NURS 5314 Research Design in Nursing

SYLLABUS-Spring 2012

Course Faculty: Sara A. Baldwin Ph.D., RN, APHN-BC

Office: Island Hall, Office # 340

Telephone: Office: 361-825-3439 Cell: (361) 543-0073 (leave vm)

E-mail: Web CT email. It is TAMUCC policy that Web CT email be used for communication with students.

Office Hours: Call or email me for a phone or in-person appointment. I usually do not check or respond to emails on Sunday.

General Information:

Lecture Location: TAMUCC Online Courses

http://islandonline.tamucc.edu/islandonline.php

Class Time: Online week runs Wednesday through Tuesday.

On-Line Learning: This section of NURS 5314 is web-based and the principals of distance learning apply for all students. That means that all students should be prepared to discuss the topics assigned on the class schedule through online discussions. All assignments are due on the day indicated in the Course Schedule. Discussions will be conducted in student groups which are assigned. Your participation in your assigned group is critical in your learning experience. Online communities evolve when peer learners and faculty facilitators recognize that you can learn from each other and learn by examining concepts and issues together. The course is naturally expanded by the knowledge and depth of experience of each person in the course.
Credits: 3

Prerequisites: Introductory research (BS or BSN level) and statistics course.

Course Description: Study of intermediate and advanced aspects of research designs and methods relevant to investigation of nursing problems. Emphasis is on research investigation in clinical practice to advance nursing knowledge.

COURSE OBJECTIVES and EXPECTED LEARNING OUTCOMES

1. Judges the adequacy and appropriateness of selected nursing research findings for possible integration into nursing practice:

   1.1. Critically analyzes nursing research reports using established criteria as indicators of scientific rigor;

   1.2. Conducts a Systematic review of the literature related to a selected problem.

2. Integrates research and theory to advance nursing knowledge:

   2.1. In a nursing practice arena, identifies health care problems that require systematic study;

   2.2. Critically analyzes literature from a variety of disciplines to discover what is known about the problem;

   2.3. Develops a research plan to investigate a selected problem.

3. Demonstrates commitment to the advancement of nursing knowledge through the utilization of research:

   3.1. Judges qualitative and quantitative research findings for possible application to problems encountered in nursing practice including those related to caring and cultural sensitivity.

   3.2. Critically analyzes nursing situations to determine the need for change based on research;
3.3. Organizes change for implementation of research findings into the health care delivery system;

3.4. Disseminates reported studies with colleagues.

**REQUIRED TEXTS AND READINGS**

Note: Students will use all of these resources for specific assignments in this course.


Rules and Regulations of the Texas Nurse Practice Act – website [www.bne.state.tx.us/](http://www.bne.state.tx.us/)

**Additional Required Reading. These articles are in Electronic Reserve-directions for accessing them are in “Resources”**

*(Note: S. Baldwin was formerly known as S. Becker)*


**LEARNING METHODS**

Discussion, group online seminars, independent reading, PowerPoints, and reading are used to stimulate student understanding of theory, process and principles of research and its application to professional practice. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred. Faculty will provide guidance to assist student learning.
EXPECATIONS FOR STUDENT BEHAVIOR

1. Evidence of preparation for class discussion is determined by participation. Because every student’s discussion grade will be based in part on the ability to engage classmates in discussion, it is imperative that a student prepare for each class.

2. Students are expected to have access to a computer that can support WebCT applications. Wise students should have a backup computer plan should your computer malfunction e.g. friend, neighbor, library, etc.

3. Students must review the course introduction to learn how communication will occur and how assignments will be managed during the course.

4. All email communication should occur through the WebCT structure. Students should review email at least every 48 hours.

5. All assignments are due on the scheduled date indicated in the course schedule unless other arrangements have been made with the course instructor ahead of the due date. Up to **two (2) points may be deducted from the final grade for the assignment** for each day that the assignment is late. Students should review the syllabus throughout the semester to insure that class assignments are completed correctly and by the due date. Print a copy of your syllabus as a reference.

6. All information disclosed through course discussions is confidential and should not be shared with others outside the context of this course. Passwords should not be shared with anyone including classmates or family members.

