



Nursing Research – NURS 430 Spring 2010

Meeting Time and Place: SMMC - Knoxville-Tuesday 11:50AM-2:40PM
LMU- Harrogate-Thursday 11:50AM-2:40PM

Course Credit Hours: 3 credit hours

FACULTY Billie Rhea Phillips, PhD, RN
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I. COURSE DESCRIPTION:

This Web-enhanced course will explore scientific methods of inquiry including research terminology, methods of sampling, research design, data analysis and significance of research findings. Evaluation of research data for applicability to nursing problems and practice in promotion of adaptation for human persons, families, groups, communities, and society in the four adaptive modes. Prerequisite: completion of Mathematics requirement (Statistics preferred) and consent of the Instructor.

II. COURSE OBJECTIVES:

Students who successfully complete NURS 430 will be able to:

1. Discuss the significance of research to the practice of nursing.
2. Describe the basic steps of the scientific research process.
3. Conduct a computer-mediated search for information/knowledge relevant to nursing.
4. Discuss ethical issues and principles relevant to the conduct of human subject's research.
5. Compare quantitative and qualitative approaches to scientific inquiry.
6. Critique published research studies relevant to nursing.
7. Describe the process of implementing research findings into nursing practice.
8. Identify priority areas in nursing research.

III. TEXTS/MATERIALS FOR THE COURSE: (REQUIRED TEXT)

LoBiondo-Wood, G., & Haber, J. (2006). Nursing research: Methods and critical appraisal for evidenced – based practice (7th ed.). St. Louis, MO: Mosby.

LoBiondo-Wood, G., & Haber, J. (2006). Nursing research: Methods and critical

appraisal for evidenced – based practice: Study guide (7th ed.). St. Louis, MO: Mosby.

Suggested Text:

Publication manual of the American Psychological Association (6th ed.). (2009).
Washington D C: Author

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

A. Attendance, Absenteeism, Tardiness and Exams. (See *LMU CSON Undergraduate Nursing Student Handbook* Online 2009-2010, pp. 26-30).

B. Cell phone usage is NOT permitted in the classroom. This includes sending and receiving text messages.

C. Course Assignments

Test dates and times are specified on the lecture schedule. There will be a

1. Midterm and Final Exam (See *LMU CSON Undergraduate Nursing Student Handbook* Online 2009-2010, pp. 26-27).

2. Critique of Quantitative Research Article

3. Critique of Qualitative Research Article

4. Research Question and Literature Review Presentation

5. Online Web Assignments

D. Rules Regarding Tests and Examinations:

1. All students are expected to take exams as scheduled. Students are required to notify the faculty by phone or email (see contact information) prior to the scheduled exam time if they are not going to be present. Students are given faculty contact information in each NURS course syllabi and are expected to have it available at all times. If for any reason a student is unable to leave a message for the faculty member via the contact information provided, it is the student's responsibility to contact the Nursing Office on campus (1-800-325-0900, ext. 6324) and talk to the Nursing Secretary or leave a message on her voice mail. Please remember to state you are unable to take the exam and be specific as to the course, the faculty's name and the site you attend. A student must be approved by the faculty for an alternate exam.

2. All electronic devices (pagers, cell phones, PDA's, etc), personal belongings (book bags, purses, coats) must be place at the front of the room during

examination times.

3. Ball caps or hats with any type of brim will not be allowed to be worn during exam administration.
4. Editorial corrections will be given at the beginning of the exam. If corrections to the exam are needed once the exam has started, the faculty will interrupt the exam and announce the correction and also write it on the board.
- 5 The student must not leave his/her seat until the exam is finished, except for emergencies.
9. The exam will be timed. Any student entering late will be required to turn his/her exam at the stated time.
10. After the exam is finished, the student has the following options:
 - a) Return to his/her seat, and remain quiet until class resumes.
 - b) Leave the classroom. (If the student chooses to leave the room, he/she may not reenter until class resumes.)
11. Nursing Faculty will have one week to review and score exams. Student grades will be available and posted on Blackboard by at least week after the exam has been given.
12. Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
13. If a student wishes to challenge a question on an exam, the rationale must be put in writing and documented by page number in the textbook within one (1) week from the time of the test review. This documentation should be give to the faculty in person or by e-mail who taught the unit by the student challenging the test item.

