

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING

NURSING RESEARCH

NUR 4303



Spring 2019

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DEPARTMENT OF NURSING

Course: NUR 4303
Course Title: NURSING RESEARCH
Credit Hours: THREE (3) HOURS
Contact Hours: THREE (3) HOURS
Placement: SENIOR YEAR

Instructors:

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Course Description:

An introductory research course, which focuses on the validity and applicability of research findings for the improvement of nursing practice. Emphasis is on scientific inquiry and the role of the nurse as an intelligent consumer of research. Decision-making and critical thinking skills are a major component of the course. The language of research, types of research designs, data collection, and descriptive statistics are studied. Ethics relating to the role of the researcher and the rights of human subjects is stressed. Each student will critically analyze selected research studies relating to clinical practice. The course will culminate in a both a group poster and written paper.

Catalog Description: Prerequisites: Admission to upper division nursing, senior standing or consent of instructor. This introductory research course focuses on the validity and applicability of research findings for the improvement of nursing practice. Emphasis is on scientific inquiry and the role of the nurse as an intelligent consumer of research.

Instructional Resources

Required Textbooks:

Polit, D., & Beck, C. (2017). Essentials of nursing research: Appraising evidence for nursing practice. (9th ed.), Philadelphia: J. B. Lippincott.

ISBN-13: 978-1496351296
ISBN-10: 1496351290

Required Articles: TBA

Additional Resources:

I. Nursing Indexes:

- Cumulative Index of Nursing
- Literature International Nursing Index
- Nursing Research Index (End of year issue of Nursing Research)
- The Nursing Studies Index

II. Journals:

- Advances in Nursing Science*
- American Journal of Nursing*
- American Journal of Public Health*
- Applied Nursing Research*
- Health Services Research*
- Journal of Nursing Education*
- Journal of Nursing Scholarship*
- Medical Care*
- Nursing Forum*
- Nursing Outlook*
- Nursing Science Quarterly*
- Nursing Research*
- Perspective in Psychiatric Care*
- Western Journal of Nursing Research*

III. Publication Catalogs:

- American Hospital Association
- American Nurses' Association National League for Nursing
- U.S. Department of Health and Human Services

IV. Regional Research:

- SNRS
- SREB
- WICHE

V. Other:

- Bibliographies

- Databases:

- CINAHL
- PubMed
- Ovid Essential Nursing Collection
- WorldCat
- Educational Resources Information Center (ERIC)
includes: (Current Index to Journals in Education)
(Exceptional Child Abstracts)
(Research in Education)
- Hospital Literature Index Guide
- Index Medicus
- Medline (Computer Literature)
- Psychological Abstracts
- Science Citation Index (SCISEARCH)

VII. Online support for APA documentation

Justification/Rationale for the Course

By the completion of this course the student will progress toward program goals/outcomes 1, 2, 3, and 4.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals, families and communities.

Teacher Role:

Demonstrator, Evaluator, Facilitator, Resource Person, Role Model, Communicator, and Supporter.

Student Role:

Learner, Teacher, Advocate, Care Giver, Communicator, and Researcher.

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Describe the development of research in nursing.
2. Analyze the role of the baccalaureate nurse as an informed consumer of research.
3. Identify the moral, legal, and ethical factors affecting nursing research.
4. Critically analyze selected research studies for applicability to nursing practice.
5. Evaluate the effects of research on the nursing profession and its future development.
6. Describe quantitative and qualitative research methods.
7. Apply critical thinking in the evaluation of selected research.

Disability Statement:

It is the policy of Arkansas Tech University to accommodate students with disabilities, pursuant to Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Amendments Act of 2008. If you anticipate a barrier while enrolled in this course that is in relation to a disability, please contact your instructor privately to discuss your needs and concerns. You are not required to disclose the specific nature of your disability but you should be able to discuss the impact the disability has upon your academic experience. Additionally, you should contact Disability Services in Doc Bryan Students Services, Suite 171, (479) 968- 0302/TTY (479) 964-3290, to begin the accommodation process.

Attendance Policy

As professionals, you must be responsible for your own learning experiences. You are responsible to make the most of all educational opportunities. This is a mark of professionalism. Attendance in class reflects your dedication and the value you place on your chosen profession. We, the faculty, expect you to attend ALL CLASSES AND PRACTICUM EXPERIENCES. If a consistent pattern of absences from class develops (more than three absences), the situation will be dealt with by the faculty and/or level/team member, and the student may be dropped from the course. Each level may have a statement that limits the number of absences from theory and

practicum classes. The student should note this for each syllabus. The requirements noted in each syllabus shall take precedence over this handbook.

The student is responsible for notifying the instructor and clinical agency prior to any absence from a clinical experience. Failure to notify the instructor and clinical agency prior to an absence will not only be reflected in the student's grade, but will also result in a clinical incident and could result in failure of the course.