7. Students should notify the faculty if they withdraw from the course and should not attempt to access course materials once they have withdrawn.

8. The nature of the content of this course often promotes extensive debate during class discussion. Since students are assumed to be prepared for the discussions, everyone’s
contributions will be considered a knowledgeable contribution. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. NO disrespect to classmates will be tolerated.

**EXPECTATIONS FOR FACULTY BEHAVIOR**

1. The course faculty will monitor WebCT email and discussion comments regularly. Students can expect a response to email messages or discussion comments within 48 hours of the posting unless messages are sent on Friday. The instructor will not regularly check for new messages on Sundays.

2. Students will receive feedback on assignments within 10 days of assignment due dates unless notified by the course faculty.

3. The course faculty is available for meetings with individual students through email, telephone, chat, or face-to-face encounters. Students are encouraged to make appointments when extensive content must be covered.

**GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS**

Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the course faculty member in a timely manner to insure satisfactory completion of the assignment on the date it is due. In each written assignment, students must adhere to the *APA Publication Manual, 6th Edition* guidelines for formatting and organizing written assignments. Review format before writing papers AND before submitting completed assignments. All of the assignments will be judged based on the paper format.

Scientific writing is precise and formal. Students new to formal writing frequently have difficulty transforming creative writing skills into the formal skills required to accurately and adequately report information acquired through the scientific process. Numerous resources are available to assist students to develop these new writing skills. Faculty can recommend helpful writing aids and students are strongly encouraged to discuss their needs with faculty. There is 24/7
availability for having an online tutor review your paper using smarthinking.com It is required that all students use Smarthinking for their first paper in this course. This is a free TAMUCC sponsored service. To obtain your username and password go to the following website and you will have access: http://casa.tamucc.edu/smart.php

If you are a returning student your access is currently available. For new first semester at TAMUCC students, access will be available approximately 5 days after the semester has started.

Call 361-825-5977 or email leticia.villarreal@tamucc.edu for questions or concerns. She will assist you. The turnaround for short papers is usually 1-2 days-students have been pleased with this service.

ACADEMIC HONESTY

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. (http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.html)

Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.

Plagiarism is the presentation of the work of another as one's own work. Refer to APA Manual for the proper way to use and cite quoted material. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! The overuse of quotations when you have difficulty paraphrasing the information is not a good solution.

By enrolling in this course, each student agrees to adhere to Regulations and Procedures published in the TAMUCC Graduate Catalog. Group interactions, investigations, and studying are encouraged; however, duplicative work will be treated as cheating and will receive a grade of zero. Anything that is viewed as
cheating on an exam will be given the most severe penalty possible, most likely an "F" for the course, but may include more severe punishments.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

COURSE REQUIREMENTS

1. Students are expected to have access to a computer that can support WebCT applications.
2. Students must review the course syllabus to learn how communication will occur and how assignments will be managed during the course.
3. Email communication should occur through the WebCT structure. Students should review email at least every 48 hours. Students are expected to read and be responsible for information that is posted under Announcements, Class Schedule, and WebCT emails.
4. All assignments are due on the scheduled date. Students should review the syllabus throughout the semester to insure that class assignments are completed correctly and by the due date.
5. To insure that you complete class assignments correctly, print a copy of the syllabus as a reference.
6. Evidence of preparation for class discussion is determined by participation. Group seminars will be held in the discussion board of WebCT Found under “Communication” on the Homepage. Every student should participate in the discussion when scheduled. See guidelines for discussion in the Syllabus.
7. Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.
8. Assignments must be turned in on the required date unless other arrangements have been made with the course instructor ahead of the due date. Two (2) points will be deducted from the assignment for each day that the assignment is late.
9. Students are expected to complete a course evaluation at the end of the course.