(See *LMU CSON Undergraduate Nursing Student Handbook Online 2009-2010* for complete exam administration and review guidelines, pp. 26-28).

E. METHODS OF EVLAUATION:

Midterm Exam	15%
Final Exam	20%
Critique of Quantitative Research Article	20%
Critique of Qualitative Research Article	20%
Research Question and Literature Review Presentation	15%
Online Web Assignments	10%

Total 100%

F. GRADING:

Grading Scale:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 –79	C+
73 –76	C
70 –72	C-
60 –69	D
Below 60	F

The minimal acceptable grade in **Nursing 430** is a "C" for the course. See the *LMU Student Handbook* Online 2009-2010 or obtain one from the secretary of the Caylor School of Nursing.

A failing grade will result in a failing grade for the course. The student must attain an overall average of 73% to pass this NURS course with a "C". **There will be NO rounding of earned grades within the course and NO rounding of the final grade for the course.**

G. INCOMPLETE POLICY:

Students are expected to complete all requirements as assigned during the semester. Incompletes are only given in extreme circumstances deemed by the instructor.

If the request for an "I" is approved, the work must be completed within the first six weeks of the following semester (excluding summer terms); otherwise the grade automatically becomes "F". The grade of "I" is calculated in the grade point average with zero points.

V. METHODS OF INSTRUCTION:

(Can Include but are not limited to):

Lecture

Blackboards presentations and assignments

Discussion

Small Group Activities

Independent Study

Audiovisual Materials

Required & Recommended Readings

Internet Assignments
 Written Assignments
 Guest Lecturers
 Individual Guidance & Assistance from Instructors

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Blackboard will be used for this course for online presentations, for announcements, e-mail and for the posting of individual course grades. Students must have the computer skills necessary to participate in this course.

A. BLACKBOARD

1. Grades will be posted on the Blackboard gradebook.
2. All course materials will be posted on Blackboard.
3. The student is responsible for checking Blackboard for course announcements.
4. For technical support with Blackboard problems, contact the IS Help Desk at the Main Campus (1-800-325-0900)

B. ELECTRONIC DATABASES

Electronic databases, accessed through the LMU library web page, should be utilized for information when preparing the required PowerPoint presentation and the paper for this course.

C. LMU EMAIL ACCOUNT:

Students are required and held accountable for checking their LMU email account on a regular basis. University offices, as well as faculty, will use this email address to correspond with the student throughout the semester.

VII. UNIVERSITY POLICIES:

STUDENTS WITH DISABILITIES POLICY: As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalog. Any student needing assistance in accordance with the Americans with Disabilities Act (1990 as amended) should contact the instructor and the LMU ADA Compliance Officer, donna Treece-Paul, in order to make appropriate arrangements. Contact information: donna.treece-paul@lmunet.edu and/or 423-869-6251 (800-325-0900, ext. 6251). Office is located on the third floor of the Student Center.

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES:

Discrimination Policy: LMU policies can be found at <http://www.lmunet.edu/campuslife/sthandbook/handbook.pdf> and in the LMU, Caylor School of Nursing, *Undergraduate Nursing Student Handbook 2009-2010*.

Lincoln Memorial University is committed to maintaining study and work environments that are free from discriminatory harassment based on sex, race, color, national origin, religion, pregnancy, age, military status, disability or any other protected discriminatory factor. Sexual or other discriminatory harassment of its students is strictly prohibited, whether by non-employees (such as contractors or vendors), other students, or by its employees, and LMU will take immediate and appropriate action to prevent and to correct behavior that violates this policy. Likewise, students are strictly prohibited from engaging in harassing behavior directed at LMU's employees, its visitors, vendors and contractors. All students must comply with this policy and take appropriate measures to create an atmosphere free of harassment and discrimination. Appropriate disciplinary action, up to and including, as appropriate, suspension, expulsion, and termination from employment or being banned from LMU properties, will be taken against individuals who violate this policy.