The Arkansas Tech University catalog provides content concerning class attendance. ATU is required to document attendance.

Tardy Policy

Regular and timely attendance in theory classes and practicum is considered essential if students are to receive maximum benefit from the nursing courses. The Nursing Department has implemented a policy, which we believe will discourage unnecessary tardiness and absences, but will not punish those conscientious students who must be absent from time to time for unavoidable reasons.

At the discretion of the instructor, a student who is tardy or absent may be allowed to complete a quiz or receive a handout if the student has been courteous enough to call the nursing department or call/e-mail the instructor before class to inform of the possibility of tardiness or absentness.

This is solely at the discretion of the instructor.

Students are responsible for obtaining any missed information after class. Disrupting the learning of other students to ask questions or copy notes of the missed class time while class is in progress is inconsiderate.

CELL PHONE POLICY

There is a **NO cell phone policy for all upper division testing/test review**. This includes paper/pencil testing, test review, cooperative testing, and computer testing. If you are discovered with having a cell phone on your person, this will be considered a violation of the Academic Honesty Policy. If we discover that you have your cell phone with you during a unit exam/cooperative testing or unit exam review **you will receive a 0 for the test grade**.

Evaluation:

1. Grading Scale
 - A = 90-100
 - B = 80-89
 - C = 75-79
 - D = 68-74
 - F = 67 and Below
2. A grade of "C" or above must be achieved in every nursing course in order to progress in the Nursing Program. Any grade below 75% will not be rounded up.
3. A grade in "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must take responsibility

for removal of the incomplete grade according to the Arkansas Tech University's catalog requirements.

4. Examinations will be taken at designated times. If a student cannot take the examination at the regularly scheduled time, he/she is responsible for contacting the instructor prior to the examination as soon as possible. Makeup examinations will be essay or objective in nature at the discretion of the instructor.
5. Course Grade

The grade will be based upon four examinations, pop quizzes, a written research article critique presented to the class, and a research poster.

Class Prep Work/Online Quizzes.....	10%
In Class Participation/Quizzes/Activities.....	10%
4 Exams.....	40%
Article Critique.....	20%
Poster Presentation.....	20%

Refer to the guidelines for development of the Article Critique and the Research Proposal.

Please do not miss class. The class prep work is turned in the day class meets, and if you have not let Dr. Jobe know beforehand you will be absent, you will be unable to turn this assignment. Please do not miss an exam in this class unless it is absolutely necessary for reasons of illness or emergency. Missed exams require you and Dr. Jobe to meet at a special time to do a makeup exam. Busy Level 3 schedules make this very challenging.

If you absolutely must miss an exam, you must contact Dr. Jobe via email ASAP to let her know that you will miss the exam. Any exam that is missed without notification will receive a "Zero" grade. Please note – if you “forget or skip” **more than 3 quizzes or Vocab** it will result in **less than a 75% for the in class participation or vocab grade.**

Missed exams must be made up, at the **very minimum**, by the first day back to class. But if this does not work out with Dr. Jobe's schedule, you must meet with her on a day and time designated by Dr. Jobe to meet her schedule. This will not be scheduled during your other class times, but it may very well be scheduled on a day and time that is inconvenient for your other activities. So please do not miss exams except when necessary.

Peer Evaluations:

The Poster project and Critique paper are group grades. Therefore, these require a peer evaluation form to be submitted FROM each student and FOR each student. The peer evaluation will count as 15% of the student's grade on each of these projects.

Students working in a group are expected to devote a fair and equal amount of time to each project/paper. When a student chooses to expect others to carry an unfair amount of the load, it is distressing to the group as a whole. In order to keep all students accountable to their fair share of the workload, the following grading policy is in place for group grades:

- **If a student receives an average peer grade of less than 70%, then the peer evaluation grade will count as up to 50% of the total project/paper grade. (the amount will be decided based on the support of lack of participation)**
- **If an average peer grade is 70% or less, the students should be able to provide adequate support/documentation to Dr. Jobe for the low grade. If students see that there is a problem with a peer, it is incumbent upon those students to come to Dr. Jobe and discuss the issue immediately. A low peer grade should never be a surprise to Dr. Jobe or the student receiving the low grade!**
- **Dr. Jobe reserves the right to ask a group to come for a meeting to determine the participation from each member in the group project.**

CONDUCT OF THE COURSE

Assessment Methods: Unit Exams, Poster Presentation, Critique Paper

Teacher Role: Facilitator, Evaluator, and Resource Person.

Student Role: Learner, Researcher, and Communicator.

Teaching-Learning Strategies:

Lecture, discussion, on-line modules, student presentations, student critiques of selected research studies, and computer literature search technique.

POLICIES

Class Attendance:

1. Regular class attendance is considered essential if students are to receive maximum benefits from the course. The student's responsibility is to meet all

classes as scheduled and on time. Control of class attendance is vested in the instructor.

