

UNIVERSITY OF MARY
NUR 551
Critique and Design of Nursing Research
3 Credit Hours

Course Description: Understanding and utilizing research findings are fundamental skills that are needed to advance the nursing profession. This course focuses on advanced scholarly activities that are utilized to conduct nursing research. The history of nursing research; steps that are utilized to conduct research; and differences between the utilization of quantitative and qualitative research methodologies are discussed. The modeling of servant leadership principles that include the incorporation of research into one's own practice; engaging in and encouraging activities to generate evidence; and promoting others to use research findings will be explored.

Note: All students who will be completing scholarly works to fulfill requirements for their programs of study will need to submit an application to the University of Mary IRB for permission to collect data to complete those scholarly works. The Module 6 certification assignment that addresses IRB regulation and requirements does not fulfill University of Mary institutional IRB approval procedures. Approval from the University of Mary IRB is required before data collection can be initiated by students to complete scholarly works.

University of Mary Mission Statement:

The University of Mary exists to serve the religious, academic, and cultural needs of people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

Program Mission Statement:

The Nursing Division prepares nurses to provide safe, quality, patient-centered health care to the people in the region and beyond without regard to race, religion, cultural background, or gender. By fostering a Christian, Catholic and Benedictine learning environment, the Division supports the University mission to prepare leaders in the service of truth and to be competent in spirituality and ethics, communication, critical thinking, and global stewardship.

Faith and Reason Statement:

In accordance with the mission of the University of Mary and the Division of Nursing to prepare leaders in the service of truth, we honor the free exchange of ideas. During your program, many ethical and diverse topics will be explored. In the Benedictine Tradition, respect for all persons is vital to advance dialogue between faith and reason.

Servant Leadership Experience:

Servant leadership experiences are based on character building relationships integrated with a solid understanding of what it is to be a servant leader with Jesus Christ as model and the Benedictine values of community, hospitality, moderation, prayer, respect for persons, and service. These values are foundational in character building, ethical decision making, and the integration of the intellectual, spiritual, emotional, and physical aspects of life.

Relationship of the Course to Servant Leadership:

A nurse who possesses a Master's degree in Nursing must possess a solid foundation in the discipline of research. This background is essential to develop into a professional Servant Leader role model who will utilize this knowledge through actions performed by self or through the encouragement of others to utilize research findings in efforts to further the profession of nursing as well as to enhance the quality of patient care.

Benedictine Experience:

Although communal life inspired by the Rule of St. Benedict stores a vast treasury of Benedictine values, six of these are of particular importance for our life here at the University of Mary . . . Father James P. Shea, President, University of Mary (2009)

Community	<i>Striving together for the common good and growing in relationship with God, one another, and self [Rule of Benedict 33 – “Let all things be common to all.”]</i>
Hospitality	<i>Receiving others as Christ with warmth and attentiveness [Rule of Benedict 53 – “Let all be received as Christ.”]</i>
Moderation	<i>Honoring all of God's creation and living simply with balance and gratitude [Rule of Benedict 31 – “Regard all things as sacred and do everything with moderation.”]</i>
Prayer	<i>Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God [Rule of Benedict 4 – “Listen intently to holy readings. Give yourself frequently to prayer.”]</i>
Respect for Persons	<i>Recognizing the image of God in each person and honoring each one in their giftedness and limitations [Rule of Benedict 4 – “Honor everyone and never do to another what you do not want done to yourself.”]</i>
Service	<i>Meeting the needs of others in the example of Jesus the servant leader [Rule of Benedict 35 – “The members should serve one another.”]</i>

Relationship of the Course to the Benedictine Values:

The Benedictine Values that are addressed in this course include community and hospitality in which a positive learning environment is created as students provide the opportunity for classmates to grow and gain knowledge in the research process through the provision of critique and constructive feedback to classmates in the class forums. Respect for persons is an essential attribute so that the students can gain knowledge in an open safe environment. Service is evidenced by the commitment to increase awareness of research utilization by the nursing profession to improve the profession of nursing and the delivery of patient care.

It is an expectation that graduate nursing students demonstrate professional conduct in all interactions. Please refer to the Professional Conduct and Behavioral Standards outlined in the Graduate Nursing Handbook.