Scholastic Dishonesty Policy: LMU policies can be found at <http://www.lmunet.edu/campuslife/sthandbook/handbook.pdf>; *LMU Undergraduate Catalog 2009-2010*; LMU, Caylor School of Nursing, *Undergraduate Nursing Student Handbook 2009-2010*).

It is the aim of the faculty of LMU to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present work as his/her own that he/she has not honestly performed is regarded by the faculty and the administration as a very serious offense and renders the offender liable to several consequences and possible suspension

Cheating: LMU prohibits dishonesty of any kind on examinations or written assignments. These include unauthorized possession of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating.

Plagiarism: LMU prohibits offering the work of another as one's own without proper acknowledgment. Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works, or from the themes, reports or other writings of a fellow student has committed plagiarism.

LMU's Inclement Weather Policy:

For information on inclement weather policy and class cancellations due to weather visit the LMU website: <http://www.lmunet.edu/curstudents/weather.shtml> or type "inclement weather" into the LMU search engine. Information on radio and TV listings is at the site.

Local radio and television stations will be contacted and every effort made to have morning or daytime cancellations posted/announced by 6:00 a.m., along

with a recorded announcement on the LMU main campus telephone number: 423-869-3611. You may also check the above website for class cancellation notices.

In addition, check your LMU e-mail for any notices from the course faculty.

VIII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT:

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God. The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments. The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

Approved by the Board of Trustees May 5, 2006.

CAYLOR SCHOOL OF NURSING MISSION STATEMENT:

In conjunction with the University's mission, the Faculty of the Caylor School of Nursing strives to instill responsibility and high moral/ethical standards in the preparation of quality nurses, at multiple levels of nursing education, through superior academic programs at the undergraduate and graduate level. Specifically, the mission of the Faculty is to prepare nurses with the ASN degree, the RN to BSN degree, and MSN degree, to assist individuals, families, communities, and society as they adapt to changes in physiological needs, role function, self-concept, and interdependent relationships during health and illness. The Caylor School of Nursing seeks to respond to the needs of nursing education and healthcare in the surrounding communities by preparing nurses at multiple levels and by providing continuing education/professional development opportunities that are rooted in knowledge, research, and other scholarly activities.

IX. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

NURSING 430 CLASS SCHEDULE Knoxville (St. Mary's Medical Center) and Harrogate

DATE/SITE	TOPIC/LEARNING ACTIVITY	REQUIRED ASSIGNMENT

In Class Week 1 January 5 (K); 7 (H)	*Review of Syllabus *Course Overview *Integrating Research and Evidence Based Practice	LoBiondo-Wood/Haber Chapter 1
Online Week 2 January 12 (K); 14 (H)	*Research Questions and Hypotheses *Gathering and Appraising the Literature	LoBiondo-Wood/Haber Chapters 2-3 Study Guide -Chapter 2, Activity 4 & 5 Study Guide -Chapter 3, Activity 4
In Class Week 3 January 19 (K); 21 (H)	*Introduction to Qualitative Research *Literature Review/Computer Lab *LMU Medical Librarian	LoBiondo-Wood/Haber Chapter 4
Online Week 4 January 26 (K); 28(H)	*Qualitative Approaches to Research	LoBiondo-Wood/Haber Chapter 5 Study Guide-Chapter 5, Activity 3
In Class Week 5 February 2 (K); 4 (H)	*Evaluating Qualitative Research	LoBiondo-Wood/Haber Chapters 6
Online Week 6 February 9 (K); 11 (H)	Sampling	LoBiondo-Wood/Haber Chapters 10 Study Guide-Chapter 10, Activity 2 & 3
In Class Week 7 February 16(K); 18 (H)	*Introduction to Quantitative Research *Experimental and Quasi-experimental Designs *Non-experimental Design	LoBiondo-Wood/Haber Chapters 7, 8, 9
In Class Week 8 February 23 (K); 25 (H)	* MID-TERM EXAM Chapters 1-10 *Research Question & Literature Review Workday	LoBiondo-Wood/Haber
Online Week 9 March 2 (K); 4 (H)	*Legal and Ethical Issues	LoBiondo-Wood/Haber Chapter 11 Study Guide-Chapter 11, Activity 7