**COURSE GRADE COMPONENTS**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of A Research Problem paper *</td>
<td>25</td>
<td>Due Feb 28</td>
</tr>
<tr>
<td>Research Critique *</td>
<td>20</td>
<td>Due March 23</td>
</tr>
<tr>
<td>Systematic Review of the Literature PPT *</td>
<td>25</td>
<td>Due April 25</td>
</tr>
<tr>
<td>Evaluation of Systematic Review PPT</td>
<td>5</td>
<td>Due April 27</td>
</tr>
<tr>
<td>3 Discussion Forums *</td>
<td>12 (4 pts each)</td>
<td>Discussion # 1-Jan 26-Feb 2</td>
</tr>
<tr>
<td>Discussion questions are located in</td>
<td></td>
<td>Discussion # 2 Feb 16-22</td>
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<td></td>
<td></td>
<td>Discussion # 3 April 5-15</td>
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</tbody>
</table>

Go to Resources, click on Mary & Jeff Bell Library link: Go to Distance Learning Page, review, register as Distance Learner & obtain Texas share card. Complete the tutorials on “Interlibrary Loan” and “Searching Data Bases”. Document with date and submit with Learning Program document in Assignments.

Web CT Tutorial (Document with date and submit with Learning Program document located in Assignments area called Learning Programs. Please do not email this comment to the professor. Instead, use the form in assignments. “I have

1

Submit all of these

All of these tasks are due by Jan 28

Please keep your own record of these tasks:

- Web CT Tutorial
- Honesty/Integrity Statement
- Student Homepage
- EBP Learning Module
- Library Tutorials
Commitment to Honesty and Assignment Integrity and “I have read and downloaded the Course Syllabus.” Document with date and submit with Learning Program document in Assignments.

1

Homepage: See guidelines for **substantive** biographic material and professional information. Must include a picture of student. Posted on Student Homepage.

1

Evidenced Based Practice (EBP) Learning Module Located in “Units” as Unit 1. Document with date and submit with Learning Program document in Assignments.

1

**CITI Program. Only tutorial required is the Social and Behavioral Conduct of Research.** Go to citiprogram.org (CITI Program creates a Completion Report at the end when all quizzes are completed at 100%-keep taking them until 100% or the report may not print out). Select Research Student as role. Submit certificate separately. Go to “Assignments Dropbox” then to “CITI Program” Good luck! You may stop in and out of this program after you have registered. You do not need to complete this at one sitting.

8 pts

**Please note that 5 points of your entire grade are earned by simply completing and documenting these 5 learning programs and submitting the Assignments-please do not email any of them to instructor**

Submit CITI certificate to CITI Assignments Dropbox by **Feb 14.**

| Total | 100 pts |

*Descriptions of these assignments are in Assignments area (Student Tools)*

**GRADING SCALE FOR THE COURSE (UNIVERSITY WIDE)**

A = 90 -100

B = 83 -89

C = 75 – 82

D = 67 –74
F = below 67

GRADING RUBRIC

Grades for all components of the Statement of the Problem paper, Research Critique, and Systematic Review PPT Presentation will be assigned in part, on the following basis:

A
Superior contribution to analysis and synthesis of research content. Evidence of integration of course content with written critique, statement of the problem and systematic review presentation. Brings new perspectives and substantive content into class assignments. Written work is consistently clear, organized with synthesis of research content. Papers/assignments exceed stated guidelines.

B
Consistent contribution to analysis and synthesis of research content. Evidence of integration of course content with written critique, statement of the problem and systematic review presentation. Brings some new perspectives and substantive content into class assignments. Written work is clear, organized with synthesis of research content. Papers/assignments meet stated guidelines.

C
Inconsistent contribution to analysis and synthesis of research content. Minimal evidence of integration of research content with required projects and papers. Offers superficial perspectives and rationale on research issues relevant to research content in the written critique, statement of the problem, and systematic review presentation. Brings some new perspectives and substantive content into class assignments. Brings little perspective and substantive content into class assignments. Written work lacks clarity, analysis, and synthesis of information. Papers and projects do not meet all of the stated guidelines.

