NUMBER & TITLE: NS608: Research Methods for Evidence-Based Practice (On-line Format)

CREDITS: 3 (theory)

PRE-CO-REQUISITES: None

FACULTY: Diana Mager, DNP, RN-BC  
203-254-4000 ext 2718 dmager@fairfield.edu

OFFICE HOURS: Weds 11 am – 3 pm and by appointment

COURSE DESCRIPTION:
This course prepares the graduate nursing student to identify practice problems and critique current research for relevance and application to practice. An overview of theory is presented as a vehicle for understanding nursing research. Basic concepts of qualitative and quantitative research methods will be examined in order to plan and evaluate a practice change. Using an evidence-based approach, students identify a clinical problem to address a specific population or setting, consider ethical issues, and develop a proposal for implementation. Students use reflection in the evaluation of nursing knowledge.

OBJECTIVES:
1. Propose translational processes to improve practice and associated health outcomes for patient aggregates.
2. Use mid-range theories from nursing and other disciplines to explore practice problems.
3. Use available databases to inform and analyze clinical questions.
4. Discuss basic qualitative and quantitative research methodology in light of an evidenced-based approach.
5. Participate in collaborative teams to explore and develop solutions to evidence-based practice problems.
6. Critique published studies related to a defined practice problem.
8. Select research strategies to address a defined clinical problem that are consistent with guidelines for the inclusion of human subjects.
9. Use reflective practice strategies to capture the students’ experience in the development of their evidence based project.

REQUIRED TEXTS:


TOPIC OUTLINE:
Overview of Evidence Based Practice; Identifying Practice Problems; Refining the Problem; Levels of Evidence; Finding and evaluating sources of evidence; Knowledge Development Pathways; Patterns of knowing; The Nature of Science; Reviewing the literature about what is known about your practice problem; Conducting a search of the evidence; Synthesizing the Evidence; The National Database of Nursing Quality Indicators; What is theory?; Levels of theories; Examining the relevance of theory to practice; Integrating a theoretical Framework; Quantitative Approach; Study Reliability, Validity and Applicability; Writing PICO questions; Qualitative Approach; Analyzing Qualitative Data; Sampling Strategies; Research-Theory-Practice Links; Linking EBP to outcomes; Synthesizing the evidence; Principles of Measurement; Measurement error: Reliability and Validity of Instruments; Levels of Data; Instrument Resources; Evidenced-Based Practice Models; Independent and Dependent Variables; Research Designs; Data Collection Strategies; Sampling Strategies; Ethical Principles; Descriptive and Inferential Statistics
Disseminating EBP

EVALUATION METHODS:
Test (Oct 29) 25%
Novice to expert reflection (Due Oct 15) 10%
Literature Review (due Nov 5) 15%
Draft of EBP Proposal for Peer Review (due Nov 19) **(see note)
Peer review critique (due Dec 3) 10%
Final EBP Proposal (due Sunday, Dec 15) 20%

Homework Assignments and Participation on line:
Describe a practice problem in your workplace (due Sept 10)
Plagiarism Tutorial/quiz (due Sept 10)
Critically Evaluating Information Tutorial/Discussion link (due Sept 10)
Refine the practice problem and restate as a question (due Sept 17)
Locate relevant articles and post on discussion board (due Sept 17)
Identify a mid-range theory to guide your research (due Sept 24)
Write your practice problem/research question using PICO (due Sept 24)
Critique of Research Article 1 (due 10/6)
Complete the ROL grid (due Oct 11)
Search for an instrument to measure your outcome variable (due Oct 22)
Quantitative/Qualitative worksheet (due 10/29)
Critique of Research Article 2 (due 12/10)

Online Tuesday meeting times: Sept 17, Oct 8, Oct 22, Dec 3: 7 – 8 pm

**Late Drafts of EBP proposal submissions to peers for review will result in a 10 point deduction from the Final EBP Proposal grade for each day after Nov 19.