In Class Week 10 March 9 (K); 11 (H)	<u>Qualitative Research Critique Due</u> *Collection Methods *Reliability and Validity *Appraising Quantitative Research	LoBiondo-Wood/Haber Chapter 12, 13, 16
March 15-19	Spring Break	
Online Week 11 March 23 (K); 25 (H)	*Descriptive Data Analysis *Inferential Data Analysis	LoBiondo-Wood/Haber Chapter 14 Study Guide-Chapter 14, Activity 2
In Class Week 12 March 30 (K); April 1 (H)	<u>Quantitative Research Critique Due</u> *Understanding Research Findings *Application of Research in Nursing Practice	LoBiondo-Wood/Haber Chapter 15, 18
Online Week 13 April 6 (K); 8 (H)	*Developing an Evidence-Based Practice	LoBiondo-Wood/Haber Chapters 17
In Class Week 14 April 13 (K); 15 (H)	Presentations Review for Final Exam	LoBiondo-Wood
In Class Week 15 April 20 (K); 22 (H)	Presentations	
In Class Week 16 April 27 (K); 29 (H)	Final Exam	

X. IMPORTANT DATES IN THE ACADEMIC CALENDAR (SPRING 2010)

ACADEMIC CALENDAR SPRING 2010	
Registration and New Student Orientation	January 4
Classes Begin	January 5
Last Day to Complete Registration/Add Classes	January 13
Martin Luther King Day (<i>No Classes</i>)	January 18
Convocation (9:30am in session classes & resident students)	February 2
Lincoln Day/Founders Day (special activities)	February 12
Last Day to Drop Course Without “WD”	February 19

MID-TERM	February 22-26
Last Day to Drop Course Without “F”	March 10
SPRING BREAK (<i>No Classes</i>)	March 15-19
Early Registration Begins	March 29
Classes End	April 23
FINAL EXAMS	April 26-30
COMMENCEMENT (11am)	May 1

XI. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.

Nursing Research Question and Literature Review Presentation Rubric
Lincoln Memorial University Caylor School of Nursing
NURS 430 – Nursing Research

Student _____ Date _____

Instructions:

- 1) Student will choose one research question and conduct a literature review to be presented during scheduled presentation sessions.
- 2) Research question will be presented in a nursing framework.
- 3) In addition to course text, review at least 5 current nursing journal articles related to the research question (within 5 years).
- 4) Presentations are limited to 15 minutes with 5 minutes of additional time for discussion.
- 5) Be creative, other than lecture, use additional approaches or complement lecture with charts, diagrams, overhead, posters, handouts, humor, role play.

RESEARCH TOPIC PRESENTATION RUBRIC

Possible (15 points)

CRITERIA	POINTS
Gap in the literature	

Research question Summary of literature findings Purpose of the literature review met	(6 points)	
Significance to Nursing Nursing framework (nursing research based)	(2 Points)	
Professional behaviors (dress, eye contact with minimal reading) Promoted participation and discussion	(2 Points)	
Creative teaching strategy other than lecture	(2 Points)	
Appropriate reference in APA format	(2 Points)	
Presented in allotted time frame (15 minutes)	(1 Point)	
Comments:		
Total Points		

Qualitative Research Critique Rubric*
Nursing Research NURS 430 Spring, 2010

The following guidelines are offered to assist with consideration of your article for critique. The guidelines will also be used to grade your critique of the article you have chosen.

Guidelines	Points Available	Points Achieved
Introduction <ol style="list-style-type: none"> 1. Identify the phenomenon of interest. 2. Describe the qualifications of the authors to conduct the study (such as research expertise, clinical experience, and educational preparation) 3. Discuss the clarity of the article title (type of study, primary variables, and population identified) 4. Discuss the quality of the abstract (includes purpose; highlights design, sample, and intervention [if applicable]; and presents key 	4	

