COURSE TITLE
Research Foundations for Advanced Nursing

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES
Admission to the Graduate Nursing Program

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Collaborative management programs such as PBwiki may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course. [http://www.angelo.edu/dept/nursing/currentgraduate.html](http://www.angelo.edu/dept/nursing/currentgraduate.html)

COURSE DELIVERY
This is a completely online course offering delivered via Blackboard Learning System at [http://blackboard.angelo.edu](http://blackboard.angelo.edu)
For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserves the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage ([http://www.blackboard.angelo.edu](http://www.blackboard.angelo.edu)) Select “Test your Browser” option.

Please see technical requirements for MSN classes at this link:
[http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php](http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php)
FACULTY: Molly J. Walker, PHD, RN, CNS, CNE  
Office: VIN 273  
Phone: (325) 486-6872  
Fax: (325) 942-2236  
Email: molly.walker@angelo.edu (Preferred method of communication)  
Office hours:  
Face to Face or Virtual  
Monday, Tuesday & Wednesday: 10:00 AM – 12:00 PM,  
Thursday: 10:00 AM – 12:00 PM; 2:00 – 4:00 PM  
Available for online chat during office hours via  
CST/USA (Face-to-face or Online via Blackboard Collaborate)

FACULTY: Dr. Kelly Michael  
Office: Virtual Faculty  
Fax: (325) 942-2236  
Email: robert.michael@angelo.edu (Preferred method of communication)  
Office hours: CST/USA (Virtual) Tue: 1:00 PM - 4:00 PM, Wed: 1:00 PM - 4:00 PM, and  
By Appointment. I strive to respond to messages within 24 to 36 hours during the work week. If you have a question and an email response would suffice, then let me know when you contact me. Weekend messages may not be returned until Monday. Depending on the nature of the meeting we may employ use of the telephone, Blackboard Collaborate, or Google Hangout.

COURSE DESCRIPTION  
This course develops an understanding of quantitative and qualitative nursing research methodologies, frameworks and relationships between research questions and design. Application and evaluation of statistical methods is emphasized. Students use critical appraisal skills to critique relevant research.

COURSE OVERVIEW  
All assignments are designed to develop foundational advanced practice level nursing research skills. Assignments are carefully planned to build upon individual nursing knowledge and reinforce research appraisal skills. In addition to weekly discussion/participation and weekly quizzes, students (individually and as a group) will have four assignments that build progressively toward the final review of literature. Learning models are constructed such a way that students gain appraisal skills through the following process: a) nursing research problem identification/library search, b) problem statement, c) statistical interpretation, e) quantitative and qualitative research appraisals and) research synthesis--review of literature.

MSN PROGRAM OUTCOMES  
Upon program completion, the graduate will be prepared to:  
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.  
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine the philosophical foundations of nursing research to expand thinking and provide a sense of professional heritage and identity for the delivery of advanced nursing.</td>
<td>Discussion Board Assignment Quizzes</td>
<td>1, 9</td>
<td>1.1 1.8 9.15</td>
<td>1.2 2.3 3.4 4.3</td>
</tr>
<tr>
<td>2. Link the relationships among theory, research, and practice in nursing for the ethical conduct of research and translational scholarship.</td>
<td>Discussion Board Assignment Quizzes</td>
<td>1, 4</td>
<td>1.1 4.1 4.2</td>
<td>1.2 8.1 8.2</td>
</tr>
<tr>
<td>3. Critically evaluate qualitative and quantitative research to generate meaningful evidence for nursing practice.</td>
<td>Critical Appraisal # 1 Qualitative (Individual) Critical Appraisal # 2 Quantitative (Individual)</td>
<td>4</td>
<td>4.1 4.6</td>
<td>1.3 2.6 4.1 4.2 5.3</td>
</tr>
<tr>
<td>4. Interpret statistical results (evidence) using statistical principles to improve practice and associated health outcomes.</td>
<td>Statistical Exercises</td>
<td>1, 3, 4, 5, 6</td>
<td>1.4 4.1 3.3 5.2 6.4</td>
<td>1.1 3.1 4.6</td>
</tr>
<tr>
<td>5. Conduct a review of literature and present research appraisal as a foundation for decision making.</td>
<td>PICO Question Review of Literature: Table (Individual) Review of Literature: Paper (Individual)</td>
<td>1, 9</td>
<td>1.5 9.1</td>
<td>1.3 2.6 4.5</td>
</tr>
<tr>
<td>6. Employ collaborative strategies to evaluate, synthesize, and present evidence to improve health outcomes.</td>
<td>PICO Development (Group) Review of Literature: Presentation (Group)</td>
<td>1, 4, 7</td>
<td>1.5 4.3 7.3 7.4</td>
<td>1.3 2.3 2.6 4.2-4.5</td>
</tr>
</tbody>
</table>
REQUIRED TEXTS AND MATERIALS