ADDITIONAL READING: (Listed in the order they appear on the syllabus)
**COURSE POLICIES/STUDENT RESPONSIBILITIES For Online Format:**

- **Communication:** Selected readings and supplementary materials will be available via an online course website (Blackboard [Bb]. Email correspondence for this class is via your Fairfield University email address only (ie: dmager@fairfield.edu). Personal email addresses are not acceptable as it is the policy of the School of Nursing that all students register for an email account with the University, and check their email regularly.
- **Assignments** must be submitted to Bb on time unless an extension is granted in advance by faculty. Late assignments will be penalized 10 points per day.
- **Attendance** at the online meetings is mandatory, and preparation conducive to informed, active participation is required for all scheduled online sessions.
- **Students with Disabilities** - Fairfield University complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act. Any student who may require an accommodation under such provisions should contact Academic & Disability Support Services (203)254-4000 ext. 2615. In addition, please submit to faculty within the first two weeks of the semester written documentation of any approved accommodations.
- **Academic Honesty:** All written work must represent your own thoughts or ideas. The thoughts or ideas of others must be cited using the American Psychological Association’s referencing format. Failure to reference other’s work will be considered plagiarism, a form of academic dishonesty and subject to University policy as outlined in the University Graduate Programs Catalog. Using your own work from another course without the explicit permission of faculty is also viewed as a form of academic dishonesty. Evidence of academic dishonesty will result in a grade of zero for that assignment, and may result in a failing grade for the course, or academic dismissal in severe cases. When in doubt, consult with faculty beforehand.

A word about plagiarism:

- Plagiarism is the appropriation of ideas, data, work, or language of others and submitting them as one’s own to satisfy the requirements of a course. Plagiarism constitutes theft and deceit.
- Students are often confused by just what constitutes plagiarism. When the ideas or writings of others are presented in assignments, these ideas or writing should be attributed to that source.
- Special care should be taken, when cutting and pasting materials or when paraphrasing, to cite sources correctly and to use quotation marks around exact words from source materials.
- Actions that result in plagiarism may be intentional or unintentional. Consequently, students must understand the concept of plagiarism. When reading, processing, or using materials from any source, appropriate documentation is always essential.
- Library personnel (ext. 2178), the library website, and the writing center (www.fairfield.edu/writingcenter) are also available to assist you.

**Portfolio Requirement:** The Evidence Based Research Proposal that is due at the end of this course is a required component of your DNP portfolio.

**BLACKBOARD (Bb):**

All materials for this course are posted on Blackboard.

To log into Blackboard, go to http://fairfield.edu/blackboard and enter your NetID user id and password when prompted, or click on the Blackboard icon in the LaunchPad on my.Fairfield. If you are unable to log in, your NetID may need to be reset. You can do so by going to http://netid.fairfield.edu and clicking on “Reset Password.”

For general information about login, you can go here: http://www.fairfield.edu/documents/cns/cns_blackboard_logon.pdf

For questions, you may go to: Fairfield.edu/academiccomputing and click on the Blackboard Resource Page to locate and print out information.

For technical difficulties, please contact the CNS helpdesk. For specific questions about the Bb program, contact Mary Kleps at mkleps@fairfield.edu
After signing in, you will see your courses on the Bb site. Courses are listed by the Year, Semester Month, and Course Number, so NS 608 may look like this: 201309 NS 608

Each week of the semester is broken down into a module, thus there are 14 modules for this course. When you sign onto Bb you will choose NS 608 course, and once inside the course, you will see a list of possible choices on the left hand side of the screen.

**Homepage:** Lists announcements for the course, such as the Online scheduled times

**Syllabus:** The course syllabus with all assignments, readings, etc.

**Weekly Modules:** This will bring you to the list of Modules 1-14. As you click on a module, you will see Readings for that week; Questions to Guide the Readings (these are for your own use and will not be collected or graded); Assignments; Power Points; Resources; and Discussion Board Links.

Note: There are several sets of power points for each module. Each chapter in the Melnyk text book has corresponding power points on Bb within the module. These Power points nicely summarize the main points in each chapter, and they have excellent study practice questions within them. It is highly recommended that you use the Power points to help guide your reading. In addition, in most of the modules you will see narrated power points created by Dr. Mager. These are shorter presentations that help to apply material in the readings and assignments to your evidence based proposal, and to the assignments along the way.

**Discussions:** Where you will be asked to contribute to an online discussion

**My Grades:** Where you can view your grades.

**On Line Live Discussion Sessions:** To tune into the online live discussions on Sept 17, Oct 8, Oct 22, and Dec 3 from 7 – 8 pm to join the discussion. More information on how to do this will be sent to you prior to the first session.

