layout, citations, and reference list.	4 1-3 errors on elements on APA style for format, layout, citations, and reference list.	3 4-6 errors on elements on APA style for format, layout, citations, and reference list.	<3 Major problems adhering to APA style. Greater than 6 errors on elements on APA style for format, layout, citations, and reference list.
Mechanics, Grammar, and spelling	5 No errors or only very minimal, minor errors in mechanics, grammar, spelling or punctuation.	4 Some occasional errors in mechanics, grammar, spelling, or punctuation.	3 Frequent errors in mechanics, grammar, spelling, or punctuation.	<3 Major or numerous errors in mechanics, grammar, spelling or punctuation. The paper is difficult to read.
Total Possible Points: 110				

NURS 502 Fall 2017
Evidence-Based Practice Project Part III Rubric

Category	Points		
Presentation Medium (ex. Powerpoint, Prezi, poster, etc.)	5 Presentation medium is professional, easily readable, clear, and concise. The main points are easily identifiable and only pertinent information is displayed.	4 Portions of the presentation medium were difficult to read either because there was too much information on the display or the font was too small.	3 The majority of the presentation medium was difficult to read because there was too much information on display or the font was too small or there were significant errors in spelling or grammar.
Oral Presentation	5 All group members participated and were professionally dressed. Group spoke so that everyone could hear and all group members were prepared.	4 One group member did not participate actively in the presentation or the group members were not all professionally dressed.	3 Two or more group members did not participate actively in the presentation and none of the group was professionally dressed.
Content	10 Presentation included the background of the clinical issue, the PICO question, a summary of the search strategy, evidence and appraisal, and the recommendation for change or study proposal.	8-9 Presentation was missing 1 or 2 portions of the required content.	<8 Presentation was missing 3 or more portions of the required content.
Fielding Questions	5 Group was able to confidently handle questions from faculty and peers with appropriate responses demonstrating a mastery of the content.	4 Only one or two group members answer questions or the group was unable to answer multiple questions regarding project.	3 Only one group member answer questions or the group was unable to answer the majority of questions regarding their project
Time limit	5 Group adhered to the 15 minute time limit for presentation (excluding time for questions).	4 Group went 1-2 minutes over the allotted time for presentation.	3 Group went more than 2 minutes over the allotted time for the presentation