Course Outcomes

Course Outcomes	Master's Essentials in Nursing	Doctorate Essentials	University of Mary Graduate Nursing Program Outcomes	University of Mary Graduate Outcomes	QSEN Competencies	Methods of Assessment
1. Appreciate the foundations of nursing research in an evidence-based practice healthcare environment	Essentials IV, IX	Essential III	NE Outcome 1 FNP Outcome 2 NA Outcome 5 DD Outcome 2	Professional Distinction	Evidence-Based Practice	Reflection Paper 1
2. Delineate steps that are needed to conceptualize and plan a study to generate evidence.	Essentials IV, IX	Essential II	NE Outcome 1 FNP Outcome 4 NA Outcome 4 DD Outcome 2	Scholarship	Evidence-Based Practice	Tests Critical Appraisal of a Qualitative Nursing Research Article Assignment Critical Appraisal of a Quantitative Nursing Research Article Assignment
3. Differentiate between the quantitative research methodology and the qualitative research methodology in terms of fundamental principles, applications, designs, and conducting these studies.	Essential IX	Essential III	NE Outcome 8 FNP Outcome 4 NA Outcome 1 DD Outcome 2	Scholarship	Evidence-Based Practice	Tests Critical Appraisal of a Qualitative Nursing Research Article Assignment Critical Appraisal of a Quantitative Nursing Research Article Assignment
4. Discern the nursing servant leadership responsibility to link research to clinical practice.	Essentials IV, IX	Essential VIII	NE Outcome 8 FNP Outcome 5 NA Outcome 6 DD Outcome 5	Professional Distinction	Quality Improvement	Class Discussion NIH Certification Reflection Paper 2

Master's Essentials in Nursing

- I: Background for Practice from Sciences and Humanities
- II: Organizational and Systems Leadership
- III: Quality Improvement and Safety
- IV: Translating and Integrating Scholarship into Practice
- V: Informatics and Healthcare Technologies
- VI: Health Policy and Advocacy
- VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- VIII: Clinical Prevention and Population Health for Improving Health
- IX: Master's Level Nursing Practice

Doctoral Essentials in Education for Advanced Nursing Practice

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

Nurse Educator Program Outcomes

1. Demonstrates an expanded knowledge base of the art and science of nursing.
2. Creates teaching environments, established by nursing standards, which incorporate the application of learning theories, implementation of varied teaching strategies, and use of diverse evaluation methods.
3. Evaluates curricular design in regard to the student experience, the achievement of program outcomes, and the attainment of accreditation standards.
4. Illustrates the nurse educator's responsibility to foster professional competence, behavior, and role socialization of students in teaching/learning milieus.
5. Understands the role of the nurse educator in student development of intra- and interprofessional communication skills to advance the delivery of safe patient care.
6. Recognizes how political, institutional, societal, and economic forces influence the role of the nurse educator.
7. Prioritizes the nurse educator's role as a change agent and facilitator of innovation through the utilization of servant leadership principles and the Benedictine values.
8. Articulates a commitment to the practice of lifelong learning to maintain competence as a nurse educator, cultivate nursing knowledge, and promote the scholarship of nursing.

Family Nurse Practitioner Program Outcomes

1. Demonstrates competence in health promotion, disease prevention, and illness management of individuals, families, and communities.
2. Utilizes servant leadership principles and expanded knowledge in health policy, advocacy, and healthcare quality to promote positive change in the delivery of care along the healthcare continuum
3. Applies Benedictine values to foster a collaborative nurse practitioner-patient relationship that fosters respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
4. Acts as a leader in knowledge translation and application of evidence based practice from nursing and related fields through critical evaluation, synthesis, and integration of health information data and research findings.
5. Influences, negotiates, and manages change among an interprofessional team for purposes of advancing healthcare quality among patients, populations, and systems.
6. Practices reflectively as an advanced practice nurse who is aware of and responsive to environmental contexts that shape healthcare decision making.

Nurse Administrator Program Outcomes

1. Designs processes to achieve quality, cost-effective and ethical health outcomes
2. Appreciates the complexity of human resource management in today's healthcare
3. Evaluate quality and safety measures
4. Designs a plan of change using principles of servant leadership
5. Collaborates with others to improve the quality of professional nursing practice and health care policy
6. Utilizes evidence based practice for performance improvement
7. Possesses requisite knowledge to pursue doctoral education
8. Uses information technology to improve processes
9. Demonstrates effective principles of change while providing client centered care

MSN/MBA in Healthcare Administration/Dual Degree Program Outcomes

1. Integrate ethical practices & policies which appropriately address the unique healthcare laws and regulations healthcare organizations must follow.
2. Synthesize information through research and data analysis using best business and evidence based nursing practice to facilitate change toward high quality, cost effective and ethical nursing care delivery systems.
3. Collaborate with interdisciplinary teams, consumers, & other stakeholders to effect needed change in healthcare delivery systems.
4. Utilize stewardship of human, fiscal, and organizational resources based on principles of finance, accounting, and economics.
5. Incorporate service and Benedictine values into nursing leadership practices.
6. Evaluate current domestic and global issues on healthcare and possible impacts to a changing healthcare industry.
7. Analyze significant issues between clinical nursing practice and healthcare administration to offer effective conflict resolution and provide leadership for practical solutions.

The University of Mary graduate programs offer its students preparation in the following four areas of competence:

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Communication

Graduates demonstrate excellence in all facets of communication including the publication and presentation of scholarship.