If a consistent pattern of absences from class develops, the faculty and/or the level/team member will deal with the situation. Refer to the section on class absences in the Arkansas Tech University Catalog for further information.

2. Students are responsible for material presented in class, readings, and other assignments.
3. Planned learning activities outside the classrooms are an integral part of the course. These activities will be announced at least three (3) weeks in advance and all students are expected to participate.

Dress and Behavior:

1. The student is expected to dress appropriately while attending classes.
2. Tobacco products are not permitted in any classroom.

Academic Honesty

Students are expected to be honest and truthful in both classroom and practicum experiences. They are expected to adhere to the Code of Ethics and uphold current standards of care. Students are referred to the Arkansas Tech University Student Handbook for more specific regulations regarding academic honesty.

Students are expected to:

- a. Perform their assigned tasks in the practicum experiences. Students should have the permission of the clinical instructor before using assistance from the staff.
- b. Notify the instructor immediately of any clinical error made so that steps can be taken to prevent harm to the patient.
- c. Present written work that is theirs alone.
- d. Correctly document any materials from a textbook, pamphlet, journal, etc., that is used for an assignment.
- e. Be honest and truthful when writing clinical logs and giving verbal or written reports regarding patient care or the student's clinical experiences or assignments.
- f. Only use authorized devices or materials for an examination and not copy from other students' papers.
- g. Document material correctly. Plagiarism is defined as stealing and presenting as one's own ideas or words of another, or not documenting material correctly. Student papers may be evaluated by turnitin.com which can detect plagiarism. For the first occurrence of academic dishonesty, the student will receive an F. If there is a second occurrence, the student will be dismissed from the program. Students are referred to the ATU catalog and handbook for policies regarding plagiarism.

TOPICAL OUTLINE

NUR 4303 NURSING RESEARCH

- Unit 1** **Overview of Nursing Research**
Ch 1 Introduction to Nursing Research in EBP environment
Ch 2 Fundamentals of EBNP
Ch 5 Ethics in Research
- Unit 2** **Overview of the Research Process**
Ch 3 Key Concepts and Steps in Qualitative & Quantitative Research
Ch 4 Reading and Critiquing Research Reports
- Unit 3** **Preliminary Steps**
Ch 6 Research Problems, Research Questions, and Hypotheses
Ch 7 Finding and Reviewing Research Evidence in the Literature
Ch 8 Theoretical and Conceptual Frameworks
- Unit 4** **Quantitative Research**
Ch 9 Quantitative Research Design
Ch 10 Sampling and Data Collection in Quantitative Studies
Ch 14 Statistical Analysis of Quantitative Data
Ch 15 Interpretation and Clinical Significance in Quantitative Research
Ch 18 Systematic Reviews: Meta-Analysis and Metasynthesis
- Unit 5** **Qualitative Research**
Ch 11 Qualitative Designs and Approaches
Ch 12 Sampling and Data Collection in Qualitative Studies
Ch 16 Analysis of Qualitative Research
Ch 17 Trustworthiness and Integrity in Qualitative Research
Ch 13 Mixed Methods and Other Special Types of Research

NUR 4303 NURSING RESEARCH

UNIT 1 – Overview of Nursing Research

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Define research and relate the influence of research to nursing practice
2. Describe the role of the B.S.N. in nursing research.
3. Outline the history of nursing research.
4. Discuss paradigms for nursing research.
5. Differentiate between quantitative research and qualitative research
6. Discuss the major characteristics, purposes and uses of research.
7. Differentiate between basic and applied research.
8. Discuss limitations of the scientific approach to inquiry.
9. Differentiate between evidence-based practice (EBP) and research utilization
10. Identify the components and frame a well-worded clinical question (PIO or PICO)
11. Discuss examples from history of the unethical research studies.
12. Describe the three primary ethical principles outlined in the Belmont Report.
13. Describe the procedures for obtaining an informed consent.
14. Discuss the specific measures the nurse can take to protect the rights of human subjects.

LEARNING ACTIVITIES

Required reading:

Polit, & Beck, Ch. 1, 2, & 5

Out of Class activities:

Vocabulary words due each day per blackboard.
Vocabulary quiz each day per blackboard.