1. **On-Line Class Participation:** Sharing reflections on your practice experience in relationship to the assigned readings contribute to a scholarly discussion and are an important aspect of this course. Your participation/homework assignment grade reflects the following:
   - reading the required material and completing assignments as a context for online discussions
   - creatively reflecting on the readings in preparation for discussion
   - sharing your thoughts and ideas
   - posing questions or controversies that challenge the group’s thinking
   - respecting the opinions of others by listening attentively while not monopolizing the discussion
   - keeping remarks focused on the topic and offering and responding to constructive criticism

2. **Readings and Assignments:** To master course content, reading assignments must be completed for each module. To help you prepare, consider how you would respond to the "Guiding Questions for Assigned Readings". These are designed to help you digest the reading and contribute thoughtfully to discussions. Homework assignments are designed to help you apply the readings. All assignments must be posted on Blackboard by the due date/time in order to be eligible for full credit. 10 points will be deducted for each day late for an assignment.

**Assignments:** There are a number of small homework assignments that when combined, comprise 20% of your course grade. There are also larger assignments that each have a designated weight in your final grade. Please see the “Evaluation Methods” breakdown on page 2.

**#1:** Describe 1 practice problem at your work setting and identify central concepts related to the problem. This can be 1-2 paragraphs. There are resources on Bb to help you begin formulating a problem (Upload to Bb by 9/10; part of participation grade)
#2: Complete: “Avoiding Plagiarism” tutorial; email results to Dr. Mager by 9/10 (part of participation grade).
   Select "Flash" version to view the tutorial, then take the 10-question quiz. Continue to repeat the quiz until you achieve a score of 100%. Email the results to Dr Mager at dmager@fairfield.edu. (It gives you the option to email your results to your professor at the end of the quiz, or retake it if needed).

   The tutorial is available at: http://www.fairfield.edu/library/lib_criticaletvaluation.html
   Click on the link and view: Part 1: Understanding Context (takes approx. 10 minutes); and Part 2: Understanding Content (Takes approx. 10 minutes). Then go on the discussion link in Module 1, and list 3 points from the tutorial that were helpful to you.

#4: Locate related evidence to determine what is known/unknown about your practice problem. It is recommended that you contact a reference librarian for assistance with this process. Begin to search for scholarly articles related to your practice problem. Go to the discussion link in Module 2 and let the group know how you are doing with your search. Due by Sept 17; (part of participation grade)

#5: Refine your practice problem based on what is known and state it as a question (Upload to blackboard by Sept 17, Based on 100 pts; part of participation grade).

#6: Identify a mid range theory to inform your problem. Submit a 1 page summary of the theory, with a description of how this theory fits with your practice problem (due 9/24, part of participation grade, based on 100 pts). You should include the name of the theory; the theorist (with reference); a brief 1-2 paragraph description of the main points of the theory; and 1-2 paragraphs substantiating why/how this theory fits with your practice problem.

#7: Write your practice problem as a question using PICO format (PICO template on Blackboard). (Upload to Blackboard by Sept 24, part of participation grade, based on 100 pts)

#8: Critique Article due Sun, 10/6: Read: The safety of injecting Insulin through clothing by Fleming et al; critique the article using the guide on Bb. You may work in groups of 2-3. This is part of participation grade (100pts)

#9: Classify the level of evidence for each citation found; Use the ROL table (on Bb) to summarize this evidence (Upload by Fri 10/11, part of participation grade, based on 100 pts).

#10: Novice to Expert Reflection (10% of final course grade) (Upload by 10/15). Answer 4 of the 7 questions on the Benner assignment sheet on Bb.

#11: Search for an instrument to measure your outcome variable, using the HAPI (Health and Psychosocial Instruments) electronic database. Choose and describe the instrument in 1 page; include the name of the instrument, the author/s; the type of instrument it is/how it measures the outcome; how many items are on the instrument; reliability/validity data about the instrument. Upload by 10/22 (part of participation grade, based on 100 pts).

#12 Complete the Quantitative/Qualitative worksheets and the Independent/dependent variable worksheets and upload by 10/29 (part of participation grade, 100pts)

#13: Literature Review (15% of final course grade) (Upload by 11/5)

#14: EBP for Peer Review: (no grade for submission of this draft); draft to be used for your peer to evaluate/critique your paper. Late paper uploads will result in a 10 point deduction each day late, for your final EBP paper. Upload to blackboard by 11/19. Dr Mager will email your draft to your designated reviewer.