Graduates differentiate themselves via an ability to fortify technical acumen with robust communication skills. They become leaders who actively listen to those with whom they work and collaborate; who dialogue when they introduce ideas, clarify meaning, and strategize towards solutions; and who write with disciplined purpose to effectively disseminate and contribute to new or existing information. Graduates' communication skills enable them to excel through effective interaction with colleagues across all levels and environments.

Scholarship

Graduates access, analyze, evaluate, and process information from a variety of sources to generate new ideals which guide decision making to influence meaningful change.

Graduates foster a culture conducive to scholarship in which they use research principles to answer relevant questions which lay the foundation from existing knowledge and from those foundations generate relevant and innovative ideas and new knowledge. Our graduates are leaders in the synthesis of research to inform best practices.

Professional Distinction

Graduates are values-based and evidence-driven professionals who are servant leaders committed to excellence in their professions and communities.

Graduates grow in excellence, focusing professional skills and technical proficiency towards a higher commitment to service. They interact collaboratively and effectively within environments comprised of individuals who have diverse educational backgrounds, cultures, and professional talents. Their leadership is founded in both values-based and evidence-driven practice and recognizes its role in contemporary society as one of distinct contribution and gift of self.

Moral Courage

Grounded in faith and reason, graduates clarify and defend moral personal and social values to uphold the pathway for justice in multiple contexts.

Graduates evaluate the human, cultural, religious, and social conditions and history in which decisions are made and habits are formed. With courage they take responsibility to make and follow the course of action which helps build a profession of integrity and a civilization of virtue and dignity rooted in ethical principles that serve the authentic good of all persons. *For students to acquire proficiency in these competences, continual assessment of learning in an atmosphere of openness and free inquiry is promoted.*

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Graduate QSEN Competencies:

Quality Improvement (QI):	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.
Safety:	Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
Teamwork and Collaboration:	Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Patient-centered Care:	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Evidence-Based Practice (EBP):	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
Informatics:	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Major Assignments:

Assignments	% of Grade
Discussion Question Forums (Appendix A) Due Date: Modules 1, 2, 3, 4, 5, 6, 9, 10	30%
Reflection Papers (Appendices B, C) Due Date: Modules 1, 10	10%
Exams Due Date: Modules 6, 7, 8, 10 *The exam in Module 6 covers the course materials from Modules 1 – 6 *The exam in Module 7 covers the course materials from Module 7 *The exam in Module 8 covers the course materials from Module 8 *The exam in Module 10 covers the course materials from Modules 9 and 10	30%
Completion of the National Institutes of Health Office of Extramural Research Certification (Appendix D) Due Date: Module 6	10%
Critical Appraisals (Appendices E, F) Due Date: Modules 7, 9	20%

Methods for Evaluation and Grading:**Grading Scale:**

Letter Grade	Percentage
A	94-100
A-	92-93
B+	90-91
B	86-89
B-	84-85
C+	82-83
C	75-81
D	71-74
F	<70

The Graduate Nursing Handbook indicates a letter grade of less than B- is not passing. Letter grades are not rounded to the next highest percentage.

Students are encouraged to review the University of Mary Graduate Catalog and the University of Mary Graduate Nursing Program Handbook for policies regarding grading as well as policies that regard successful academic progression.

Required Texts and Resource Materials:

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.).

Washington, DC: The American Psychological Association.

Polit, D. F., & Beck, C. T. (2012). *Nursing research: Generating and assessing evidence for nursing practice* (9th ed.).

Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

Expectations:

Since this is a three semester credit graduate level course offered over 10 weeks, you can expect to spend approximately 4.5 hours per week interacting in class and another nine hours per week studying and preparing assignments outside of class time.

Attendance Policy:

Instructors are required to maintain reports of student attendance and to report absences for each course. At the request of the course facilitator, students may be administratively dropped from the course if they do not attend the initial two weeks of class and have not been in contact with the course facilitator by the close of the second week (last day to drop a course without a grade). Students who do not enter the classroom for two consecutive weeks during the remaining class term without an approved excused absence may also be administratively withdrawn from the class.

The policy of class attendance is at the discretion of instructors who will explain their written policy during the first week of class. Students are responsible to be familiar with the policies of their instructors. In the case of unexcused absences,

students are responsible for work assigned, tests or announcements that are made while they are absent. For accelerated courses, opportunity to make-up work involving discussion with a peer cohort may not be possible. At the request of the instructor and with approval of the Vice President for Academic Affairs, students may be administratively dropped from classes due to excessive absences.

Assignment & Exam Policy:

All assignments and projects are to be completed and submitted by the dates they are due. No extensions can be granted for the class discussions. All other assignments completed and submitted after assigned deadline are subject to a 10% reduction. Make up assignments for excused absences will be allowed if they are completed within five days of the regular scheduled times. No credit will be given for assignments that are submitted beyond five days of the due date. Permission of all make-up assignments will be granted at the facilitator's discretion.