RECOMMENDED TEXTS
   NOTE: *Be positive that you only purchase the 2nd or subsequent printing as there are many typographical errors in the 1st printing.*

OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

TOPIC OUTLINE
A. Introduction to Nursing Research for Advanced Nursing Practice
   a. Linking research to nursing practice
   b. Research and Evidence-Based Practice
      i. Levels of Evidence
   c. Historical perspectives
   d. Introduction to Quantitative Research
   e. Introduction to Qualitative Research
B. Research Process Fundamentals.
   a. Research Problem and Purpose
   b. Review of Literature
   c. Guiding Frameworks
   d. Objectives, Questions, Hypotheses, and Study Variables
   e. Ethics in Research
   f. Understanding Quantitative Research Design
   g. Understanding Qualitative Research Methodology
   h. Sampling
      i. Measurement Concepts
C. Statistical Analysis and Interpretation
   a. Introduction to Statistical Analysis
      i. Level of Measurement
      ii. Hypothesis Testing
iii. Sampling and Power, degrees of freedoms
iv. Appropriate research questions used for each statistical method/design
v. Type I and Type II errors

b. Statistics that Describe Variables
   i. Measures of Central Tendency
   ii. Standard Deviation
   iii. Variance

c. Statistics that Examine Relationships
   i. Correlational statistics

d. Statistics that Determine Differences
   i. T-test one sample and independent
   ii. ANOVA and post-hoc
   iii. Chi Square Test for Independence

e. Interpreting Research Outcomes
   i. Examining Evidence
   ii. Determining Findings
   iii. Formulating Conclusions
   iv. Identifying limitations
   v. Generalizing Findings
   vi. Considering Implications

D. Critical Appraisal of Nursing Studies
   a. Critical Appraisal Process for Quantitative Research
   b. Critical Appraisal Process for Qualitative Research

E. Foundations for Evaluating Evidence
   a. Problem Statement (PICOS)
   b. Systematic Review
      i. Determine merit and relevance to practice
   c. Using Tables to Summarize and Synthesize Evidence
   d. Presenting Findings

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
   A = 90-100 percent
   B = 80-89 percent
   C = 70-79 percent
   F = <70 percent
EVALUATION AND GRADES

<table>
<thead>
<tr>
<th>Graded Activities</th>
<th>Percent of Overall Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (SLO 1, 2, 3, 4)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes (SLO 1, 2, 3, 4)</td>
<td>20%</td>
</tr>
<tr>
<td>Appraisal I (SLO 3)</td>
<td>15%</td>
</tr>
<tr>
<td>Appraisal II (SLO 3)</td>
<td>15%</td>
</tr>
<tr>
<td>Review of Literature (ROL) Project (SLO 5 &amp; 6)</td>
<td></td>
</tr>
<tr>
<td>• ROL Table (Individual)</td>
<td>5%</td>
</tr>
<tr>
<td>• ROL: Paper (Individual)</td>
<td>15%</td>
</tr>
<tr>
<td>• ROL Synthesis Practice Recommendation Presentation and Self/Peer Review (Group)</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

TEACHING STRATEGIES

- This course will be taught online through the Internet with Blackboard™ as the learning platform. It will employ a variety of teaching-learning methods including lecture presentation/notes, asynchronous online workgroups, discussions forums, quizzes, self-directed activities, a paper and student presentations. Web-based technology is also used to provide additional sources of information, prepare and submit student assignments, provide ongoing student-faculty and student-student interaction and dialogue, and facilitate peer support. Synchronous group consultation and interaction offered by appointment via Bb Collaborate.

- Students are expected to be “active learners.” It is a basic assumption of the instructor(s) that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. A Discussion Board is provided in Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and clinical experiences relevant to the course topics.

ASSIGNMENT DESCRIPTIONS

*Please note: Rubrics for all assessments are located at the end of this syllabus.

Discussion Board Activities:

Students will self-select into Research Interest Groups*. Discussion Boards provide an avenue for synthesis of material / information and cooperative learning. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course. As a rule of thumb you are expected to contribute by reflecting on the week’s lesson adding to the discussion as well as respond to peers at least three separate days per week.

* NOTE self-selected discussion board must correspond to supervising faculty.
**Quizzes**

Students will have weekly quizzes to assess research process, statistical analysis and appraisal knowledge. Quizzes are timed (2-3 minutes per question) and will consist of 10 to 30 multiple choice questions. Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Students may use written materials as well as their textbook; however use of another electronic device is prohibited. There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve testing environment.