#15: Peer Review Critique (10% of final course grade). EBP Papers will be submitted to a randomly assigned peer for review. One peer reviewer will review the paper and provide typed (2-4 pages) feedback to the paper author. The marked-up draft together with the initial EBP paper submission should be submitted to Bb on Dec 3. Peer reviews
are graded on the substance and helpfulness of the comments in aiding the author to submit their best work. While expected to be thorough, comments are also expected to be thoughtful, constructive and supportive.

**# 16: Critique Article; due 12/10:** Read: Larson et al: Factors which influence Latino community members to self-prescribe antibiotics; critique using guide on Bb. You may work in groups of 2-3; part of participation grade, 100 pts.

**# 17: Final EBP paper (20% of final course grade) (due on Bb Sunday, 12/15). See guidelines and grading criteria that follow.**

**Evidence Based Practice (EBP) Paper:**

**Getting Started:** Define and affirm a priority need or problem and write this in the form of a PICO (T) question. (Write out your PICO (T) question, and tape it to your computer.) Search the literature for research based studies that are related to your question. These are the building blocks that will support your proposal. Based on a review of literature, select one practice innovation that is supported by the evidence found, and develop a plan for pilot testing that innovation in your practice. Modify your question as needed, based on the evidence from the literature. Your plan for pilot testing your innovation should follow a quantitative design that incorporates the steps of the research process.

**Use of the research grid:** A research grid is a personal tool used by a researcher to compare and contrast the evidence (research studies) used to support an EBP proposal. It is used to assist in comparing and contrasting the studies that will be used in the literature review section. Demonstrate your use of this tool by summarizing 5-6 journal articles (research studies) that support your EBP proposal, and submit a research grid, attached as an appendix to your paper. Do not reference it in the text of the paper. Remember the review of the literature is a synthesis of information; do not cut and paste the research grid into the review of the literature section.

**Starting to write your EBP paper:** Three “Level 1” headings (sections) are used to organize the EBP paper: Introduction, Review of Literature, & Methods. Begin with an introduction of your problem and the context and significance of the topic to nursing practice. Start with a bold statement or two as to why this problem is important to nursing. Continue with background information on your study so that the reader understands the key information. Here you lay the groundwork for your question. Use citations to verify the importance of your argument. This leads into your statement of the problem (Research Problem). Develop a problem statement for your practice problem. Build a case for why it is significant to nursing practice, supported by the literature (prevalence/incidence statistics are useful here). Then continue with the purpose, and significance of the study. (see outline)

**I: Introduction section: Briefly write about each of these:**

(Use these as “Level 2” headings for the first section of your EBP proposal, except for “Background of study,” which does not have a heading – see APA format):

- Background of study
- Statement of the research problem
- Purpose of the study
- Significance of the study
- Definition of terms (Conceptual and operational definitions of independent and dependent variables only)
- Theoretical framework
- Research Question (PICO [T])
- Limitations
- Delimitations
- Assumptions (projected outcomes)
- Organization of the study - summary

**II: Review of Literature section:**

Search the electronic databases in nursing and other relevant disciplines for reports of research studies, meta-analyses, reviews of literature, Cochrane reviews or AHRQ practice guidelines about your problem. Your review should be broad enough to discover how the problem may have been addressed in a broad range of settings and populations. Consider asking the reference librarian to help you with selecting search terms that generate relevant information. Make sure the articles you choose are evidence based (research). Make sure to allow enough time to
request interlibrary loans for articles not available in our library. This usually takes only a day or two to receive a pdf version in your email. Please refer to PRIMARY SOURCES.

A thorough literature review includes all appropriate articles, not just those easily obtained online. Depending on how much is known about the problem you select, the amount of research available will vary. However, students often ask how many articles are enough. The best answer is that you should thoroughly investigate your topic regardless of the number studies available.

The purpose of the literature review is to provide the reader with the basic rationale for your research problem. A review of the literature includes evidence about the research problem, and makes the case to the reader that this problem needs to be studied. The literature review most often includes information that is relevant to building your case, such as:

- A historical background and current status of concepts related to the problem;
- Support for the purpose of the study, including identification of gaps in the literature;
- Discussion of variables that are relevant to the problem;
- Review of "seminal studies" and leading scholars on the topic (those most widely cited);
- Discussion of comparative studies (perhaps they are somewhat different, but have a commonality, such as type of analysis of data, or the same variable is studied in a different population).