Statement on University of Mary Honor Code:

In its mission statement, the University of Mary proclaims that "All students are encouraged to seek the truth, to see themselves as whole and unique individuals responsible to God, and to become leaders in service to truth." Students at the University of Mary are expected to act with integrity at all times. To have integrity is to be trustworthy—to be sound, reliable, and whole—and to live with the inner strength that comes from knowing that one actually is as one portrays oneself to be. The basis of all interaction in the academic community is the expectation that all students will behave in accordance with the values set forth in the University of Mary Academic Honor Code and Honor System. This University of Mary Academic Honor Code expects that individuals will act in a manner that is respectful of the rights and privileges of others. Responsibility for maintaining the integrity of the community rests with each individual member. Each person must examine and evaluate his/her own behavior and regulate that behavior to be consistent with the expectations of the university community. All students are bound by the University of Mary Honor Code and Honor System which can be located within your course on-line.

Statement on Academic Honesty:

Students who cheat perpetrate an intellectual fraud which betrays their own potential, cheapens the honest achievements of others, and undermines the integrity of the university community. Plagiarism is a form of cheating. Students who violate academic honesty fall under the Academic Integrity Policy and are subject to the sanctions under that policy including removal from their programs of study or dismissal from the University.

Policy:

- The instructor will initiate action against a student found cheating while enrolled in a course within seven (7) days of discovery of the infraction. The instructor will formally notify the student and record the action.
- The instructor may apply any of the following sanctions to students found to have cheated during the term of the course.
 - The student will receive a zero for the work in question.
 - The student will be given another opportunity to demonstrate knowledge or skills.
 - The student will be expelled from class with a failing grade.
 - The instructor may recommend additional sanctions to the student's Program Director, the student's Division Chair or Dean, or the University Director of Graduate Studies.

Please refer to the most current *Graduate Studies Catalog's Graduate Policies and Procedures* sections titled "Academic Honesty" and "Policy" for additional information. A student who is found to breach this policy while enrolled in a course will be formally notified by the instructor and the action will be recorded in the student's file.

Channel for Communication Relating to this Course:

Instructor > Chair, Online and Distance Nursing Education > Chair, Nursing Division > Dean of the School of Health Sciences > Assistant VP Academic Affairs

Students may appeal the ruling of a Dean based on the discovery of new evidence previously unavailable or a significant irregularity in the procedural process which could affect the outcome of the finding by the Dean. The appeal must take place within 30 days of the decision by the Dean. Students appeal to the Assistant Vice President for Academic Affairs (AVPAA). General dissatisfaction with the decision of the Dean or assigned alternate is not sufficient grounds to appeal the decision to the AVPAA. For more information, please review the Academic Appeals Process located in the university catalog.

Statement Regarding Reasonable Accommodations: The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for students who provide required documentation. Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. For further information, contact Elizabeth Hermanson, Director of Student Accessibility Services in the Student Success Center, located in the lower level of Welder Library, at (701) 355-8264 or at ejhermanson@umary.edu

Appendix A Discussion Participation Expectations

Class discussion offers an opportunity for collaborative learning through engagement of dialogue and sharing of experiences from varied backgrounds of individual students.

General expectations:

The discussion rubric below will be used by faculty in evaluating the student performance of discussion participation. In general, faculty will be access the quality of students' initial discussion post, the degree of value added comments, critical thinking and the synthesis of ideas in discussion reply. Also accessed with be the scholarly nature of posts, the professionalism of posts, and the timeliness of posts.

- **First postings are due by midnight Tuesday. Second posting by midnight Friday.**
- During the course of this semester, participation in weekly online discussions of course content is expected as topics are introduced and as applied to assigned readings as an adjunct to student learning for achievement of course outcomes.
- ALL Posts are expected to be scholarly in nature. References should be included, particularly at the conclusion of the posting.
- **Copying and pasting of content from sources is not acceptable.**
- The students will keep the discussion going throughout the week by asking questions, asking for clarification, making statements, and providing additional references.
- The aim is to encourage interaction, not simply to present information. Student responses to discussion questions must be substantive, that is, thoughtful and analytical. You may share personal experiences, share an assessment, medication, care tip, community resource, ideas from the literature, etc.
- If a student is unable to fulfill this requirement for any reason, he/she should notify the instructor prior to the class and make alternative arrangements.