Class activities:

Lecture, Discussion

NUR 4303 NURSING RESEARCH
UNIT 1 – Overview of Nursing Research

Chapter 1/5 Vocabulary

1. Evidence-based Practice (EBP)
2. Positivist paradigm
3. Constructivist paradigm
4. Quantitative Research
5. Qualitative Research
6. Code of ethics
7. Informed consent
8. Anonymity
9. Confidentiality
10. Certificate of Confidentiality

Chapter 2 Vocabulary

1. Research Utilization
2. Cochrane Collaboration
3. Evidence hierarchies
4. Clinical practice guidelines
5. Meta-analysis
6. Metasynthesis
7. Background question
8. Foreground questions
9. Implementation potential
10. Pilot test

NUR 4303 NURSING RESEARCH
UNIT 2 - Overview of the Research Process & Evaluating Studies

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Define and discuss differences in experimental and nonexperimental research
2. Identify the three main disciplinary traditions for qualitative nursing research
3. Describe the flow and sequence of development in both quantitative and qualitative research.
4. Demonstrate a knowledge of basic research terminology in written work and classroom discussions.
5. Identify and describe the major sections in a research journal
6. Identify types of research reports
7. Describe the content of a research report.
8. Identify characteristics of research journal articles.
9. List tips for reading, summarizing, and critiquing research reports.

LEARNING ACTIVITIES

Required reading:

Polit, & Beck, Ch 3&4

Out of Class activities:

Vocabulary words due each day per blackboard.
Vocabulary quiz each day per blackboard.

Class activities:

Lecture, Discussion

NUR 4303 NURSING RESEARCH
UNIT 2 - Overview of the Research Process & Evaluating Studies

Chapter 3 Vocabulary

1. Conceptual definition
2. Dependent variable
3. Ethnography
4. Independent variable
5. Operational definition
6. Phenomenology
7. Grounded theory
8. Theory
9. Experimental Research
10. Nonexperimental Research

Chapter 4 Vocabulary

1. Abstract
2. Statistical Significance
3. Level of Significance
4. Research Control
5. Confounding variables
6. Bias
7. Blinding
8. Randomness
9. Reliability
10. Validity

NUR 4303 - NURSING RESEARCH

UNIT 3 – PRELIMINARY STEPS

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Identify a nursing research topic of interest and develop a problem statement.
2. Define the terms in the problem statement.
3. Identify the function and forms for statements of purpose and research questions for quantitative and qualitative studies
4. Define the term "hypothesis".
5. Compare and contrast six (6) major types of hypothesis giving an example of each.
6. Construct a testable hypothesis related to a problem area in nursing practice.
 - A. (Discuss in class)
7. Develop operational definitions of all ambiguous terms.
8. Describe purposes, scope, and sources of a literature review.
9. Describe and completed literature search for articles of interest related to poster
10. Understand the process of screening, abstracting, critiquing, and organizing research evidence
11. Describe major characteristics of theories, conceptual models
12. Identify several purposes of theories.
13. Identify the four central concepts in nursing.
14. Distinguish between theories and conceptual frameworks.
15. Discuss the dependent relationship between theory and nursing research.
16. Define the term "model" as it relates to nursing theory.
17. Explain the effect of specific nursing conceptual frameworks on nursing practice and education.
18. Identify theories/ frameworks from other disciplines that could be useful in nursing research.

LEARNING ACTIVITIES

Required reading:

Polit, & Beck, Ch. 6,7, & 8

Out of Class activities:

Vocabulary words due each day per blackboard.
Vocabulary quiz each day per blackboard.

Class activities:

Lecture, Discussion

NUR 4303 - NURSING RESEARCH
UNIT 3 – PRELIMINARY STEPS

Chapter 6 and 7 Vocabulary

1. Directional Hypothesis
2. Hypothesis
3. Non-directional hypothesis
4. Null hypothesis
5. Problem statement
6. Statement of purpose
7. Primary Sources
8. Secondary Sources
9. Keyword
10. Literature Review

Chapter 8 Vocabulary

1. Descriptive Theory
2. Middle Range theory
3. Conceptual Model
4. Framework
5. Theoretical Framework
6. Conceptual Framework
7. Roy's Adaptation Model
8. Health Promotion Model
9. Social Cognitive Theory
10. Grounded Theory

NUR 4303 - NURSING RESEARCH
UNIT 4 – Quantitative

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Discuss key research design decisions for a quantitative
2. Discuss causality and identify criteria for causal relationships
3. Describe/identify experimental, quasi-experimental, non experimental, cross-sectional and longitudinal designs
4. Understand controlling for confounding variables
5. Distinguish between internal and external validity
6. Review nonprobability and probability samples
7. Describe several types of sampling designs for quantitative designs
8. Describe the major methods for the selection and construction of data collection tools listing advantages and disadvantages of each.
9. Discuss types of data collection in quantitative designs
10. Describe reliability and validity of tools used in quantitative research and their different aspects
11. Describe and compare characteristics and levels of measurement
12. Describe frequency distribution and interpret various descriptive stats
13. Identify sources of measurement error
14. Discuss the major statistical methods for evaluating, classifying, recording and interpreting data
15. Discuss alternatives approached to integrating research evidence and advantages to using systematic methods
16. Describe key decisions and steps in doing a meta-analysis or Metasynthesis

LEARNING ACTIVITIES

Required reading:

Polit, & Beck, Ch. 9, 10, 14, 15, & 18

Out of Class activities:

Vocabulary words due each day per blackboard.