results)		
<p>Research problem and purpose</p> <ol style="list-style-type: none"> 1. Is the problem clearly stated? 2. Is the problem significant to nursing? 3. Does the problem have a gender bias and address only the needs of one gender and not the other? 4. Is the background of the problem discussed? 5. Is the purpose clearly stated? 6. Was this study feasible to conduct in terms of money commitment; researchers' expertise; availability of subjects, facilities, equipment; and ethical considerations? 	6	
<p>Review of literature</p> <ol style="list-style-type: none"> 1. Is the literature review organized to demonstrate the progressive development of ideas through previous research? 2. Are the references current? (Number of sources in the last 10 years and in the last 5 years)? 3. Are the studies included in the review critiqued? 4. Is there a summary statement of current knowledge (what is known and not known) 	4	
<p>Study theory or framework</p> <ol style="list-style-type: none"> 1. Is the framework presented with clarity? 2. Is there a model or conceptual map of the framework? If so, is it adequate to explain the phenomenon of concern? 3. Is the framework linked to the research purpose? 4. Are the concepts of interest within the scope of the framework? 5. Is the framework related to the nursing body of knowledge? 	5	
<p>Research questions or hypotheses</p> <ol style="list-style-type: none"> 1. Are the research questions or hypotheses stated clearly? 2. Are the research questions or hypotheses linked to the research purpose? 3. Are the questions, or hypotheses logically linked to the concepts and relationships (propositions) in the framework? 	3	
<p>Study variables (If applicable)</p> <ol style="list-style-type: none"> 1. Identify and define the study variables or concepts that were identified in the objectives, questions, or hypotheses. If conceptual definitions are not found, identify possible definitions for each major study variable. 2. Indicate which of the following types of 	4	

<p>variables were included in the study: independent, dependent, and any other research variables.</p> <ol style="list-style-type: none"> Are the variables clearly defined and based on previous research or theories? Is the conceptual definition of a variable consistent with the operational definition? 		
<p>Research design</p> <ol style="list-style-type: none"> Identify the specific design of the study. Was there a treatment or intervention, if so, describe it? Were groups were studied, if so how were the subjects assigned to groups, Were pilot study findings used to design this study? If yes, briefly discuss the pilot and the changes made in this study based on the pilot. 	4	
<p>Sample and Setting</p> <ol style="list-style-type: none"> What were the sampling criteria? What was the sampling method used to obtain the sample? Was the sample size adequate? Discuss the refusal rate or percentage and include the rationale for refusal if presented in the article. Discuss the power analysis if this process was used to determine sample size. What are the characteristics of the sample? What type of consent was obtained? IRB? Identify the study setting and indicate if it is appropriate for the study purpose. 	6	
<p>Measurement (If applicable)</p> <ol style="list-style-type: none"> Identify any instruments used in the study. Identify the type of measurement used with each instrument. Were the validity and reliability noted? Or was the accuracy of a physiological measurement noted? 	3	
<p>Data Collection</p> <ol style="list-style-type: none"> Is the data collection focused on human experience? Does the researcher describe data collection strategies (i.e., interview, observance, field notes) Is protection of human participants addressed? Is saturation of the data described? What are the procedures for data collection? 	5	
<p>Data Analysis</p> <ol style="list-style-type: none"> What strategies are used to analyze the data? Has the researcher remained true to the data? 	10	

<p>3. Does the reader follow the steps described for data analysis?</p> <p>4. Does the researcher address the credibility, auditability, and fittingness of the data?</p> <p>Credibility</p> <ol style="list-style-type: none"> Do the participants recognize the experience as their own? Has adequate time been allowed to fully understand the phenomenon? <p>Auditability</p> <ol style="list-style-type: none"> Can the reader follow the researcher's thinking? Does the researcher document the research process? <p>Fittingness</p> <ol style="list-style-type: none"> Are the findings applicable outside the study situation? Are the results meaningful to individuals not involved in the research? Is the strategy used for analysis compatible with the purpose of the study? 		
<p>Findings and Interpretation</p> <ol style="list-style-type: none"> Are the findings presented within a context? Is the reader able to apprehend the essence of the experience from the report of findings? Are the researchers conceptualizations true to the data? Does the researcher place the report in the context of what is already known about the phenomenon? Are the findings consistent with previous research findings? What were the implications of the findings for nursing? Is the description of the study sufficiently clear for replication? 	7	
<p>Conclusions, Implications, and Recommendations?</p> <ol style="list-style-type: none"> Do the conclusions, implications, and recommendations give the reader a context in which to use the findings? How do the conclusions reflect the study findings? What are the recommendations for future study? Do the recommendations for future study reflect 	5	