PLEASE REVIEW THE GRADING RUBRIC ON THE NEXT PAGE FOR SPECIFIC GRADING CRITERIA

DISCUSSION RUBRIC					
Expectation	Expectation Fully Met		Expectation Partially Met	Expectation Inadequately Met	Expectation Not Met
	Online	Onsite			
Quality of the Student's Initial Discussion Posts:	- Makes contributions to the posted discussion to the degree that the instructor and classmates can identify thoughtfulness and comprehensive understanding of the discussion topics. - Demonstrates analysis and integration of ideas from course readings. - Exhibits excellent use and citation of evidence based references in discussion post. - Demonstrates analysis and integration of ideas from readings and other student colleagues' discussion posts as related to the discussion topics. - Validates the posts with a mixture of peer-reviewed sources that the student discovered through information literacy. The student uses a variety of sources that are topical and tie in related outside perspectives. - Thoughtfully considers and responds to the assignment question(s) using sound argumentation and clear prose. Additional content is added to enrich the discussion. - Offers analysis, synthesis, and evaluation of course work material in a manner that enhances learning. Provides pertinent and legitimate information that supports the main points and shows thoughtful, in-depth and insightful analysis, which fosters further discussion on the topic to explore new lines of argument or different perspectives. 3 pts	- Actively contributes to and is an engaged participant in class discussion. - Excellent reference of EBP resources are used during contributions to class discussion. - Demonstrates analysis and integration of ideas from readings and other student colleagues' discussion as related to the discussion topics. - Contributes in class discussion to the degree an instructor can easily identify thoughtfulness and comprehensive understanding of the discussion topics. - Participates in discussion forums on the LMS (Canvas) as assigned by faculty. Meets online criteria (at left) with discussion postings in LMS. 3 pts	The specified expectation is partially met 2.75 pts	The specified expectation is inadequately met 2.5 pts	The specified expectation is not met 0 pts
Quality of Contributions to Peers' Discussion Posts:	- Provides frequent concise feedback to peers' comments to foster critical thought of the discussion question(s). - Responses reflect ideas from other peers' discussion posts relating to the assigned discussion topics. Contributes additional substantive, thoughtful, and analytical responses to the postings that are made by other peers. - Thoughtfully considers and responds to peers' postings using sound argumentation, clear prose, and tactfulness; the response is comprehensive and challenging. These responses serve to deepen the conversation. - Builds on ideas from other classmates through cross-talk and interaction as well as enhances the strengths or weaknesses of discussion content. 3 pts	- Cross-talk and interaction builds on ideas from classmates and enhances the strengths or weaknesses of discussion content. - Thoughtfully considers and responds to classmate's comments using sound argumentation, clear prose, and tactfulness; the response is comprehensive and challenging. These responses serve to deepen the conversation. - Participates in discussion forums on the LMS (Canvas) as assigned by faculty. Meets online criteria (at left) with discussion postings in LMS. 3 pts	The specified criteria are partially met 2.75 pts	The specified criteria are inadequately met 2.5 pts	The specified criteria are not met 0 pts
Degree of Participation/ Timelines	- Minimum of an initial post to each discussion thread by Tuesday at midnight. - Additional substantive, thoughtful and analytical responses (a minimum of one reply to each discussion per week) to postings from peers by Friday at midnight. 2 pts	- Prepares for class discussion and has concise comments to allow time for others to participate. - Participates in discussion forums on the LMS (Canvas) as assigned by faculty. Meets online criteria (at left) with discussion postings in LMS. 2 pts	The specified criteria are partially met 1.75 pts	The specified criteria are inadequately met 1.5 pts	The specified expectations are not met 0 pts
Mechanics/ Formatting	<u>Grammar and Spelling:</u> Postings are without spelling, grammar, punctuation, or syntactical errors that distract the reader from the content. Word choice is consistently accurate and appropriate. <u>APA:</u> The student demonstrates excellent use and proper APA citation of evidence based references that are used in the discussion. 2 pts	Participates in discussion forums on the LMS (Canvas) as assigned by faculty. Meets online criteria (at left) with discussion postings in LMS. 2 pts	The specified criteria are partially met 1.75 pts	The specified criteria are inadequately met 1.5 pts	The specified expectations are not met 0 pts

Appendix B

Reflection Paper 1 Assignment: Guidelines (Module 1)

Reflection papers are commonly used in graduate education to promote student learning through the processes of assessment and self-reflection. Students will submit a reflection utilizing the grading rubric on the next page to assess their knowledge levels of the research process at the beginning of this research course. The paper will be assessed at the conclusion of the course for the student to learning that occurred during this course.

This reflection paper needs to be written in proper APA format. It should be approximately two pages in length. The paper will be submitted in its assignment drop box on or before the assignment due date.

Grading Rubric for Reflection Paper 1

50 points

Criterion	Criterion Completely Met	Criterion Adequately Met	Criterion Inadequately Met	Criterion Not Met
The paper is in proper APA format and includes a cover page and a reference page. Proper sentence structure, spelling, and grammar are used.	10 points	9 points	8 points	0 points
Identification of program of study and description of educational and professional experiences for the development and the implementation of research or EBP	5 points	4.5 points	4 points	0 points
Two personal goals for this course and how you hope to accomplish these goals	5 points	4.5 points	4 points	0 points
Description of positivist or constructivist paradigm. There are examples and citations of a nursing research article that has been written within the last five years to support your views. The article is attached to the post.	20 points	18 points	16 points	0 points
Beliefs and explanation about the role of the Master's prepared nurse to promote the utilization of research and EBP findings to other health care professionals	5 points	4.5 points	4 points	0 points
Description of comfort levels with initiating or working on research or EBP projects	5 points	4.5 points	4 points	0 points

Appendix C

Reflection Paper 2 (Module 10)

Reflection papers are commonly used in graduate education to promote student learning through the processes of assessment and self-reflection. Students will submit a reflection utilizing the grading rubric on the next page to assess their knowledge levels of the research process at the conclusion of this research course. The first reflection paper that was completed as a week 1 assignment should be analyzed to complete this paper.

