

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Nursing and Health Innovation Department/School _____
 Prefix: NU Number: 318 Title: Nursing Research and Evidence Translation Units: 4
R

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Literacy and Critical Inquiry-L **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Charlotte Armbruster E-mail Charlotte.Armbruster@asu.edu Phone 480.695.5955

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kathy Kenny Date: 11/5/18

Chair/Director (Signature): Katherine Kenny

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Course syllabus - methods of evaluation, highlighted in yellow.
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		Course syllabus - general topic schedule, highlighted in green, and assignment guidelines.
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		Syllabus - general topic schedule, highlighted in blue, and assignment guidelines.
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus - methods of evaluation, highlighted in pink, and assignment guidelines.
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
NUR	318	Nursing Research and Evidence Translation	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	65% of the grade is determined by writing assignments and a VoiceThread video & slide presentation of the project.	A list of the assignments and their weight/points determining the course grade is in the syllabus - methods of evaluation - and highlighted in yellow: The nursing Evidence-Based Practice (EBP) project has 3 steps (EBP 1-3), all of them writing assignments. They culminate in the individual 10-12 min VoiceThread video and slide presentation of the EBP project, ethics case scenarios, appraisal of a quantitative study, and appraisal of a qualitative study.
C2	There are 6 assignments involving gathering, interpreting and evaluating evidence, reflecting critical inquiry: EBP 1-3, nursing EBP project presentation, appraisal of quantitative study, appraisal of qualitative study, and ethics case scenarios.	In the research modules, students will appraise 2 studies, 1 qualitative and 1 quantitative. The different EBP assignments are the building blocks of the nursing EBP project, culminating in a professional VoiceThread individual video presentation (10-12 min.) of it. The purpose of the project is to demonstrate an understanding of the EBP process by identifying a nursing practice problem and facilitating the translation of the proposed practice change in the nursing environment: EBP1 focuses on a nursing practice problem, to gather, interpret and evaluate information to substantiate the clinical practice problem, and to provide supporting background information; EBP2 focuses on searching for supporting evidence including search strategies, summary of evidence, and appraisal of one quantitative study supporting the evidence. EBP3 focuses on the integration and evaluation plan including clinical expertise, patient preferences and values. The final nursing EBP project presentation will be a 10-12 min VoiceThread video and slide presentation. Ethics case scenarios focus on ethical and legal considerations in research and to gather, interpret and evaluate evidence to perform a critical analysis of an ethics case scenario. Marked in green in the general topic schedule and as C2 on attached assignment guidelines.

C3	<p>There are 6 written assignments (2 appraisals of studies, EBP 1-3, ethics case scenarios), and 1 VoiceThread video and slide presentation (nursing EBP project presentation) that are substantial in "depth, quality, and quantity".</p>	<p>The 2 appraisals are of a qualitative and a quantitative study using specific appraisal criteria for each. Each is 3-4 pages of content (excluding title page and reference page).</p> <p>EBP 1 asks students to identify and discuss a clinical practice problem or issue, gather, interpret and evaluate information to substantiate the clinical practice problem, to include supporting background information, and develop a PICO(T) question. 3-4 pages of content (excluding the title page and reference page).</p> <p>EBP 2 ask students to document their search strategies (with rationale) for 4 articles to answer their PICO(T) question, summarizing the evidence, and to appraise one quantitative study that demonstrates the highest level of evidence. 6-5 pages of content (excluding the title page and reference page).</p> <p>EBP3 asks students to develop an integration and evaluation plan, including a discussion on clinical expertise, patient preferences and values. 5-6 pages of content (excluding title and reference page).</p> <p>The nursing EBP project presentation is a 10-12 min VoiceThread video and slide presentation of their project reflecting their work in EBP 1-3.</p> <p>The ethics scenarios focus an ethical and legal considerations in research and to gather, interpret and evaluate evidence to perform a critical analysis of an ethics case scenario. 3-4 pages of content (excluding title and reference page).</p> <p>All assignments are marked in blue in the general topic schedule and as C3 on attached assignment guidelines.</p>
C4	<p>The nursing EBP project is a scaffolded group of assignments (EBP 1-3) culminating in the final project presentation. Faculty provide students with feedback in each step to improve their writing and content with the next step. The same principle applise to the appraisals: Students 1st appraise a qualitative study, 2nd a quantitative study from their EBP project, and finally a quantitative study which is also a key assignment. Students receive feedback for the first two to prepare the for a successful "final" appraisal.</p>	<p>The nursing EBP project is a scaffolded group of assignments culminating in the final project presentation. Students receive feedback from faculty to integrate and improve their next step.</p> <p>The appraisals are build in a similar way, to improve student's content and writing towards the key assignment appraisal of a quantitative study.</p> <p>Due dates are marked in pink in the general topic area, as C4 on the attached assignments, and in pink in the methods of evaluation.</p>

Arizona State University
College of Nursing and Health Innovation
NUR318: Nursing Research and Evidence Translation
Course Syllabus

Faculty Information

Name: Name

Office: Location (or “Virtual”)

Phone: (####) ###-####

Email address: Email

Office hours: Arranged via email

Course Information

Course Session

2019 Fall A or 2019 Fall C

Course Number

NUR318

Course Title

Nursing Research and Evidence Translation

Credit Hours

4

Course Modality

oCourse (ASU Online)

Prerequisites

- TWC 361: Writing for Health Care Management (*L designation*) (RN-BSN or CEP)
- NUR 391: Professional Nursing Theory (RN-BSN or CEP) with a C or better.