Summarize the literature across studies (rather than one by one). Give an overview of the literature (databases used; years; search terms; quantity and levels of evidence; overview of purposes, samples and settings, designs, measures; findings, and limitations). Level 2 headings (and possibly level 3) must be used in this section to let the reader know how the literature was organized, and the topics of importance to this proposal. Conclude with a summary of what is known and unknown about your topic. This should support why your research question is important.

III: Methods section:

**Design:** State the design you will use.

**Sample:** State the population and type of sampling procedure you would use. Identify the setting where you would recruit your sample. How would you access participants? What inclusion and exclusion criteria would you use? (In delimitations, you described the rationale for the inclusion and exclusion criteria, here you briefly state who is/is not in your sample.) What concerns regarding protection of human subjects might there be? Based on the data you will collect, what analytical process might be used?

**Instrumentation (Outcome Measures):** What outcome variable will you measure? This should be directly related to your PICO (T) research question. What type of tool(s) or instruments would you use to measure the outcome (dependent) variables? Identify potential threats to internal and external validity and discuss how you would control these threats in your design. Consider strategies such as sampling, design and statistical controls.

**Data Collection:** Describe the physical things that you will do to collect the data from your participants. Describe in detail the steps that you will take before, during, or after data collection.

**Plan for Analysis of Results:** Based on the data you collect, what statistics should be used to conduct the analysis? When choosing the appropriate statistical test, consider how many DV and IV are in your design, and the level of measurement you are using to measure the DVs. Prepare one table to show how you might illustrate your sample characteristics as well as the statistical results.

**Conclusion/Implications:**

If your research hypothesis were to be supported, briefly describe what might be the implications for practice? How do these relate to your theoretical framework and what is known from your literature review? What are the potential implications for nursing?

**Additional Guidelines:** Papers are expected to be approximately 15 pages in length, including the cover page and references. Papers may not exceed more than 20 pages in length. Points will be deducted for exceeding the page
Limit. Please use Times New Roman 12 point font, 1 inch margins, double spaced. **Strict APA format is required.** The research grid is not counted in the pages of the paper.

Also include with your paper submission:

a) A completed research grid with 5-6 journal articles listed
b) Your peer reviewed first draft
c) Peer reviewer comments

**Grading Criteria**

1. **INTRODUCTION (29)**
   a. Identifies a clinical problem and makes a convincing case for the significance (Background of the study) (4)
   b. Statement of the research problem /PICO Question (3)
   c. Purpose of the study (2)
   d. Significance of the study (2)
   e. Definition of terms (Conceptual & Operational definitions) (3)
   f. Relates the practice problem to a theory (3)
   g. Defines/follows the steps of an identified theoretical model (2)
   h. Limitations (2)
   i. Delimitations (3)
   j. Assumptions (projected outcomes) (3)
   k. Organization of the study - Summary (2)

2. **REVIEW OF THE LITERATURE (31):**
   a. States databases used, years searched, etc. (2)
   b. Comprehensive sources derived from multiple databases (9)
   c. Critiques the evidence across studies (strengths and limitations of methods used in each study) (9)
   d. Gives a clear, concise summary of what is known/unknown about the problem (9)
   e. Identifies one practice innovation that is supported by the literature (2)

3. **METHODS:** Describes a detailed plan for innovation that (30):
   a. Design (2)
      Also addresses acquisition of needed resources to support the innovation (human and material) (2)
   b. Sample - inclusion/exclusion criteria(brief), setting, recruitment, ethical considerations Incorporates the research process (5)
   c. Instrumentation
      What type of tool might be used (2)
      States threats to internal and external validity (5)
      Statistics used to analyze results (5)
      Sample table (one) (4)
   d. Plan for analysis (5)
   e. Conclusion (final summary) includes (8):
      Potential implications of findings (2)
      Connections to existing literature and theoretical framework (4)
      Limitations (briefly re-state) (1)
      What future investigations are needed (1)