D
Inconsistent and inadequate contribution to analysis and synthesis of research content. No evidence of scholarly integration of course content with required projects and papers. Offers minimum insights, perspectives or rationale on research issues relevant to research content in the written critique, statement of the problem and systematic review presentation. Brings some new perspectives and substantive content into class assignments. Written work lacks clarity, analysis, and synthesis of information. Papers and projects meet few of the stated guidelines.
ASSIGNMENT GUIDELINES AND GRADING CRITERIA

Guidelines for WebCT Skill Demonstration

Many students struggle to comply with course requirements because they cannot navigate the WebCT courseware. The purpose of this exercise is to familiarize students with WebCT and its various tools. To complete this activity, you must complete at least one of several tutorials available through e-learning on WebCT.

For this assignment, select at least one of the tutorials available for student orientation to WebCT. If you are experienced with WebCT, use this exercise to learn something new about the many features. If this course is the first you have taken through WebCT, focus your time on learning the basics about chat, discussion, email, grade book, assignment tools, and content modules.

Guidelines for Formal On-Line Discussions

Students are expected to actively engage with their classmates in discussion related to the course objectives. Active engagement requires thoughtful contributions to the discussion topic throughout the discussion period. Two contributions is considered minimal engagement. During this course students must participate in two discussions for grades. These discussions provide students opportunities to demonstrate their progress on projects. To participate, students should read the discussion question(s) and prepare their response. The response may build on other student comments but each student’s initial response must contain a unique contribution to the discussion. Finally, each student must respond to at least one other student’s comments on the active topic. Discussions do not require students to submit documents through Student Tools: Assignments. Student postings should be spaced throughout the Discussion time period. Students who post only on the last day during the time period, will not receive participation points. The reason is that this limits any meaningful participation.

In response, each student should:

1. Identify the point made in the opening comments posted to start a discussion. You can do this by restating the criteria in your posting or Reply to xxx regarding xxx in your subject header box. You can use quotation marks to designate another person’s comments in
your message. Restating what you understood or may not agree with in another student’s message is a good way to keep the thread going on a topic.

2. Make a unique contribution that demonstrates you understand the content, that you have considered the other person’s position about the topic, and stimulates further discussion by the group.

3. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature (your reading). Avoid making “I believe”, or “I think” statements or describing your own experiences alone. They are different than knowledge or expert opinion statements.

4. Extend discussion into another relevant area whenever possible.

### Grading Criteria for each Formal Discussion Assignment

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message demonstrates student’s unique ideas about content, critical thinking and inquiry.</td>
<td>1</td>
</tr>
<tr>
<td>Message clearly links theory and principles from required readings to topic or criteria under discussion.</td>
<td>1</td>
</tr>
<tr>
<td>Responds to at least two other student comments are substantive and provokes further examination of each participant’s perspective.</td>
<td>1</td>
</tr>
<tr>
<td>Messages or timely and follow the formal on-line guidelines listed above.</td>
<td>1</td>
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**Total 4 pts**

### Guidelines for Statement of a Research Problem

This assignment provides students with an opportunity to develop a nursing topic in need of scientific investigation. The topic will likely
emerge from your clinical practice area so this assignment will allow you to explore what is known about a topic and what additional knowledge is needed to affect nursing care. Students will need to spend some time thinking about their practice before selecting the focus of this assignment.

Students are required to write the introductory sections of a research plan in an area of personal interest. You should focus on convincing others that a problem exists in practice that may be improved through research. In your description of the problem and its significance, you write to convince others that your perspective on a problem is sound, logical, and worth hearing (and financial investment). You confront challenges to your position by providing evidence that supports your plan. The need for research is explained in detail (using extant knowledge from the scientific literature) in the Background to the Problem section. The evidence that justifies your research exists in the professional literature (conceptual, empirical, and opinion). You support your position through the use of in-text citations.

This assignment does not require students to select a design or develop a method to answer the questions posed in the Statement of the Problem. The student should only focus on clearly describing the problem that will later be addressed in the last assignment, a Systematic Review. Your position should be based in the knowledge about this topic. Therefore students should review the current literature related to this topic as background to this activity. You do not, however, have to complete the full literature review to establish the background or significance of the problem. Literature should be from primary sources published within the past 5 years. The literature you review for this paper will also be used in your final project, a systematic review of the literature. Your textbook has a detailed description of essential guidelines for writing research proposals. SUGGESTION: COPY AND PASTE THE GUIDELINES FOR THE STATEMENT OF THE PROBLEM INTO THE TEXT AS YOU WRITE YOUR PAPER!