the findings? 5. How has the researcher made explicit the significance of the study to nursing theory, Research or practice?		
Writing requirements 1. The assignment has a strong theses statement that clearly presents the assignment's main purpose. 2. The assignment has an effective introduction and conclusion 3. Paragraphs have effective topic sentences. 4. Paragraphs are unified and fully developed with appropriate and sufficient details that support the topic. 5. Paragraphs have coherence; ideas are arranged properly and connected effectively with transitional words and phrases. 6. The assignment has appropriate agreement – subject-verb or pronoun antecedent agreement. 7. A variety of well-constructed sentence patterns is used. 8. The word choice (vocabulary) is appropriate for the assignment's purpose.	26	
APA format (6 th ed.) Completed assignment has professional appearance and is properly formatted. 1. Title page 2. Running head 3. Spacing 4. Punctuation 5. Spelling 6. Headings 7. References 8. Citing of references within the body of the paper	8	
Total	100	

This assignment will comprise 20% of your grade for this course.

*Adapted from:

Burns, N & Grove, S.K. (2005). *The practice of nursing research: Conduct, critique, and utilization*. (5th ed.). St. Louis, MO: Elsevier Saunders

LoBiondo-Wood G., & Haber J. (2010). *Nursing research: Methods and critical appraisal for evidence-based practice* (7th ed.). New York: Elsevier Mosby

Polit, D.F. & Beck, C. T. (2006). *Essentials of nursing research: Methods, appraisal and*

utilization (6th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Revised 12/30/09 BRP

Quantitative Research Critique Rubric*
Nursing Research NURS 430 Spring, 2010

The following guidelines are offered to assist with consideration of your article for critique. The guidelines will also be used to grade your critique of the article you have chosen.

Guidelines	Points Available	Points Achieved
Introduction 5. Identify the reference of the article using APA format (APA, 2001) 6. Describe the qualifications of the authors to conduct the study (such as research expertise, clinical experience, and educational preparation) 7. Discuss the clarity of the article title (type of study, primary variables, and population identified) 8. Discuss the quality of the abstract (includes purpose; highlights design, sample, and intervention [if applicable]; and presents key results)	4	
Research problem and purpose 7. Is the problem clearly stated? 8. Is the problem significant to nursing? 9. Does the problem have a gender bias and address only the needs of one gender and not the other? 10. Is the background of the problem discussed? 11. Is the purpose clearly stated? 12. Was this study feasible to conduct in terms of money commitment; researchers' expertise; availability of subjects, facilities, equipment; and ethical considerations?	6	
Review of literature 5. Is the literature review organized to demonstrate the progressive development of ideas through previous research? 6. Are the references current? (Number of sources in the last 10 years and in the last 5 years)? 7. Are the studies included in the review critiqued? 8. Is there a summary statement of current knowledge (what is known and not known)	4	
Study framework 6. Is the framework presented with clarity?	5	

<p>7. Is there a model or conceptual map of the framework? If so, is it adequate to explain the phenomenon of concern?</p> <p>8. Is the framework linked to the research purpose?</p> <p>9. Are the concepts of interest within the scope of the framework?</p> <p>10. Is the framework related to the nursing body of knowledge?</p>		
<p>Research questions or hypotheses</p> <p>4. Are the research questions or hypotheses stated clearly?</p> <p>5. Are the research questions or hypotheses linked to the research purpose?</p> <p>6. Are the questions, or hypotheses logically linked to the concepts and relationships (propositions) in the framework?</p>	3	
<p>Study variables</p> <p>5. Identify and define the study variables or concepts that were identified in the objectives, questions, or hypotheses. If conceptual definitions are not found, identify possible definitions for each major study variable.</p> <p>6. Indicate which of the following types of variables were included in the study: independent, dependent, and any other research variables.</p> <p>7. Are the variables clearly defined and based on previous research or theories?</p> <p>8. Is the conceptual definition of a variable consistent with the operational definition?</p>	4	
<p>Research design</p> <p>5. Identify the specific design of the study.</p> <p>6. Was there a treatment or intervention, if so, describe it?</p> <p>7. Were groups were studied, if so how were the subjects assigned to groups,</p> <p>8. Were pilot study findings used to design this study? If yes, briefly discuss the pilot and the changes made in this study based on the pilot.</p>	4	
<p>Sample and Setting</p> <p>7. What were the sampling criteria?</p> <p>8. What was the sampling method used to obtain the sample?</p> <p>9. Was the sample size adequate? Discuss the refusal rate or percentage and include the rationale for refusal if presented in the article.</p>	6	