Vocabulary quiz each day per blackboard.

Class activities:

Lecture, Discussion

NUR 4303 - NURSING RESEARCH
UNIT 4 – Quantitative

<i>Chapter 9 Vocabulary</i>
<ol style="list-style-type: none">1. Quasi-experiments2. Nonexperimental3. Retrospective4. Longitudinal Designs5. internal validity6. external validity7. Cross sectional designs8. placebo9. Counterfactual10. Intervention
<i>Chapter 10 Vocabulary</i>
<ol style="list-style-type: none">1. Sampling plan2. Sampling bias3. Nonprobability sampling4. Probability sampling5. Closed ended questions6. Likert Scale7. Open ended questions8. Internally consistent9. Test Retest reliability10. Inter-rater reliability
<i>Chapter 14 Vocabulary</i>
<ol style="list-style-type: none">1. Descriptive statistics2. Inferential statistics3. Skewed distribution4. Nominal measurements5. Ordinal measurements6. Interval measurements7. Type I error8. Type II error9. Effect Size10. Content Validity
<i>Chapter 18 Vocabulary</i>
<ol style="list-style-type: none">1. Publication Bias2. Subgroup analysis3. Sensitivity analysis4. Metasynthesis5. Meta-analysis

NUR 4303 - NURSING RESEARCH
UNIT 5 - Qualitative

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Describe the qualitative research traditions
2. Describe the characteristics of qualitative research designs
3. Describe sampling procedures for qualitative research
4. Describe activities qualitative researchers perform to manage and organize their data
5. Describe trustworthiness in qualitative research data
6. Discuss strategies for enhancing quality in qualitative research
7. Describe several types of sampling designs for qualitative designs
8. Discuss types of data collection in qualitative design
9. Identify advantages of mixed methods research and describe specific applications
10. Describe strategies and designs for mixed methods
11. Identify the purposes of some of the distinguishing features of specific types of research

LEARNING ACTIVITIES

Required reading:

Polit, & Beck, Ch. 11, 12, 16, 17, & 13

Out of Class activities:

Vocabulary words due each day per blackboard.

Vocabulary quiz each day per blackboard.

Assignment coding qualitative data

Class activities:

Lecture, Discussion

NUR 4303 - NURSING RESEARCH

Unit 5- Qualitative

<i>Chapter 11 Vocabulary</i>
<ol style="list-style-type: none">1. Emergent design2. Emic perspective3. Ethnography4. Phenomenology5. Descriptive phenomenology6. Interpretive phenomenology7. Hermeneutics8. Bracketing9. Feminist10. Participatory Action Research
<i>Chapter 12 Vocabulary</i>
<ol style="list-style-type: none">1. Snowball sampling1. Maximum variation sampling2. Confirming cases3. Disconfirming cases4. Data saturation5. Unstructured Interviews6. Semi-structured interviews7. Grand tour questions8. Focus Group Interviews9. Field notes
<i>Chapter 17 Vocabulary</i>
<ol style="list-style-type: none">1. Trustworthiness2. Triangulation3. Member Check4. Confirmability5. Authenticity6. Credibility7. Dependability8. Prolonged engagement9. Persistent observation10. Audit Trail
<i>Chapter 13 Vocabulary</i>
<ol style="list-style-type: none">1. Clinical Trials2. Evaluation Research3. Health Services Research4. Secondary analysis5. Methodological research

STUDENT EVALUATOR: _____ **POSTER PROJECT** TITLE: _____

Confidential Peer Evaluation of Group Participation

Date _____

Directions: Evaluate individual group members on each of the 10 points listed below on a scale of 1 to 10. Strive for some distribution of scores to reflect strengths and weaknesses of individuals.

- | | |
|--------------------|--------------------|
| 9 - 10 Outstanding | 3 - 4 Marginal |
| 7 - 8 Excellent | 1 - 2 Poor |
| 5 - 6 Good | N/A Not applicable |

NAMES:			
1.	Attended and was well prepared at all group meetings.		
2.	Accomplished group assignments on time.		
3.	Actively participated in problem solving.		
4.	Seemed genuinely concerned with group goals and project.		
5.	Provided leadership to the remainder of the group.		
6.	Carried a fair share of the group's workload.		
7.	Contributed ideas in organizing and implementing group project.		
8.	Actively participated in preparing to present project(s) to class.		
9.	Overall intellectual contribution to group.		
10.	Overall work contribution to group.		
MEMBER TOTAL:			

STUDENT EVALUATOR: _____ **CRITIQUE** TITLE: _____

Confidential Peer Evaluation of Group Participation

Date _____

Directions: Evaluate individual group members on each of the 10 points listed below on a scale of 1 to 10. Strive for some distribution of scores to reflect strengths and weaknesses of individuals.