The paper needs to be written in proper APA format. It should be approximately one to two pages in length. The paper will be submitted in its assignment drop box on or before the assignment due date.

Grading Rubric for Reflection Paper 2

35 points

Criterion	Criterion Completely Met	Criterion Adequately Met	Criterion Inadequately Met	Criterion Not Met
The paper is in proper APA format and includes a cover page and a reference page. Proper sentence structure, spelling, and grammar are used.	10 points	9 points	8 points	0 points
Reflection of the two personal goals for this course that were identified in Reflection Paper 1. Describe how these goals were met, not met, or partially met	5 points	4.5 points	4 points	0 points
Description of one piece of new knowledge that you gained as a result of taking this course	5 points	4.5 points	4 points	0 points
Discussion if the beliefs and explanation about the role of the Master's prepared nurse to promote the utilization of research and EBP findings to other health care professionals in the first reflection paper have remained the same, if they have been changed, if they have been modified, or if they have been strengthened	10 points	9 points	8 points	0 points
Vision regarding the use of these course materials in the future	5 points	4.5 points	4 points	0 points

Appendix D

Due Date: Module 6

Obtain certification from The [National Institutes of Health Office of Extramural Research \(Links to an external site.\)](#). Although this resource was designed largely for NIH research, it does give a thorough approach to looking at Protection of Human Subjects. Please register (there is no charge to you) for the course and complete the learning guide. Submit the certificate of completion to the respective assignment page.

This is an example of the certificate that you will receive when you successfully complete the NIH Certification. Please submit a copy of your certificate to complete the assignment.



Appendix E

**Guidelines for the
Quantitative Research Article Critical Appraisal Assignment
(Due Date Module 7)**

It is important not only for nurses to know how and where to access research but also how to critically appraise the research information. Merely identifying research studies does nothing to inform the quality of the research that may be used to shape health care decisions. To inform the decision making process, research most closely related to the clinical inquiry must be analyzed. The quality of research information that healthcare decisions are based needs to be assured. One efficient method to determine the quality of research is the critical appraisal of primary research.

Select a quantitative research article for this assignment. Carefully read the quantitative research article that you select and follow the grading rubric (below) to complete the assignment.

Grading Rubric for Quantitative Research Article Critical Appraisal
100 points

Criterion	Criterion Fully Met	Criterion Adequately Met	Criterion Not Adequately Met	Criterion Not Met
Article citation in APA format The individual sections of the paper are separated and labelled with Level 2 and Level 3 headings	5 points	4.5 points	4 points	0 points
The remainder of the paper demonstrates proper grammar and sentence structure. The article is attached to the assignment posting.	5 points	4.5 points	4 points	0 points
An overview of the topic of the study is described.	5 points	4.5 points	4 points	0 points
The Problem for the Study is identified Does it fit the topic of the study?	5 points	4.5 points	4 points	0 points
Purpose of the study is described. How does it fit the topic, the problem statement, and study design?	5 points	4.5 points	4 points	0 points
The Research Question(s) and/or Hypothesis are described. How do these components fit the topic, problem statement, and the purpose for the study?	5 points	4.5 points	4 points	0 points
The Independent and Dependent Variables for the study are described.	5 points	4.5 points	4 points	0 points
Do the independent and dependent variables fit the problem identified for the study? Does the research question support a causal relationship between the independent and dependent variables?	5 points	4.5 points	4 points	0 points
The Quantitative Research Methodology How it fits the problem, purpose, and research questions/hypothesis are described.	5 points	4.5 points	4 points	0 points
The Quantitative Design used for this study is described. Did this design facilitate the researcher to answer the research question/hypothesis? (See the sub questions below and answer the questions that suit the type of quantitative design that was used in the article that you chose. Use level three headings for each item that is discussed) ▪ Was there an intervention or treatment? Was the intervention adequately described? ▪ Was the control or comparison condition adequately described? ▪ Was an experimental or quasi-experimental design used? ▪ If the study was a RTC, what specific experimental design was used? Were randomization procedures adequately explained? Did the report provide evidence that randomization was successful – that is, resulted in groups that were comparable prior to the intervention? If cluster randomization was used, was there an adequate number of units? ▪ If the design is quasi-experimental, what specific quasi-experimental design was used? Is there justification for deciding not to randomize participants to treatment conditions? Does the report provide evidence that any groups being compared were equivalent prior to the intervention? ▪ If the design was nonexperimental, was the study inherently nonexperimental? If not, is there justification for not manipulating the independent variable? What specific nonexperimental design was used? If a retrospective design was used, is there justification for not using a prospective design? What evidence does the report provide that any groups being compared or similar with regard to important confounding characteristics? ▪ What types of comparisons are specified in the design (e.g. before-after, between groups)? Did these comparisons adequately eliminate the	5 points	4.5 points	4 points	0 points