Corequisites

- None

Catalog Description

An exploration of the process of scientific and clinical inquiry, research methodology, critical appraisal of research findings, and the translation of current evidence into nursing practice.

Course Overview

Nursing research, including quantitative and qualitative methods, provides the overarching foundation for scientific inquiry in nursing practice. Utilization of critical appraisal techniques provides the tools for evaluation of research studies and sources of evidence

for translation to nursing practice. Ethical principles and legal aspects will be examined with respect to nursing research and their application to practice.

Learning Outcomes

At the completion of this course, students will be able to:

1. Compare and contrast nursing research, research utilization, evidence translation, evidence-based practice (EBP), and quality improvement.
2. Demonstrate an understanding of the basic elements of the quantitative and qualitative research methods.
3. Utilize the EBP process to address a nursing practice problem.
4. Appraise research studies and sources of evidence.
5. Translate evidence for nursing practice.
6. Examine ethical principles and legal aspects of nursing research and application to practice.

Topical Outline

I. Nursing Research

- A. Conceptual framework, theoretical framework, nursing research, research utilization, evidence translation, evidence-based practice, and quality improvement
- B. Importance of nursing research
- C. Historical trends and future directions
- D. Steps in research process: problem statement, literature review, theoretical or conceptual framework, research question or hypothesis, independent and dependent variables, confounding or extraneous variables, research designs, sampling, data collection, data analysis, findings and recommendations, strengths and limitations, dissemination of findings
- E. Steps in process of research utilization, quality improvement

II. Qualitative research

- A. Characteristics
- B. Designs: phenomenology, grounded theory, ethnography, descriptive
- C. Trustworthiness and integrity
- D. Analysis of qualitative data
- E. Appraisal of research studies

III. Quantitative research

- A. Characteristics
- B. Designs: correlational, quasi-experimental, experimental, randomized clinical trial, meta-analysis, systematic review
- C. Sampling and data collection
- D. Analysis of quantitative data
- E. Appraisal of research studies

IV. Search for evidence

- A. Characteristics of literature and literature review

- B. Retrieval of literature, data bases (CINAHL, Cochrane Databases, PubMed, Clinical Guidelines, others), search strategies, matching search strategy to study design
- C. Evaluation and synthesis of findings
- D. Characteristics of a high-quality literature review

V. Evidence-based practice

- A. EBP models
- B. Practice problem
- C. PICO(T)
- D. Evidence: search, appraise, summarize
- E. Integrate with clinician expertise and client preference
- F. Feasibility and organizational issues
- G. Practice change
- H. The change process: communication, stakeholders
- I. Implementation
- J. Evaluation
- K. Sustainability

VI. Ethical principles and legal aspects of nursing research and application to practice

- A. Historical events
- B. Codes of ethics and ethical principles
- C. Ethical dilemmas
- D. Government regulations
- E. Procedures for protecting study participants: informed consent, confidentiality, vulnerable populations, external reviews, protection of human rights

Course Materials

Required Materials

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed., second printing). Washington, DC: Author.
- Polit, D., & Beck, C. (2018). *Essential of nursing research: Appraising evidence for nursing practice*. (9th ed.). Philadelphia, PA: Wolters Kluwer.