- | | |
|--------------------|--------------------|
| 9 - 10 Outstanding | 3 - 4 Marginal |
| 7 - 8 Excellent | 1 - 2 Poor |
| 5 - 6 Good | N/A Not applicable |

NAMES:			
1.	Attended and was well prepared at all group meetings.		
2.	Accomplished group assignments on time.		
3.	Actively participated in problem solving.		
4.	Seemed genuinely concerned with group goals and project.		
5.	Provided leadership to the remainder of the group.		
6.	Carried a fair share of the group's workload.		
7.	Contributed ideas in organizing and implementing group project.		
8.	Actively participated in preparing to present project(s) to class.		
9.	Overall intellectual contribution to group.		
10.	Overall work contribution to group.		
MEMBER TOTAL:			

POSTER PRESENTATION GUIDELINES

Groups will consist of no more than four students and a group grade will be given for the poster. The poster is developed around an area of the students' interest in the clinical area of nursing. The poster will serve as a method of integrating material learned in the course.

The poster will include:

- Abstract (a brief one paragraph overview)
- Problem Statement/Question (what question are you trying to answer?)
- Significance to Nursing (how/why is this significant to nursing?)
- Purpose (the purpose of the poster)
- Definition of Variables, if this applies (what key variables/concepts are utilized?)
- Methods (how did you find the studies utilized for the poster presentation?)
- Findings (what did the studies find...i.e., what is the answer to your research question?)
- Implications for nursing (how will nurses use this information?)
- References (must cite references in **APA format**)

The due date for the poster and poster presentation is designated on the NUR 4303 course calendar. Students not meeting the date for submitting their poster will receive 5 points off on grade for each day the poster is late. The poster presentation is an oral presentation. I will show you how to present a poster at a professional conference on the day that you bring your poster to class.

The poster PRESENTATION is a 5 minute oral presentation to the class. Each member of the group should present a portion of the required information. In this 5 minute time period, you should cover the basics of the critique:

- (1) the research question or hypothesis,
- (2) the sample and how it was selected,
- (3) the methods for answering the research question,
- (4) the findings, and
- (5) the implications for nursing.

******Your poster should be a summary of the research on a particular topic that you choose, one that is of interest to nursing. This means that you will summarize the findings of 5-6 research articles on one research question. For example, if you want to answer the question, "What are the most effective nonpharmacologic pain management techniques in children?," then you will find 5-6 studies that answer this question. You will present the answer to this question in poster format. Remember that your audience for a professional research poster would be fellow nursing professionals.***

This will be a professional poster you will present at Research Day in the Spring semester of your senior year. There is a small cost to printing the poster. Currently Posey Printing in Russellville is printing for \$30. It will take approximately one-week turn-around time to get your poster back. I will provide details in class and on Blackboard for where you can get this done. You may not submit the poster to the printing company until I have given you final approval on your poster. Refer to the syllabus page entitled "Criteria for Poster Presentation" for grading guidelines. Use this as you develop your poster

CRITERIA FOR POSTER

Presenter (s) _____

Poster Title: _____

CATEGORY	4	3	2	1
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Visual Appeal	The poster is exceptionally attractive in terms of design, layout, spacing, and neatness.	The poster is attractive in terms of design, layout, spacing, and neatness.	The poster is acceptably attractive though it may be a bit messy, or slightly overcrowded.	The poster is distractingly messy or very poorly designed. It is not attractive.
Labels	All items of importance are clearly labeled and readable from at least 3 ft. away.	Almost all items of importance are clearly labeled and readable from at least 3 ft. away.	Several items of importance are clearly labeled and readable from at least 3 ft. away	Labels are too small to view OR no important items were labeled.
Grammar	There are no grammatical or citation errors on the poster.	There is 1 grammatical or citation errors on the poster.	There are 2 grammatical or citation errors on the poster.	There are more than 2 grammatical or citation errors on the poster.
Abstract	The abstract provides a background and succinctly summarizes the poster contents.	The abstract provides a background or succinctly summarizes the poster contents.	The abstract is a restating of the findings without summary.	The abstract does not provide either background or summary of the contents.
Purpose	The purpose is cleared stated and labeled.	The purpose is present but not identified.	The purpose is neither present nor labeled.	N/A
Nursing Significance/Implications	Nursing Significance explains reason nurses need this information. Implications explain what nurses do with findings.	Nursing Significance and Implications are there, but Implication lists significance and Significance lists implications	Either Significance or Implications is correctly present.	No Significance or Implications listed
Method <i>(Variables, Search Terms, and Search Tools)</i>	The method present with all 3 aspects.	The method present with two aspects.	The method present with 1 aspects..	Method not present
Results <i>(Ease of understanding, logically organized, and not redundant)</i>	The results presented include all 3 aspects	The results presented include 2 aspects.	The results presented include 1 aspect.	The results presented included none aspects
References/APA <i>(Scored by the biggest error)</i>	There are at least 5 peer reviewed journal articles used, published within the last 5 years, and correctly APA cited.	There are 4 peer reviewed journal articles used, or 1 article published older than the last 5 years, or 1 APA citation error.	There are 3 peer reviewed journal articles used, or 2 articles was published older than the last 5 years, or 2 APA citation error.	There are 2 peer reviewed journal articles used, or 3 articles was published older than the last 5 years, or 3 APA citation error.