relationship between the independent and dependent variables? If there are no comparisons, or faulty comparisons how does this affect the study's integrity and interpretability of the results? ▪ Was the study longitudinal? Was the timing of the time of the collection of the data appropriate? Was the number of data collection points reasonable? ▪ Was binding/masking used? Is yes, who was blinded and was this adequate? If not, is there an adequate rationale for failure to mask? Is the intervention the type that could raise expectations that in and of themselves could alter the outcomes? ▪ If the study was a survey, was the most appropriate method used to collect data?				
The Characteristics of the Sample are described. Was the study population identified and described? Were eligibility criteria identified? Were the sample procedures clearly identified?	5 points	4.5 points	4 points	0 points
The Sampling Technique was described. How were people recruited into the sample? Was there a representative and well-defined sample with similar characteristics? If the sampling was stratified, was a useful stratification variable selected? If the study was a randomized control trial answer the following questions: How were subject assigned to groups? Was it random assignment to the experimental and control groups? Was random assignment concealed from the individuals who were first enrolling subjects into the study? Were the subjects and providers kept blind to the study group? Were reasons given to explain why subjects did not complete the study? Were the follow-up assessments conducted long enough to fully study the effects of the intervention? Were the subjects analyzed in the group to which they were randomly assigned? Was the control group appropriate? Were the instruments used to measure the outcomes valid and reliable? Were the subjects in each of the groups similar on demographic and baseline clinical variables?	5 points	4.5 points	4 points	0 points
The Sample Size is described. Was the sample size sufficiently large to support statistical conclusion validity? Were the instruments used to measure the outcomes valid and reliable?	5 points	4.5 points	4 points	0 points
The Data Collection procedures are described. Were the right methods used to collect the data? Was the collection of data using structured methods (in contrast with unstructured methods) consistent with study aims? Was the right amount of data collected? Were data collected to address the varied needs of the study? Were <i>too much</i> data collected in terms of burdening study participants—and, if so, how might this have affected data quality? Were data collection instruments adequately pretested? Did the report provide sufficient information about data collection procedures? Who collected the data? Were data collectors judiciously chosen, with traits that were likely to enhance data quality? Was the training of data collectors described? Was the training adequate? Were steps taken to improve data collectors' ability to elicit or produce high-quality data, or to monitor their performance?	5 points	4.5 points	4 points	0 points

Where and under what circumstances were data gathered? Was the setting for data collection appropriate? Were data collectors blinded to study hypotheses or to participants' group status? What evidence does the report provide that selection biases were eliminated or minimized? What steps were taken to control confounding participant characteristics that could affect the equivalence of groups being compared? Were these steps adequate? Were validity and reliability measures reported? If you selected an intervention study, is there evidence that attention was paid to intervention fidelity? For example, were staff adequately trained? Was the implementation of the intervention monitored? Was attention paid to both the delivery and receipt of the intervention?				
Description if the report provided sufficient information about the data collection procedures.	5 points	4.5 points	4 points	0 points
Where the statistical analysis appropriate to answer the research questions/hypothesis? Were the research hypotheses supported? Was there adequate statistical power? If this was a cohort study, how likely was the outcome event/s in a specified period of time? How precise are the study estimates? If you selected a randomized control trial, please answer the following questions: What were the results? How large was the intervention or treatment effect (NNT, NNH, effect size, level of significance)? How precise is the intervention or treatment (CI)?	5 points	4.5 points	4 points	0 points
Results of the study Were all important results discussed? Did the researchers discuss the limitations of the study and their possible effects on the credibility of the research evidence? What types of evidence were offered in support of the interpretation, and was that evidence persuasive? If results were "mixed," were possible explanations offered? Were results interpreted in light of findings from other studies? Did the researchers discuss the generalizability of the findings? Did they draw any unwarranted conclusions about generalizability?	5 points	4.5 points	4 points	0 points
How were specific findings presented? Were data displayed in a manner that allows the reader to verify the researcher's conclusions? Were tables used to present the data? Was presentation logical, consistent, and easy to follow?	5 points	4.5 points	4 points	0 points
Does the writing effectively promote understanding? Does the report give the reader a clear picture of the research study?	5 points	4.5 points	4 points	0 points
Implications for Use Did the researchers discuss the study's implications for clinical practice ("clinical significance"), nursing theory, or future nursing research? Did the researchers make specific recommendations? If yes, are the stated implications appropriate, given the study's limitations and the magnitude of the effects—as well as evidence from other studies? Are the results relevant to persons in similar situations? How may the results be applied to clinical practice?	5 points	4.5 points	4 points	0 points

Appendix F
Guidelines for the
Qualitative Research Article Critical Appraisal Assignment
(Due Module 9)

It is important not only for nurses to know how and where to access research but also how to critically appraise research information. Merely identifying research studies does nothing to inform the quality of the research that may be used to shape health care decisions. To inform the decision making process, research most closely related to the clinical inquiry must be analyzed. The quality of research information that healthcare decisions are based needs to be assured. One efficient method to determine the quality of research is the critical appraisal of primary research.