General Topic Schedule

Module	Topics	Learning Materials/Activities	Assignments	Due Date
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<i>Module 1 /Week 1</i>	Introduction to NUR 318	Course Syllabus Course Tour	Introduction	Wed
	Nursing Research	APA Manual, Chapters 1, 2, 3, 4, 6, 7	Quiz: APA Style Self-Assessment <i>Optional</i>	Sun
	L.O. 1 & 2	Read Polit & Beck Chapters 1, 2, 8, & p.221	Quiz: Dissection of a Research Article	Sun
		Library modules 1&2 Additional learning materials in Canvas	Quiz: Library Skills	Sun
<i>Module 2 /Week 2</i>	Qualitative Research & Introduction to EBP	Read Polit & Beck Ch. 2, 3 (pp. 47-49, Ch. 4, 10, 11, 16, & 17)	Certificate: NCCMT Critical Appraisal of Qualitative Studies	Wed
	L.O. 1, 2, & 4	Additional learning materials in Canvas <i>*Optional:</i> Statistics Review Module	Written Assignment: Appraisal of a Qualitative Study Written Assignment: EBP 1: PICOT Question and Practice Problem	Sun Sun
<i>Module 3 /Week 3</i>	Quantitative Research & Evidence-Based Practice I	Read Polit & Beck Ch. 9, 10,14, & 15	Certificate: Quantitative Research Designs 101 – NCCMT	Wed
		Additional learning materials in Canvas	Certificate: NCCMT Critical Appraisal of Intervention Studies	Wed
	L.O. 1, 2, & 4		Quiz: Compare & Contrast	Sun
			Written Assignment: EBP 2: Search for Evidence and Critical Appraisal	Sun
<i>Module 4 /Week 4</i>	Evidence-Based Practice II	Read Polit & Beck (2018) Ch. 2 pp. 33 – 36, 7,	Quiz: Research Design and Statistical Analysis	Wed

	L.O. 1, 3,& 4	Additional learning materials in Canvas	Written Assignment: EBP 3: Integration & Evaluation Plans	Sun
Module 5 /Week 5	Evidence-Based Practice III L.O. 3, 4, & 5	Review Polit & Beck as needed to prepare final project Additional learning materials in Canvas	Written Assignment: *KEY ASSIGNMENT: Appraisal of a Quantitative Research Article	Sun
Module 6 /Week 6	Evidence-Based Practice IV L.O. 3, 4, & 5	Review Polit & Beck as needed to prepare final project Additional learning materials in Canvas	Presentation: EBP Project	Sun
Module 7 /Week 7+	Ethical Principles & Legal Aspects of Nursing Research and Application to Practice Reflection L.O. 6	Read Polit & Beck, Ch. 5 Additional learning materials in Canvas Review course learning materials and assignments	Certificate: NIH Ethics Written Assignment: Ethics Case Scenarios PAA Written Assignment: Reflection on Learning	Tue Sun Sun

***KEY ASSIGNMENT: This is a key assignment that assesses program learning outcomes; students are required to score 77% or higher on this assignment to be successful in the course.**

Course Grading

Methods of Instruction

This course uses Canvas™ for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <http://my.asu.edu> or <https://asu.instructure.com/>.

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.

Methods of Evaluation

Assessment Type	Number in Course	Points
Written Assignments		
Appraisal of a Qualitative Study	1	6
Appraisal – Quantitative* (Key Assignment)	1	12

EBP 1: PICOT Question and Practice Problem	1	5
EBP 2: Search for Evidence and Critical Appraisal	1	10
EBP 3: Integration & Evaluation Plans	1	10
Ethics Case Scenarios	1	10
Presentation		
Nursing EBP Project Presentation	1	12
Quizzes		
APA Self-Assessment (Optional)	1	0
Library Skills Quiz	1	2
Compare and Contrast Quiz	1	5
Research Design & Statistical Analysis Quiz	1	5
Dissection of a Research Article Quiz	1	5
Certificates		
Critical Appraisal of Qualitative Studies	1	4
Quantitative Research Designs 101	1	4
NCCMT Critical Appraisal of Intervention Studies	1	4
Ethics	1	4
Practical Application Activity (Reflection on Learning)	1	1
Introduction	1	1
Total Course Points		100

Description of Assignments

- **Written Assignments** assess the student's ability to apply knowledge of ethics, evidence based practice and research to nursing practice, and to critically appraise quantitative and qualitative research studies. APA format is required.
- **Key assignment** - The Appraisal of a Quantitative Research article is a key assignment.
 - Key assignments are used to determine student's attainment of the program completion outcomes for the Bachelor of Science in Nursing program.
 - **All students must earn a 77% or higher on this key assignment to successfully pass this course.**
 - Students who do not successfully pass this assignment on their first attempt will have an opportunity to resubmit the assignment.
- **Presentation** evaluates the student's ability to synthesize and defend the proposed EBP practice change. This presentation is a summative assessment of application of the EBP process, which is completed individually using PowerPoint and Voice Thread.
- **Quizzes** assess students' knowledge acquired from course content.

- **Certificates** demonstrate students' successful completion of learning modules from the National Collaboration Centre for Methods and Tools (NCCMT) and the National Institutes of Health (NIH).
- **Practice Application Activity (Reflection on Learning)** evaluates students' ability to reflect upon how they will integrate knowledge learned into their nursing practice.

Grading Procedure

The course grade will be based on the assignments and compliance with deadlines and rubric guidelines. Assignment of letter grades is in accordance with established criteria for the College of Nursing and Health Innovation Professional Program. To pass this course, students must demonstrate proficiency of course learning outcomes and (1) complete assignments and obtain a minimum of 77 points out of 100 (77%); and (2) obtain a 77% or higher on key assignments, identified by an asterisk (*). Students will receive feedback via the gradebook as appropriate. It is reasonable to expect feedback within seven days of an assignment's final due date.