Your paper should adhere to APA format, 6th ed. and include an introduction and summary. Your ideas should be identified through section headings that function as a roadmap for the reader. Use the Criterion in the Grade Criterion as subject headings. You should include a reference list for any resources you use to complete this paper (including any references to readings in your text). Each page should be numbered and you should use a title page to identify your paper and topic. The file should be saved as a Microsoft Word doc
(.doc) with a filename that includes your name first. Submit your final paper through Student Tools “Assignments”.

If you do not understand these instructions, contact the faculty member immediately. These have been added to the assignment description in the Student Tools of the course shell. All communication about this assignment should occur through the course shell.

**Statement of a Research Practice Problem Grading Criteria**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes purpose/aims/goals of scientific investigation as it relates to a clinically-based nursing issue. (Not staffing, drug Rx, education). The purpose of this investigation is to... should be stated in the first paragraph.</td>
<td>2</td>
</tr>
<tr>
<td>Summarizes what is known about the problem and its importance to nursing practice using research literature.</td>
<td>3</td>
</tr>
<tr>
<td>Explains conceptual model used in studies identified OR briefly describes a potentially useful conceptual/theoretical framework that supports the relationship under investigation.</td>
<td>2</td>
</tr>
<tr>
<td>Writes a practice problem statement using that clearly identifies nature of the problem and the context where the problem is encountered.</td>
<td>3</td>
</tr>
<tr>
<td>Develops/Writes an answerable background or foreground EBP question formatted using PICO (see p 55 in Johns Hopkins text). Students often start with a broader question. You will build on this paper when you write your Systematic Review of the Literature as the primary product of this course.</td>
<td>3</td>
</tr>
<tr>
<td>Defines independent and dependant variables under investigation. Includes definitions of variables, also known as operational variables.</td>
<td>2</td>
</tr>
<tr>
<td>Summarizes the evidence: Describe research findings that indicate the contribution/impact of this research (that is the resolution of the research problem or answering the practice question) to nursing knowledge.</td>
<td>4</td>
</tr>
<tr>
<td>Logically and clearly presents scientific knowledge.</td>
<td>3</td>
</tr>
<tr>
<td>Adheres to APA format throughout paper.</td>
<td>3</td>
</tr>
</tbody>
</table>
Strategies for Writing Statement of the Problem Paper:

- Start by cutting and pasting the criteria for the Statement of the Problem Grading Criteria into a blank Word document. Use this as your beginning outline.
- Without looking at your notes (I suggest since you already have a good bit in your head that you may feel overwhelmed), write the section on environment or context of the problem.
- Write what you can, briefly stating the practice problem.
- Write a background or foreground question (see p 54 in JHNEBMG). To construct an answerable EBP question that promotes an efficient search for evidence, state it using PICO format (see p 55). Identify the dependent and independent variables. Using PICO format helps you narrow down your search of the literature.
- Under the theory criteria, list the theory or research model that has been used in the literature and give a brief 2-3 sentence overview of the theory. You may need to do a search of the literature to find a theoretical approach to this practice problem. E.g. postpartum depression (PPD), there are models or theories for how to screen for PPD in the literature, but it may not be in the first article you find—you would need to search for it. Second option: If you would like to pose what you think would be a good theoretical framework, describe the same as in first sentence. Your third option is to say that no theoretical framework was used in any of the literature you have reviewed thus far, this needs to be substantiated by citing the literature you located.
- Go back and supply the references that show where you found your knowledge and formulation about the problem, the research that has been done so far (perhaps you got this from a good recent systematic review or meta-analysis on your topic or question, or perhaps from your practice and experience).
- Send your final draft of paper to SMARTTHINKING (see Course Syllabus regarding how to start an account and where to submit your paper. Allow 1-2 days for feedback. Revise paper based on reviewer’s comments.
- Submit to www.Turniton.com
- Follow directions in Student Quickstart Directions (attached in the Student Tools, Assignments Dropbox.  
  **Class ID is 3411538 and password is research**
- You will need to work with both of these resources before your paper is submitted.
• Submit the Originality Report to the Assignments Dropbox, you will received it within 10 minutes of submission.