Select a qualitative research article for this assignment. Carefully read the qualitative research article that you select and follow the grading rubric for this assignment to complete the assignment (below).

Grading Rubric for Qualitative Research Article Critical Appraisal
100 points

Criterion	Criterion Fully Met	Criterion Adequately Met	Criterion Inadequately Met	Criterion Not Met
The article was cited in APA format. The remainder of the paper utilized proper grammar and sentence structure. The individual sections of the paper are separated and labelled with Level 2 and Level 3 headings The article is attached to the assignment post.	5 points	4.5 points	4 points	0 points
The topic of the study was described.	5 points	4.5 points	4 points	0 points
The problem for the study was identified. Did it fit the topic of the study? Was the study undertaken with an ideological perspective? Was the significance/importance of the study explicit?	5 points	4.5 points	4 points	0 points
The purpose of the study was identified. Did it fit the topic and the problem statement?	5 points	4.5 points	4 points	0 points
The research questions were identified. Did they fit the topic, problem statement, and the purpose for the study? Were they congruent with the qualitative methodology?	5 points	4.5 points	4 points	0 points
Did the review of literature support a need for study?	5 points	4.5 points	4 points	0 points
The Qualitative Research Methodology was described. Did it fit the problem, purpose, and research questions?	5 points	4.5 points	4 points	0 points
The Qualitative Design used for this study was described. Did this design facilitate the researcher to answer the research question(s)? Does the design fit the purpose of the study? Did the design lend itself to a thorough, in-depth, intensive examination of the phenomenon of interest?	5 points	4.5 points	4 points	0 points
What type of sampling strategy was used? Was the sampling strategy clear and guided by study needs? Were the eligibility criteria for the study specified? How were participants recruited into the study? Did the recruitment strategy yield information-rich participants?	5 points	4.5 points	4 points	0 points
Was the sample size sufficient? Did sample composition and size reflect study needs? Was the sample size adequate and appropriate for the qualitative tradition of the study? Did the researcher indicate that saturation had been achieved?	5 points	4.5 points	4 points	0 points
Key characteristics of the study population were described. Was a rich description of participants and context provided, allowing for an assessment of the transferability of the findings?	5 points	4.5 points	4 points	0 points
Did the report provide sufficient information about the data collection procedures? Were data collection procedures clear?	5 points	4.5 points	4 points	0 points
Description of the instrument that was used. If a topic guide was used, did the report present examples of specific questions? Were the questions appropriate and comprehensive? Did the wording minimize the risk of biases? Did the wording encourage full and rich responses?	5 points	4.5 points	4 points	0 points
Was the modality of obtaining the data appropriate (example of in-person interviews?) Did the researcher spend a sufficient amount of time doing fieldwork or collecting the research data?	5 points	4.5 points	4 points	0 points
Were interviews audio-recorded and transcribed?	5 points	4.5 points	4 points	0 points

If interviews were not audio-recorded, were steps were taken to ensure the accuracy of the data?				
How were observational data recorded?	5 points	4.5 points	4 points	0 points
Were data analysis procedures described? Did the report adequately describe the process by which the actual analysis was performed? Were manual methods used to index and organize the data, or was a computer program used? How were completeness and accuracy of the data assured? Were sources and means of verifying data explicit?	5 points	4.5 points	4 points	0 points
How were specific findings presented? Did the analysis yield a meaningful and insightful picture of the phenomenon under study? Was the category scheme described? What major themes or processes emerged? If excerpts from the data were provided, did the themes appear to capture the meaning of the narratives? Did quotes fit the findings they are intended to illustrate? Were data displayed in a manner that allowed the reader to verify the researcher's conclusions? Was a conceptual map, model, or diagram effectively displayed to communicate important processes? Was the overall presentation of the findings logical, consistent, and easy to follow?	5 points	4.5 points	4 points	0 points
Did the writing effectively promote understanding? Were you, the reader, imaginatively drawn into the experience? Was the context of the phenomenon adequately described? Did the report give you a clear picture of the social or emotional world of study participants?	5 points	4.5 points	4 points	0 points
Are there any implications of the research stated? What is the study's potential contribution? Are the results relevant to persons in similar situations? How may the results be applied to clinical practice?	5 points	4.5 points	4 points	0 points