Grading

Grade	Percentage	Points Range
A	93 – 100%	93-100
B	85 – 92%	85-92
C	77 – 84%	77-84
D	69 – 76%	69-76
E	Below 69%	68 and below

Assignment of letter grades is in accordance with established criteria for the College of Nursing and Health Innovation Baccalaureate Nursing Program. A +/- grading scale is not used in upper division junior and senior course work. See the Nursing, BSN Undergraduate Handbook (<https://nursingandhealth.asu.edu/student-life/current-students>) for more details.

Course Policies & Procedures

Communicating With the Instructor

This course uses a Canvas™ discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Campus Network or Canvas™ Outage

When access to Canvas™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<http://syshealth.asu.edu/>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment (use for 15-week course)

This four-credit course requires approximately 180 hours of work. Please expect to spend around 12 hours each week preparing for and actively participating in this course.

Course Time Commitment (use for 7.5-week course)

This four-credit course requires approximately 180 hours of work. Please expect to spend around 24 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Unless prior arrangements are made, assignments submitted after the due date will be subject to a 10% per day penalty. Assignments will not be accepted after the close of the course unless the student has requested an incomplete grade for the course. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas™. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the program director per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons

who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX Statement

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. The instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

College of Nursing and Health Innovation Student Handbook

Students are expected to adhere to the policies and guidelines in the current edition of the College of Nursing and Health Innovation for your program (<https://nursingandhealth.asu.edu/student-life/current-students>).

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Commercial Note-Taking Services and Copyright Notice

In accordance with ACD 304-06 Commercial Note Taking Services

(<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date. The copyright protection of spoken words rests in common law. Copyright regarding notes or other written or recorded works is statutory.

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: DRC@asu.edu

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (build-in or in headset) and speaker, headset with USB connection is preferred.
- Computer camera

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Canvas™ Learning Management System (see <https://community.canvaslms.com/docs/DOC-10701>)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats, specifically Microsoft Word (Office 365 is available for free to ASU Online students, and

can be accessed and downloaded at

<https://myapps.asu.edu/app/microsoft-office-365-home-systems>)

- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs, specifically Microsoft Excel (Office 365 is available for free to ASU Online students, and can be accessed and downloaded at <https://myapps.asu.edu/app/microsoft-office-365-home-systems>)
- Using presentation and graphic programs

Technical Support

This course uses Canvas™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas™ home page at <https://asu.instructure.com/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080



Essentials of Nursing Research

APPRAISING EVIDENCE FOR NURSING PRACTICE

Ninth Edition

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Finally, we thank our families, our loved ones, and our friends, who provided ongoing support and encouragement throughout this endeavor and who were tolerant when we worked long into the night, over weekends, and during holidays to get this ninth edition finished.

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NUR 318 EBP Project Overview

Purpose:

The purpose of this assignment is to apply the EBP process to address a nursing practice problem.

The steps of the EBP process will be used to:

- identify a nursing practice problem,
- create a PICO(T) question,
- search for and critically appraise the evidence,
- develop a proposed practice change to address the identified problem,
- apply an EBP model to guide implementation of the proposed practice change,
- discuss feasibility and organizational issues related to implementing the change,
- create an evaluation plan to measure the outcome, and
- discuss plans for sustaining the proposed practice change.

The EBP process may be used in different disciplines. However, for this assignment, it is critical that a *nursing practice problem is selected*. *Medical or practice problem are not acceptable for this assignment*.

Objectives:

EBP 1:

1. Determine if the practice problem is based upon a problem-focused trigger or knowledge-focused trigger.
2. Gather, interpret and evaluate information to substantiate why the practice problem is significant to nursing practice.
3. Discuss how will you determine if this practice problem is a priority for a healthcare organization.
 - a. If you are employed in nursing, discuss this question from the perspective of your employer.
 - b. If you are not employed in nursing, discuss this question from the perspective of your clinical practice environment.
4. Identify the population of focus for the practice problem.
5. Describe the setting (i.e. - acute care, community care) where the practice problem takes place.
6. Interpret and evaluate the information that confirms that this is a practice problem.
7. Identify what will be measured to determine if the practice problem is resolved.
8. Describe how the data will be collected to measure if the practice problem is resolved.
9. Discuss how the intervention will be individualized to patients.
10. Summarize at least one article to demonstrate why this is a practice problem.