RESEARCH ARTICLE CRITIQUE GUIDELINES

Each group will select (or be provided with) a *quantitative nursing* research article, with guidance from Dr. Jobe, and will write a critique of the article in the form of formal paper. Dr. Jobe must approve the article. The critique will serve as a method of integrating material learned in the course. Because this is a summative project, it is considered the "final exam" project for the course.

The written critique will be submitted to the instructor on the date specified on the course calendar. The paper is to be typewritten and should not exceed 7-12 pages in length.

The grade for the critique will be based upon the quality of the written paper. See the page in this syllabus entitled "Criteria for Evaluation of Research Critique".

Students not meeting the due date for submitting the written critique will receive an adjusted grade. Grades on late papers will be lowered one letter grade for each consecutive day the assignment is late.

Details about how the CRITIQUE IS TURNED IN WILL BE ANNOUNCED.

Peer evaluations procedures WILL BE ANNOUNCED. Failure to submit a peer evaluation on the due date of the paper or project will result in a lowered grade for the student failing to submit the peer evaluation. No exceptions.

This is a formal paper. You will have it completed in APA format. This means you will have a Title page. There must also be an introduction and conclusion paragraph (this is not on the grading rubric, but points will be counted off per APA if not included).

Guide to an Overall Critique of a Quantitative Research Report

ASPECT OF THE REPORT	CRITIQUING QUESTIONS	DETAILED CRITIQUING GUIDELINES
Introduction Statement of the problem	<ol style="list-style-type: none"> 1. What is the problem statement? Are the 6 parts identified? What are they (quote them)? Is any part missing? What and is it justified? 2. Was the problem stated plainly, and was it easy to identify? 3. Is the problem significant for nursing? How? 4. Did the problem statement build a good, persuasive argument for the new study? 5. Was there a good match between the research problem and the methods used—that is, was a quantitative approach appropriate? 	Box 6.3, p. 102
Literature review	<ol style="list-style-type: none"> 1. Is the literature review up-to-date and include major studies on the topic? 2. Does the review rely on appropriate materials (research reports, primary/secondary/etc. sources)? 3. Does the review summarize individual articles or critically appraise/compare the studies? Did it identify any holes/gaps in the literature? Is it organized well? 4. Do you think the literature review provide a solid base for the new study 	Box 7.1, p. 118
Conceptual/theoretical framework	<ol style="list-style-type: none"> 1. Are key concepts adequately defined conceptually? 2. Is there a conceptual/theoretical framework, rationale, and/or map, and (if so) is it appropriate? If not, do you think the absence of one justified? 	Box 8.1, p. 131
Hypotheses or research questions	<ol style="list-style-type: none"> 1. Did the study formally present a statement of purpose, research questions, and/or hypotheses? Was this information communicated clearly and concisely, and was it placed in a logical and useful location? What was it? 	Box 6.3, p. 102

	<ol style="list-style-type: none"> 2. If there were no formal hypotheses, was their absence was appropriate/justified? 3. Were purpose, questions and hypotheses appropriately worded, with clear specification of key variables and the study population? If hypotheses, was it directional or null? 4. Are the questions/hypotheses consistent with the literature review and the conceptual framework? 	
Method Research design	<ol style="list-style-type: none"> 1. Was the overall design experimental, quasi-experimental, or nonexperimental? What specific design was used? Do you think this was the most rigorous possible design used? 2. If there was an intervention, were the intervention and control conditions adequately described? Was blinding used, and if so, who was blinded? If not, is there a good reason for failure to use blinding? 3. Were comparisons made? What type of comparisons were made? 4. If the study was nonexperimental, why did the researchers not intervene? What type of nonexperimental/observational study was it? 5. Was the number of data collection points appropriate? Longitudinal or cross-sectional? 6. What techniques were used to maximize researcher's control over confounding variables? What are the threats to study's internal validity? 7. What can be said about the study's external validity? 	Box 9.1, p. 155
Protection of participants' rights	<ol style="list-style-type: none"> 1. Was the study approved and monitored by an IRB, Research Ethics Board, or other ethics review committee? 2. Were study participants subjected to any physical harm, discomfort, or psychological distress? Were steps taken to address these if they existed? Was there any coercion or undue influence? Was any deception used? 3. Were the benefits to participants and/or society adequate justified to outweigh potential risks/discomfort or costs? 	Box 5.2, p. 87