**Points as indicated will be subtracted from the above if the following criteria are not met:**

4. Submits paper on time (-5 pts/day)
5. Paper is organized, clear (-5 to 10 pts)
6. References and paper in APA format (-10)
7. Submits completed/typed ROL chart (-5)
8. Responds to reviewer comments (-10)
<table>
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<tr>
<th>Week of:</th>
<th>TOPIC</th>
<th>READING AND HOMEWORK ASSIGNMENTS</th>
<th>GUIDING QUESTIONS FOR ASSIGNED READINGS</th>
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| Module 1 9/3-9/7 | Overview of Evidence Based Practice | **Readings:** Melnyk & Fineout-Overholt: Ch. 1, 2  
Weekes: Developing a research question: Where to start? (on Blackboard[Bb])  
**Watch** this 10 min video on nurse scientists: [http://www.youtube.com/watch?v=8YJAB1n0fro](http://www.youtube.com/watch?v=8YJAB1n0fro)  
**Resource:** Research Tools for Distance Learners (Link on Bb)  
**Resource:** Tips for Getting Started with Your Practice Problem (Bb) | 1. How have key historical events and political movements influenced nursing's knowledge development?  
2. What influence have other scientific disciplines had on the development of nursing science?  
3. How do the fundamental patterns of knowing exemplify your views about nursing? |
|         | Identifying Practice Problems | **Assignments:** #1: Describe 1 practice problem at your work setting and identify central concepts related to the problem. (Upload to Bb by 9/10)  
#2: Complete: “Avoiding Plagiarism” tutorial; email results to Dr. Mager by 9/10; available at: [http://www.fairfield.edu/library/lib_plagiarismcourt.html](http://www.fairfield.edu/library/lib_plagiarismcourt.html)  
|         | Levels of Evidence |  |
|         | Finding and evaluating sources of evidence |  |
|         | Knowledge Development Pathways |  |
|         | Patterns of knowing |  |
|         | The Nature of Science |  |
|         |  | **Power Point:**  
Face to Face meeting Sept 3; 5 – 6 pm |  |
| **Module 2** | **9/8-9/14** | **Readings:** Melnyk & Fineout-Overholt: Ch 3 & 4  
Know if an article is scholarly available at: http://www.fairfield.edu/library/lib_hdischolarly.html  
Resource: APA citations (on Blackboard)  
Assignments:  
#4: Locate related evidence to determine what is known/unknown about your practice problem. **Respond to discussion board** re: your progress by 9/17  
#5: Refine your practice problem based on what is known and state it as a question (Upload to Bb by 9/17)  
**Power Point:** | 1. What are the best sources of evidence for your practice problem?  
2. How do you access these sources of evidence to discover relevant literature?  
3. Based on the literature, what is known/unknown about your problem? Are there conflicting results?  
4. Is there sufficient evidence to suggest a practice innovation that addresses your practice problem?  
5. If not, should you revise your practice problem based on what is known? |
|---|---|---|---|
| **Module 3** | **9/15 – 9/21** | **Readings:** Liehr & Smith: *Mid Range Theories* (on Bb)  
Melnyk & F-Overholt: Ch 2 review pgs 28-32  
*Evidence Based Medicine: The Well-Built Clinical Question* (Bb)  
**Assignments:** #6: Identify a mid range theory to inform your problem. Submit a 1 page summary of the theory, with a description of how this theory fits with your practice problem (see guidelines) (**due 9/24**)  
#7: Write your practice problem as a question using PICO format (PICO template on Bb). (Upload to Bb by 9/24).  
**Power Point**  
On line meeting 9/17: 7 – 8 pm | 1. Compare the three approaches to theory development: borrowing, inductive reasoning, and deductive reasoning.  
2. How do theories and concepts differ?  
3. Explain levels of nursing theory and their influence on practice.  
4. Examine the development and evolution of “middle range” theories in nursing.  
5. What criteria do you believe are most critical to decide whether a theory is useful to your practice?  
6. What theories inform your practice problem? |
| Module 4 | Quantitative Approach  | Reading: Melnyk & F-Overholt: Ch 5; Resource: Use the following website to help you critique articles: http://libguides.lhl.uab.edu/content.php?pid=196639&sid=1666372  | Assignment: #8: critique Fleming article using guide on Bb due Sun, 10/6 (you may work in groups of 2-3)  | 1. How do qualitative and quantitative methods differ? 2. What are the potential threats to internal and external validity in your study? 3. How can you reduce these threats in your design? |