11. Write a PICO (T) question to describe this practice problem, the proposed intervention, and the outcome.
 - a. Identify each component using the PICO (T) format.
 - i. P = Population
 - ii. I = Intervention
 - iii. C = Comparison
 - iv. O = Outcome
 - v. T = Time

EBP 2:

1. Write a paper that is 5 - 6 pages in length (excluding the title page and reference page).
2. The paper must address the following criteria:
 - a. Introduce the practice problem and state the PICO(T) question.
 - b. Gather information to address the PICO(T) question.
 - c. Describe the search strategy used to find four (4) articles to answer the PICO (T) question, that were *published within the past five years*.
 - d. Document the search strategy.
 - i. Specify which database(s) were searched.
 - ii. Identify the key terms or MeSH terms and how many articles were found with each term.
 - iii. State the limitation parameters included in the search.
 - e. For each study, interpret and evaluate the evidence. Describe the research design, the results, the limitations, and the types of evidence and evidence hierarchies.
 - i. Review Polit & Beck, 2018, p. 23 for information on types of evidence and evidence hierarchies.
 - f. Appraise the **quantitative study** that demonstrates the highest level of evidence (either a randomized control study or quasi-experimental study), using the NUR 318 critical appraisal criteria.
 - i. Review Polit & Beck, 2018, Ch. 4 and Table 4-1 p. 66 to strategies on reading and critiquing research articles.
 - g. Include a weblink to the article appraised.
 - h. Include a summary of this critical appraisal in the final EBP presentation.

EBP 3:

1. Write a paper that is 5 -6 pages in length (excluding the title page and reference page).
2. The paper should address the following elements:
 - a. Discuss how clinical expertise, patient preferences and values will be assessed.
 - i. Describe how evidence will be gathered from clinical experts.
 1. Discuss the process for gathering this evidence.
 2. Include a few sample questions to ask the clinical experts.

- ii. Describe how evidence will be gathered from patients.
 1. Discuss the process for gathering this evidence
 2. Include a few sample questions to ask the patients.
- b. Determine how evidence obtained from assessing clinical expertise, patient preferences and values will affect implementation of the proposed practice change.
- c. Design the proposed practice change.
- d. Select an EBP model to guide implementation of the proposed practice change, describe why the model was selected, and how it will be applied to facilitate implementation of the proposed practice change.
- e. Create a plan for implementing the proposed practice change.
 - i. Describe the feasibility of implementing the proposed practice change, including:
 1. the estimated costs,
 2. the implementation timeline, and
 3. the physical and human resources.
 - ii. Describe how the proposed practice change will be communicated and marketed to patients, families, healthcare team members, and other stakeholders.
- f. Design a plan for evaluating the proposed practice change.
- g. Discuss how the proposed practice change will be sustained.

Steps:

- EBP 1: Identification of clinical practice problem and PICOT question
- EBP 2: Search for Evidence and Critical Appraisal
- EBP 3: Implementation and Evaluation Plans
- EBP Project Presentation

Total points for all parts of this project: 37 points

NUR 318**EBP 1: Identification of clinical practice problem and PICOT question**

Identify a clinical practice problem or issue that you have observed in your clinical or work environment, or one that interests you. Gather, interpret and evaluate information to substantiate the clinical practice problem. *The practice problem must be within the scope of nursing practice.* Contact the course faculty if you are unsure if the proposed practice problem is outside of Nursing's scope of practice.

1. Write a paper that is 3 - 4 pages in length (excluding the title page and reference page).
2. The paper must address the following criteria:
 - a. Determine if the practice problem is based upon a problem-focused trigger or knowledge-focused trigger.
 - b. Gather, interpret and evaluate information to substantiate why the practice problem is significant to nursing practice.
 - c. Discuss how will you determine if this practice problem is a priority for a healthcare organization.
 - i. If you are employed in nursing, discuss this question from the perspective of your employer.
 - ii. If you are not employed in nursing, discuss this question from the perspective of your clinical practice environment.
 - d. Identify the population of focus for the practice problem.
 - e. Describe the setting (i.e. - acute care, community care) where the practice problem takes place.
 - f. Interpret and evaluate the information that confirms that this is a practice problem.
 - g. Identify what will be measured to determine if the practice problem is resolved.
 - h. Describe how the data will be collected to measure if the practice problem is resolved.
 - i. Discuss how the intervention will be individualized to patients.
 - j. Summarize at least one article to demonstrate why this is a practice problem.
 - k. Write a PICO (T) question to describe this practice problem, the proposed intervention, and the outcome.
 - i. Identify each component using the PICO (T) format.
 1. P = Population
 2. I = Intervention
 3. C = Comparison
 4. O = Outcome
 5. T = Time
 - ii. The PICO (T) question **must be approved by course faculty prior to progressing to the next EBP step.**

C2
C3
C4

Points: 5

Due: Sunday, Week 2

NUR 318
EBP 2: Search for Evidence and Critical Appraisal

Directions:

1. Write a paper that is 5 - 6 pages in length (excluding the title page and reference page).
2. The paper must address the following criteria:
 - a. Introduce the practice problem and state the PICO(T) question.
 - b. Gather information to address the PICO(T) question.
 - c. Describe the search strategy used to find four (4) articles to answer the PICO (T) question, that were *published within the past five years*.
 - d. Document the search strategy.
 - i. Specify which database(s) were searched.
 - ii. Identify the key terms or MeSH terms and how many articles were found with each term.
 - iii. State the limitation parameters included in the search.
 - e. For each study, interpret and evaluate the evidence. Describe the research design, the results, the limitations, and the types of evidence and evidence hierarchies.
 - i. Review Polit & Beck, 2018, p. 23 for information on types of evidence and evidence hierarchies.
 - f. Appraise the **quantitative study** that demonstrates the highest level of evidence (either a randomized control study or quasi-experimental study), using the NUR 318 critical appraisal criteria.
 - i. Review Polit & Beck, 2018, Ch. 4 and Table 4-1 p. 66 to strategies on reading and critiquing research articles.
 - g. Include a weblink to the article appraised.
 - h. Include a summary of this critical appraisal in the final EBP presentation.

Points: 10
Due: Sunday, Week 3

NUR 318

EBP 3: Implementation and Evaluation Plans

Directions:

1. Write a paper that is 5 -6 pages in length (excluding the title page and reference page).
2. The paper should address the following elements:
 - a. Discuss how clinical expertise, patient preferences and values will be assessed.
 - i. Describe how evidence will be gathered from clinical experts.
 1. Discuss the process for gathering this evidence.
 2. Include a few sample questions to ask the clinical experts.
 - ii. Describe how evidence will be gathered from patients.
 1. Discuss the process for gathering this evidence
 2. Include a few sample questions to ask the patients.
 - b. Determine how evidence obtained from assessing clinical expertise, patient preferences and values will affect implementation of the proposed practice change.
 - c. Design the proposed practice change.
 - d. Select an EBP model to guide implementation of the proposed practice change, describe why the model was selected, and how it will be applied to facilitate implementation of the proposed practice change.
 - e. Create a plan for implementing the proposed practice change.
 - i. Describe the feasibility of implementing the proposed practice change, including:
 1. the estimated costs,
 2. the implementation timeline, and
 3. the physical and human resources.
 - ii. Describe how the proposed practice change will be communicated and marketed to patients, families, healthcare team members, and other stakeholders.
 - f. Design a plan for evaluating the proposed practice change.
 - g. Discuss how the proposed practice change will be sustained.

Points: 10
Due: Sunday, Week 4

Presentation Guidelines: EBP Project

Directions: Use this outline to create a professional VoiceThread video and slide presentation on your EBP project 10-12 minutes in length .

Content	EBP Step
<p>Introduce the EBP project.</p> <p>Describe your practice problem. Discuss the following questions:</p> <ol style="list-style-type: none"> 1. Is the problem based upon a problem-focused trigger or knowledge-focused trigger? 2. Why is this practice problem significant to nursing practice? 3. How will you determine if this practice problem is a priority for a healthcare organization? 4. What population are you focusing on? 5. What setting (i.e. - acute care, community care) does the practice problem take place? 6. What information do you have that confirms that this is a practice problem? 7. What will you measure to know if the practice problem is resolved? 8. How will you gather the data to measure if the practice problem is resolved? 9. How will the intervention be individualized to patients? <p>Provide background information to demonstrate why this is a practice problem.</p> <p>Write a PICO (T) question to describe this practice problem, the proposed intervention, and the outcome. Identify each component using the PICO (T) format.</p> <ul style="list-style-type: none"> ● P = Population ● I = Intervention ● C = Comparison ● O = Outcome ● T = Time 	1
<ol style="list-style-type: none"> 1. Describe the search strategy used to gather information to address the PICO(T) question. <ol style="list-style-type: none"> a. Specify which database(s) were searched. 	2

<ul style="list-style-type: none"> b. Identify the key terms or MeSH terms and how many articles were found with each term. c. State the limitation parameters included in the search. 2. Discuss four (4) studies that answer the PICO (T) question. <ul style="list-style-type: none"> a. For each study, interpret and evaluate the evidence by describing the research design, the results, the limitations, and the types of evidence and evidence hierarchies. 3. Summarize the critical appraisal of the quantitative study that demonstrates the highest level of evidence (use either a randomized control study or quasi-experimental study) by describing the key points from the critical appraisal criteria. 	
<ul style="list-style-type: none"> 1. Discuss how clinical expertise, patient preferences and values will be assessed. <ul style="list-style-type: none"> a. Describe how evidence will be gathered from clinical experts. <ul style="list-style-type: none"> i. Discuss the process for gathering this evidence. ii. Include a few sample questions to ask the clinical experts. b. Describe how evidence will be gathered from patients. <ul style="list-style-type: none"> i. Discuss the process for gathering this evidence ii. Include a few sample questions to ask the patients. 2. Determine how evidence obtained from assessing clinical expertise, patient preferences and values will affect implementation of the proposed practice change. 3. Design the proposed practice change. 4. Select an EBP model to guide implementation of the proposed practice change, describe why the model was selected, and how it will be applied to facilitate implementation of the proposed practice change. 5. Create a plan for implementing the proposed practice change. <ul style="list-style-type: none"> a. Describe the feasibility of implementing the proposed practice change, including: <ul style="list-style-type: none"> i. the estimated costs, ii. the implementation timeline, and iii. the physical and human resources. b. Describe how the proposed practice change will be communicated and marketed to patients, families, healthcare team members, and other stakeholders. 6. Design a plan for evaluating the proposed practice change. 7. Discuss how the proposed practice change will be sustained. 	<p>3</p>
<p>List the references using APA format.</p>	