	<ol style="list-style-type: none"> 4. Was informed consent obtained? Was it adequate? If not, was the justification valid? 5. Were any vulnerable groups involved? If so, what special precautions instituted because of their vulnerable status? 	
Sampling Plan	<ol style="list-style-type: none"> 1. Was the population identified and described? Were eligibility criteria specified? 2. Was the sample described in sufficient detail? 3. Was the best possible sampling design used to enhance the sample's representativeness? Were sample biases minimized? 4. Was the sample size adequate? Was a power analysis used to estimate sample size needs? 	Box 10.1, p. 167
Data collection	<ol style="list-style-type: none"> 1. Given the research question and characteristics of participants, did the researcher use the best method of capturing study phenomena (i.e., self-reports, observation, bio-physiologic measures)? Was triangulation of methods used appropriately – that is, were multiple methods sensibly used? 2. Did the researchers make good data collection decisions with regard to structure, quantification, and objectivity? 3. If self-report methods are used, did the researchers make good decisions about the specific methods used to solicit information (E.G., in-person interviews, mailed questionnaires, and so on)? 4. For structures self-report, was there an appropriate mix of questions and composite scales? 5. Were efforts made to enhance data quality in collecting the self-report data (e.g., were efforts made to reduce or to evaluate response biases? Was the reading level of the instruments appropriate for self-administered questionnaires)? 	Box 10.2, p. 178
Instruments or Measurements	<ol style="list-style-type: none"> 1. Is an instrument used to collect data? Are the specific instruments adequately described and were they good 	Box 10.2, p. 178

	<p>choices, given the study purpose and study population?</p> <ol style="list-style-type: none"> 2. Does the report offer evidence of the reliability and validity of the measures? Does this evidence come from the research sample itself, or based on other studies? 3. If reliability was reported, is the reliability sufficiently high? 4. If validity information is reported, which validity approach was used? Was this method appropriate? Does the validity of the instrument appear to be adequate? 5. If neither is provided, what conclusion can you research about the quality of the data in the study? 6. If diagnostic/screening tool was used, is information provided about its sensitivity and specificity, and were these qualities adequate? 	
Analysis	<ol style="list-style-type: none"> 1. Did the descriptive statistics in the report describe the variables and background characteristics of the sample? Were they reported the best way possible (percentage but mean would have been more useful?) 2. Were any inferential statistics reported? If not, should they have? 3. Were analyses undertaken to address each research question or test each hypothesis? Did the reported statistics provide enough information about the study results? 4. Were appropriate statistical methods used, given the level of measurement of the variables, number of groups being compared, and assumptions of the tests? 5. Was a powerful analytic method used (e.g., did the analysis help to control for confounding variables)? 6. Were the result of any statistical tests significant? Where effect sizes reported, and if so what do they tell you? 7. How do you know that Type I and Type II errors avoided or minimized? 8. Was there an appropriate amount of statistical information? Were findings clearly and logically organized? Were tables 	Box 14.1, p. 254

	<p>or figures used judiciously to summarize large amounts of statistical information? Are the tables clearly presented, with good titles and carefully labeled column headings? Is there information presented in the text and tables redundant?</p>	
<p>Interpretation of the findings</p>	<ol style="list-style-type: none"> 1. Were all the important results discussed? 2. Did the researchers discuss any study limitations and their possible effects on the credibility of the findings? 3. What types of evidence were offered in support of the interpretation, and was that evidence persuasive? Were results interpreted in light of findings from other studies? 4. Did the researchers make any unjustifiable causal inferences? Were alternative explanations for the findings considered? 5. Did the researchers draw any unwarranted conclusions about the generalizability of the results? 6. Did the researchers discuss the implications of the study for clinical practice or further research— and are those implications reasonable and complete? 	<p>Box 15.1, p. 272</p>

Page numbers refer to the location of the box in *Essentials of Nursing Research, 9e*.

ATU Department of Nursing: NUR 4303 Nursing Research

CRITERIA FOR EVALUATION OF RESEARCH CRITIQUE

Student: _____

Criterion		Max Score	Individual Score
I.	Critique of Problem Statement and Purpose	10	
II.	Critique of Literature Review	10	
III.	Critique of Conceptual/Theoretical Framework	5	
IV.	Critique of Questions, Aims, or Hypothesis	5	
V.	Critique of Research Design	10	
VI.	Critique of Legal-Ethical Issues	5	
VII.	Critique of Sampling Plan	5	
VIII.	Critique of Data Collection	5	
IX.	Critique of Instruments/Measurements	5	
X.	Critique of Analysis	5	
XI.	Critique of Interpretation of findings	10	
XII.	Organization, APA, Grammar, Spelling, Etc.	10	
Total		85 pts	a)
Group Participation Average Score *0.15			
Group Participation Average Score *0.15			
Group Participation Average Score *0.15			

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