| Module 5 | Qualitative Approach  | Reading: Melnyk & Fineout-Overholt: Ch 6; Ch 18 Rich, N (2005). Levels of Evidence (On Bb) Continue to find EBP articles to support your project  | Assignment: #9: Classify the level of evidence for each citation found; Use the ROL table to summarize this evidence (Upload to Bb by Fri 10/11).  | 1. What types of research questions generate qualitative data? 2. How does analysis of qualitative data differ from quantitative data? 3. What criteria should be used to critique the quality of qualitative and quantitative research studies? |
| Module 6 | Research-Theory-Practice Links | Reading: Melnyk & Fineout-Overholt: Ch 8 & 9 Assignment: #10: Novice to Expert Reflection (Upload to Bb by 10/15) On Line Meeting Oct 8, 7 – 8 pm  | Power Point:  | 1. How do theory, practice, and research relate to one another? |
| Module 7 | Principles of Measurement  | Readings: Melnyk & Fineout-Overholt: Ch 10 Assignment: #11: Search the HAPI (Health and Psychosocial Instruments) electronic database for an instrument to measure your outcome variable; upload findings to Bb by 10/22.  | Power Point:  | 1. What measurement tool/s will you use? What is the level of measurement? 2. What evidence is there for the reliability, validity, and sensitivity of this tool? 3. Has the tool been used in your population? |
| Module 8 | 10/20 – 10/26 | Evidenced-Based Practice Models  
Independent and Dependent Variables | **Reading:** Melnyk & Fineout-Overholt: Ch 11  
Pgs: 168 – 173  
**Assignment:** #12: Complete the Quantitative/Qualitative worksheet and as well as the Independent/Dependent worksheets and upload by **10/29** (on Bb)  
Continue to work on literature review  
**Power Point:**  
On Line Meeting Oct 22, 7 – 8 pm | 1. What do evidence based practice models have to offer nursing?  
2. What EBP model will you use to guide this innovation? |
| --- | --- | --- | --- | --- |
| Module 9 | 10/27 – 11/2 | TEST  
Research Designs  
Data Collection Strategies  
Sampling Strategies | **TEST:** OCT 29: available Oct 29 9 am – Nov 1, 9 pm; Once you sign on, you will have 3 hours to complete the test  
**Readings:** Melnyk & Fineout-Overholt: Ch 17  
**Power Point:**  
**Assignment:** #13: Literature Review Due (Upload to Bb by 11/5) | 1. How will you evaluate the outcome of the practice change?  
2. How do the purpose, research question and design relate?  
3. What design is most appropriate for your study?  
4. Who will be in your sample? Who will not?  
5. How will you describe the participant demographics? |
| Module 10 | 11/3 – 11/9 | Ethical Principles | **Reading:** Melnyk & Fineout-Overholt: Ch 7 & 20  
**Power Point:** | 1. What ethical considerations might there be? How will you address these? |
| Module 11 | 11/10 – 11/16 | Descriptive and Inferential Statistics | **Readings:** To follow  
Descriptive and Inferential Decision Chart (on Bb)  
Statistical Questions to Ask Yourself (on Bb)  
**Power Point:**  
**Assignment:** #14: EBP for Peer Review: Upload to Bb by 11/19 | 1. What statistical test is appropriate to analyze your outcome variable/s?  
2. Do you need to control extraneous variables?  
3. What would a table of the statistical findings for these tests look like?  
5. What is the most effective way to display your findings (tables, graphs, figures)? |
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<th>Module 12</th>
<th>Disseminating EBP</th>
<th>Readings: Melnyk &amp; Fineout-Overholt: Ch 14</th>
<th>Assignment: #15: Peer Review Critique Upload to Bb by 12/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/17 – 11/23</td>
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<td></td>
<td>1. What might be the implications of your findings? To whom might your findings be generalized?</td>
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<td>2. What further research needs to be done?</td>
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**Week of 11/24 – 11/30: No new Modules or Assignments due: Thanksgiving week**

<table>
<thead>
<tr>
<th>Module 13</th>
<th>Readings: Melnyk &amp; Fineout-Overholt: Ch 15</th>
<th>Assignment: # 16: critique article: Larson et al: Factors which influence Latino…using guide on Bb, due 12/10</th>
<th>On Line meeting: Dec 3, 7 – 8 pm</th>
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<tbody>
<tr>
<td>12/1-12/7</td>
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<tr>
<th>Module 14</th>
<th>Readings: Melnyk &amp; Fineout-Overholt: Ch 16</th>
<th>Assignment: Final EBP paper (Upload to Bb by Sunday, 12/15)</th>
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<tbody>
<tr>
<td>12/8 – 12/5</td>
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