NUR 318

Critical Appraisal: Qualitative Research Study

Purpose: The purpose of this assignment is to demonstrate mastery of appraising a qualitative research study using the critical appraisal process to analyze qualitative nursing research studies.

Objectives:

1. Critically appraise a qualitative research study.
2. Interpret the findings of a qualitative research study for application to nursing practice.
3. Evaluate research methodologies for validity, reliability, and applicability.

Directions:

1. Read the article by Olsen, Jensen, Larsen, and Sørensen:
Olsen, I. Ø., Jensen, S., Larsen, L., & Sørensen, E. E. (2016). Adolescents' lived experiences while hospitalized after surgery for ulcerative colitis. *Gastroenterology Nursing*, 39(4), 287–296. Doi: 10.1097/SGA.0000000000000154
Permalink to article: https://arizona-asu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_ovid10.1097/SGA.0000000000000154&context=PC&vid=01ASU&search_scope=Everything&tab=default_tab&lang=en_US
2. Write a critical appraisal of the assigned qualitative research study. The appraisal must be between 5 – 6 pages in length (excluding the title page and reference page).
3. The critical appraisal must address the following criteria:
 - a. Identify the problem statement and research question, the independent variable(s), and the dependent variable(s) in the study.
 - b. Describe the research design and research tradition used in the study.
 - i. Discuss if the research design/research tradition is congruent with the methods used to collect and analyze data. Explain your rationale.
 - c. Describe the sample and setting used in the study.
 - i. Discuss if the researchers clearly identified and described the population of interest, sample and setting.
 - ii. Discuss if the sample size was adequate and if saturation was achieved.
 - d. Describe the data collection process, including what instruments were used to collect data.

- i. Discuss if the methods of gathering data were appropriate.
 - ii. Describe how the researchers achieved triangulation of data.
 - iii. Determine if the researchers asked the right questions or made the right observations to answer the research question.
 - iv. Discuss if the amount of data was sufficient in depth and richness to answer the research question.
- e. Explain the procedures used in the study.
 - i. Discuss if the data collection and recording procedures were appropriate.
 - ii. Discuss if the data was collected in a manner that minimized bias.
 - iii. Explain how the staff who collected the data were trained in data collection and determine if they were adequately trained.
- f. Describe how the researchers enhanced the trustworthiness/integrity of the study.
- g. Describe the results of the study.
 - i. Discuss if the data analysis strategy is compatible with the research design/tradition and with the nature and type of data gathered.
 - ii. Discuss if the data analysis procedures suggest the possibility of biases.
 - iii. Discuss themes or patterns that emerged from the data and if these themes or patterns captured the meaning of the data.
- h. Determine if the study findings appear to be trustworthy. Explain your rationale.
- i. Determine if the findings from this study may be applied to nursing practice or the nursing discipline.
- j. Cite the article and any in-text reference citations using APA format.

Due: Week 2, Sunday

Points: 6

NUR 318**Critical Appraisal: Quantitative Research* (Key Assignment)**

This critical appraisal is designated as a Key Assignment for the course. Students must earn a 77% or this assignment in order to pass the course. Students have a total of two opportunities to earn a 77% or higher on this assignment.

Purpose: The purpose of this assignment is to demonstrate mastery of appraising a quantitative research study using the critical appraisal process to analyze quantitative nursing research studies.

Objectives:

1. Critically appraise a quantitative research study.
2. Interpret the findings of a quantitative research study for application to nursing practice.
3. Evaluate research methodologies for validity, reliability, and applicability.