Guidelines for Human Participant Protections Education for Research Teams

Research must be ethical. That is, nurse researchers must act in a way that prevents harm to individuals who agree to participate in a project that supports a potential participant’s right to self-determination and fair treatment. Not all health care researchers have acted ethically in their efforts to advance knowledge about humans and their response to illness and health care. The Office of Human Research Protections (OHRP) was created to monitor researcher behavior and protect the citizens of the United States who agree to participate in research projects.

This activity is an opportunity to learn about federal regulations designed to protect participants in government-sponsored research. For this assignment, you need to complete the Human Participant Protections Education for Research Teams tutorial provided for scientists by the CITI program. When you complete the tutorial, you should save the completion certificate to your computer. Submit to Assignments area or you may email this to me. You can access the tutorial at http://citiprogram.org. You should complete this tutorial after you have read Chapter 7 in your text. The certificate for this program is worth 8 points toward your total grade.

Guidelines for a Quantitative Research Critique

The purpose of this assignment is to enhance your skills in the critical evaluation of research findings and their value as evidence for nursing practice.

You will also use these skills in your clinical practice as you decide how best to care for your patients using evidenced based practice. For this assignment, students will select a quantitative research article published in a scientific journal/database. You may use one of the quantitative experimental/intervention research reports that you have identified for your Systematic Literature Review.

The research critique is not simply a description of what is contained in the article. A research critique is a methodical analysis of a research report and the study described in the report. The analysis
requires students to comprehend information contained in the report, compare the information against the ideal research process, evaluate the extent to which the research process fits the research problem, and judge the accuracy and significance of the researchers’ conclusions about the findings.

**Grading Criteria for a Quantitative Research Critique**

**Written Critique Guidelines:** Read and assess a RCT study that you will be using in your final PPT presentation. Do not select a systematic review article, or a qualitative article for this assignment. Part of this assignment is being able to recognize an intervention study or RCT—the professor should not assist you with article selection. Many of them use the terms “Effectiveness of xxx or Impact of xxx.” The design does not have to be an RCT or experimental design, but your self-selected study must have a control and treatment or intervention group. If you cannot locate one in your topic area, select a study from another topic area.

Directions:
1) Read and analyze the article according to the criteria below; rate each criterion using the Research Elements Rating Scheme e.g. E. G, F etc. For the four lowest ratings (G, F, or P/I), write a two-page, double-spaced) analysis that explains and provides the supportive rationale for your lower evaluation ratings. At least two of these must address methodological issues e.g. research design, intervention, etc. The 2 pages should be added at the end of this grid as a rationale/evidence analysis sheet.

2) Indicate at least three strengths of this study and provide supporting rationale for your conclusions.

3) Your three-page analysis **must declare why you would or would not implement this study into your practice.** You may use any of your course resources to assist you with this assignment.

4) Upload your critique and article to Assignments Dropbox. **Students must also upload their article as a PDF or Word file—required for this assignment.** This can also be uploaded into Assignments box at the same time.
Provide strong rationale and discussion related to i.e. lack of evidence, design flaws, etc. The comments within the grid are primarily notes to yourself as you review the article. There should be typed comments in each of the grid blocks. This assignment will be graded using the Grading Rubric located on p 10 of the course syllabus.

**Guidelines for Systematic or Integrative Review of the Literature-Final PPT Presentation**

The purpose of this assignment is to provide students an opportunity to refine their expertise on a practice topic, engage in the research process, and to present their findings to others through a formal poster presentation. The student can achieve the purpose through the formal investigation of the evidence or knowledge related to nursing topic. This type of research is generally known as an integrative or systematic review of the literature. A systematic review of the literature is a research investigation that requires the clear specification of a research problem. The research problem is present in the research question that the investigation seeks to answer. The literature is the sample from which the data are collected.