<p>Discuss the power analysis if this process was used to determine sample size.</p> <p>10. What are the characteristics of the sample?</p> <p>11. What type of consent was obtained? IRB?</p> <p>12. Identify the study setting and indicate if it is appropriate for the study purpose.</p>		
<p>Measurement</p> <p>4. Identify any instruments used in the study.</p> <p>5. Identify the type of measurement used with each instrument.</p> <p>6. Were the validity and reliability noted? Or was the accuracy of a physiological measurement noted?</p>	3	
<p>Data Collection</p> <p>1. How was the data collected</p>	6	
<p>Statistics</p> <p>1. List the statistical procedures used to describe the sample.</p> <p>2. Identify the statistical procedures used to establish the reliability and validity of the measurement methods in the study.</p> <p>3. Was the level of significance or alpha identified? If so a, indicate what it was (0.5, .01 or .001)</p> <p>4. Identify the statistics used for each objective, question, or hypothesis.</p>	4	
<p>Interpretation</p> <p>8. Describe the researcher's interpretation of the findings.</p> <p>9. Are the findings related back to the study framework?</p> <p>10. Which findings are in keeping with those expected?</p> <p>11. Which findings were not expected?</p> <p>12. Are serendipitous findings described?</p> <p>13. Are the findings consistent with previous research findings?</p> <p>14. What are the study limitations identified by the researcher?</p> <p>15. How did the researcher generalize the findings?</p> <p>16. What were the implications of the findings for nursing?</p> <p>17. What suggestions for further study were identified?</p> <p>18. Is the description of the study sufficiently clear for replication?</p>	11	

<p>Summary</p> <p>6. Identify the strengths and the weaknesses of the article critiqued.</p> <p>7. Indicate any suggestions to improve the strength of the study.</p>	6	
<p>Writing requirements</p> <p>9. The assignment has a strong theses statement that clearly presents the assignment's main purpose.</p> <p>10. The assignment has an effective introduction and conclusion</p> <p>11. Paragraphs have effective topic sentences.</p> <p>12. Paragraphs are unified and fully developed with appropriate and sufficient details that support the topic.</p> <p>13. Paragraphs have coherence; ideas are arranged properly and connected effectively with transitional words and phrases.</p> <p>14. The assignment has appropriate agreement – subject-verb or pronoun antecedent agreement.</p> <p>15. A variety of well-constructed sentence patterns is used.</p> <p>16. Correct punctuation is used avoiding comma spicing, run-on sentences, and sentence fragments.</p> <p>17. The word choice (vocabulary) is appropriate for the assignment's purpose. Spelling and capitalization errors are eliminated.</p>	27	
<p>APA format</p> <p>Completed assignment has professional appearance and is properly formatted.</p> <p>9. Title page</p> <p>10. Running head</p> <p>11. Spacing</p> <p>12. Punctuation</p> <p>13. Headings</p> <p>14. References</p> <p>15. Citing of references within the body of the paper</p>	7	
Total	100	

This assignment will comprise 20% of your grade for this course.

*Adapted from:

Burns, N & Grove, S.K. (2005). *The practice of nursing research: Conduct, critique, and utilization*. (5th ed.). St. Louis, MO: Elsevier Saunders

LoBiondo-Wood G., & Haber J. (2010). *Nursing research: Methods and critical appraisal for evidence-based practice* (7th ed.). New York: Elsevier Mosby

Polit, D.F. & Beck, C. T. (2006). *Essentials of nursing research: Methods, appraisal and utilization* (6th ed.). Philadelphia: Lippincott, Williams & Wilkins.

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