Directions:

1. Read the article, Wilde, M. H., McMahon, J. M., McDonald, M. V., Tang, W., Wang, W., Brasch, J., . . . Chen, D. (2015). Self-management intervention for long-term indwelling urinary catheter users: Randomized clinical trial. *Nursing Research*, 64(1), 24-34. Permalink to article: https://arizona-asu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_ovid00006199-201501000-00004&context=PC&vid=01ASU&search_scope=Everything&tab=default_tab&lang=en_US
2. Write a critical appraisal of the assigned quantitative research study. The appraisal must be between 5 – 6 pages in length (excluding the title page and reference page).
3. The critical appraisal must address the following criteria:
 - a. Identify the problem statement and research question, the independent variable(s), and the dependent variable(s) in the study.
 - b. Describe the research design used in the study.
 - i. Explain how the research design minimized biases and threats to the validity of the study.
 - c. Discuss the literature review, addressing if the: literature review was sufficient to understand the research problem, and if the majority of the studies referenced in the article were published within 5 years of the publication of the article.
 - d. Describe the population and sample used in the study.

- i. Discuss if the study's authors clearly identified and described the population.
 - ii. Discuss if the sample size was adequate.
 - iii. Explain how the sample size determined. Discuss if a power analysis was used to estimate sample size needs.
- e. Describe the data collection process, including what instruments were used to collect data.
 - i. Discuss if the data collection instruments measured what they were designed to measure (validity/reliability).
 - ii. Describe how the independent variable(s) and dependent variables were measured.
 - iii. Discuss how were the rights of study participants were protected.
- f. Explain the intervention used in the study, and how the intervention was implemented.
 - i. Discuss if the study's authors adequately described and properly implemented the intervention.
 - ii. Discuss if the data was collected in a manner that minimized bias.
 - iii. Explain how the staff who collected the data were trained, and determine if they were adequately trained.
- g. Describe what statistical tests were used to analyze the data.
- h. Discuss the findings of the study.
 - i. Explain the clinical significance of the findings.
 - ii. Discuss the statistical significance of the findings.
 - iii. Explain how the study authors used effect size and confidence intervals in the study.
- i. Discuss the limitations of the study.
- j. Decide if the findings of the study are valid. Explain your rationale.
- k. Determine if you have confidence in the results of the study. Explain your rationale.
- l. Interpret how the findings from this study be applied to nursing practice.
- m. Cite the article and any in-text reference citations using APA format.

Due: Week 6, Wednesday

Points: 12

NUR 318

Ethics Case Scenarios

The purpose of this assignment on ethical and legal considerations in research, is for the student to gather, interpret and evaluate evidence to perform a critical analysis of an ethics case scenario.

Objectives

1. Analyze ethical and legal considerations that apply to research.
2. Determine potential ethical concerns in the case scenarios.
3. Create an alternate ending to a case scenario by applying ethical principles, and knowledge of research.

Assignment Directions:

1. Complete reading assignments, NIH Certificate and view the Tuskegee Syphilis Project.
2. Write a paper that is 3 - 4 pages in length excluding the title page and reference page.
3. Discuss how you will apply the ethical principles identified in the Belmont Report to nursing research.
4. Select one of the ethics case scenarios below, and discuss the following elements:
 - a. Introduce the case scenario.
 - b. Analyze the case scenario to determine which ethical principles apply.
 - c. Appraise the specific ethical principles that apply to the case scenario.
 - d. Create an ethically sound conclusion to the scenario, which uphold the ethical principles. Consider the setting, the plot, the characters, and the conflict in the case scenario.
 - e. Defend the conclusion by discussing the ethical principles (beneficence, justice, and respect for human dignity) that influenced your decision.

Due Date: Friday of Week 7

Points: 10

Required reading:

Case Scenarios (select one to discuss):**Scenario A**

John is a new graduate RN who is continuing his education in the RN to BSN Program. One of his assignments includes interviewing the unit manager to determine how EBP practices are implemented. John has been around long enough to note that EBP is a dirty word to the unit manager. At the same time, John recognizes several improvements could be made and the outcomes will benefit the manager, the floor, and John's assignment. John generally implements EBP into his own practice but does not always share this with his peers or manager. Patients have commented to other staff, "The nurse John did the procedure differently".

Scenario B

Brenda is an RN at the University Hospital. On her way back from lunch she notices a posting asking for research participants in a qualitative study related to patients with AIDs and their families. Brenda volunteers at a homeless shelter and believes several people who utilize the shelter do have a diagnosis of AIDs. Brenda notes financial compensation may be available for participants.

Scenario C

Wanda has found out some grant money may be available for researching communication between nurses. This is Wanda's area of expertise and she is confident she can qualify for the grant using some of the information she has been gathering on her own. Wanda is especially thrilled to know that the grant money would cover the cost of a seminar in San Diego.

Scenario D

Anna has been working as a research assistant on campus. Anna notices one of the study participants in the same coffee shop every morning and then happened to see the same study participant at the dance club. Anna looks forward to seeing this participant for interviews and is interested in potentially developing a friendship.

Scenario E

Fran is a new nurse in the operating room. Recently, she found out a type of implant was routinely being used in surgeries. The usual staff reported it was considered experimental and an off label use of the product. Fran decides to do some research and finds out the product is not considered the standard of care for the surgery and patients may be liable for the cost secondary to its experimental nature.