The wise student will analyze the literature related to the research problem discussed in the first writing assignment. The even wiser student will use an article reviewed for this assignment to complete the research critique assignment. Hence, this assignment is the culmination of a student’s work for this course. Specific guidelines for this assignment are available to the student in the NURS 5314.W01 course shell under assignments.

The final systematic review report should be prepared as a PPT poster. Writing an abstract is optional. Poster presentations are used to disseminate research findings to a large audience and allow for face-to-face interactions with others interested in the research topic. Posters communicate essential information about the study through a visual format. Researchers must use bullets, graphs, photographs, and visual images to represent all aspects of the research process. A PowerPoint presentation is an excellent method to complete this assignment. Students should contact the course faculty to discuss alternatives if they do not want to use PowerPoint to create their poster. Your text contains details about poster presentations and guidelines for designing a succinct and thorough poster.
<table>
<thead>
<tr>
<th><strong>Grading Criteria for Systematic Review PPT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
</tr>
<tr>
<td>Addresses a clearly focused research problem related to nursing. 1 slide on purpose of investigation, 1-2 slides on background/significance of problem-no abstracts</td>
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<tr>
<td>Specifies aspect of problem under investigation in a clearly stated research question-PICO preferred but not required</td>
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<tr>
<td>Defines concepts contained in research question make sure you have a definition of concepts slide</td>
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<tr>
<td>Clearly summarizes sampling plan</td>
</tr>
<tr>
<td>Clearly describes data collection methods (e.g. inclusion and exclusion criteria)</td>
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<tr>
<td>Describes research evidence appraisal method</td>
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<tr>
<td>Summarizes data in easily readable format (table or slide outline) (must include p value as a finding- in most articles it is there) Do not state x was significant or not significant without also listing a p value. E.g. Massage was found to be a significant (p &lt; .04) intervention for therapeutic touch. If there is an effect size (ES) state that also</td>
</tr>
<tr>
<td>Connects data to conclusions</td>
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<tr>
<td>Presents conclusions and implications about the evidence that was generated by this review. State them logically and succinctly using 3 slides</td>
</tr>
<tr>
<td>Logically presents implications for practice.</td>
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<tr>
<td>Cites references appropriately throughout slide presentation</td>
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<tr>
<td>Includes References slide listing</td>
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Peer Evaluation of a Systematic Review PPT Presentation

This peer evaluation can be completed only after you submit your final PPT presentation. After you have submitted your own assignment, you are asked to complete a Peer Evaluation on another student’s final PPT Presentation. The evaluation survey is attached as a separate file in Student Tools: Assignments Peer Evaluation of an Systematic Review section of the NURS 5314 course shell. The assignment is worth 5 points for the total course grade.

You may select any PowerPoint slide presentation completed by every student in the course. The summaries are available for your review in the Discussion Room link for Final PPT Presentations. Complete the evaluation survey after you have reviewed the presentation thoroughly and considered the information presented in the PowerPoint slides. Submit one copy of the completed evaluation for grading through Student Tools: Assignment. Dr. Baldwin, the course instructor, will send a copy of your evaluation comments to the student author of the PPT, after the assignment is graded.

Your grade for this assignment is based on the quality of your feedback, not on the quality of the student’s Systematic Review PPT Presentation.

**Grading Criteria for Peer Evaluator (not the PPT author)**

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<tr>
<th>Criterion</th>
<th>Possible Points</th>
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<tr>
<td>Comments support evaluator's rating on the significance of the problem for nursing practice and patient care.</td>
<td>1.5</td>
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<tr>
<td>Comments support evaluator’s rating on clarity of research question and its consistency with methods e.g. sampling plan and research evidence appraisal approach.</td>
<td>1.5</td>
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<tr>
<td>Comments support evaluator’s rating on the presentation’s conclusions and implications about the evidence that was generated by this review.</td>
<td>1.5</td>
</tr>
<tr>
<td>Comments support evaluator’s rating on whether the research question was sufficiently answered by the end of the slide</td>
<td>.5</td>
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presentation (in findings and conclusions).

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<td>Total</td>
<td>5</td>
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sbauldin 12/1/2010