**Appraisals I & II**

These assignments will require a good deal of time to search relevant library databases, select relevant research articles, read and appraise your selected study. Grove, Burns & Gray Chapter 19 provides an excellent reference for learning to appraise and use research appropriately. This year an added resource is included: *Evaluating research in academic journals*. An additional resource for understanding the appraisal process is the Pyrczak text listed above in the recommended texts. Please type directly into the appraisal tool provided for your appraisal. Note that the last section is where the majority of the grade is weighted. Synthesis statements will reflect your understanding of the research usefulness and application.

Appraisal I—Qualitative or Descriptive Study

Appraisal II—Quantitative Study

**Table of Evidence**

This assignment will reflect the student’s cumulative evidence collected addressing the group’s PICO question. Using a tabular format will assist the student to synthesize evidence and develop aggregate appraisal skills. Note that each assignment is designed to build a body of evidence in preparation for making an evidence-based practice recommendation.

**Review of Literature Project**

The review of literature has both an individual component (written paper) and a group component (Virtual Presentation). Within self-selected groups of 4-6, students will develop a PICO question identifying a practice problem, intervention, comparison, and outcome. Activities are designed to build research appraisal skills and work in collaboration with peers to formulate an evidence-based practice recommendation for a group identified practice problem. Students are required to use library resources to gain database search skills as they refine the problem, select relevant research and synthesize evidence for a specific practice problem for an identified patient population.
GENERAL POLICIES (GUIDELINES) RELATED TO THIS COURSE

All students are required to follow the guidelines presented in the following documents:

- ASU Graduate Catalog located on the ASU website https://www.angelo.edu/catalogs/ and
- University Graduate Nursing Handbook, located on the Nursing website http://www.angelo.edu/dept/nursing/handbook/index.html

IMPORTANT UNIVERSITY DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td>First Day of Class</td>
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<tr>
<td>September 1</td>
<td>Last day to register or make schedule changes</td>
</tr>
<tr>
<td>September 4</td>
<td>Holiday (pending board approval)</td>
</tr>
<tr>
<td>November 3</td>
<td>Last day to drop a class or withdraw from the University for this Semester. Forms must be received by 5:00 p.m. CDT. * **</td>
</tr>
<tr>
<td>November 22-24</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 11-15</td>
<td>Final Exams Week</td>
</tr>
<tr>
<td>December 15</td>
<td>Fall Semester ends</td>
</tr>
<tr>
<td>December 16</td>
<td>Fall Commencement</td>
</tr>
</tbody>
</table>

* [https://www.angelo.edu/content/forms/290-drop-request-form-for-online-courses-only](https://www.angelo.edu/content/forms/290-drop-request-form-for-online-courses-only)
  [https://www.angelo.edu/services/saem/withdrawal_form.php](https://www.angelo.edu/services/saem/withdrawal_form.php)

** Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

STUDENT RESPONSIBILITY & ATTENDANCE

This class is asynchronous, meaning you do not have to be on-line at a certain time; however the final group project do require synchronous collaboration and presentation via Bb Collaborate. There are readings which you will have to complete to be able to adequately participate in individual and group assessments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, and collaborative meetings and presentations. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Please note that students from other institutions, taking a one-time ASU course are bound by ASU Policies/Guidelines in this course.

Absences

This class is fast passed and has many graded activities (See Late Work/Absence below). Should you choose to travel during this class, you are held responsible for making arrangements for Internet access. Generally, this is not a problem. Planning ahead will help to avoid unexpected problems with technology and/or assignment submission.
Contact your section faculty should you have problems meeting course objectives due to serious illness or extreme hardship. ASU Student Handbook
http://www.angelo.edu/content/files/17187-2014-15-student-handbook provides guidelines. A week of absence defined as no contribution or participation in on-line discussion within a given week (Tuesday to Monday) will result in a Bb Discussion grade of zero for the week. Keep in mind we have approximately 13-14 discussion boards. Missing a week of discussion is not advised, but one (1) poor grade will not adversely effect your grade. Missing quizzes or assignments will significantly effect the course grade.

Individual Work
An expectation of this course is that you submit original work that reflects your ideas based upon sound principles of theory and research at a graduate level. When taking a quiz for this class, you may refer to your textbook; however, strict time limitations will be imposed and surveillance cameras used to maintain test integrity. Any communication regarding the content of a quiz is prohibited and a violation of the ASU Academic Honesty Code. Should you experience technical difficulty, contact your instructor or the ASU Helpdesk 325-942-2911.

Collaborative Work
You are expected to work together on group assignments in the spirit of collaboration. Every member is expected to make a reasonable contribution. Because this is an on-line course, you must participate and contribute to receive credit. The group’s Review of Literature project will depend upon each individual’s commitment to understanding of research process, each member’s ability to assess the quality of research evidence, interpret statistical findings and make appropriate decisions regarding a selected problem. Because this is a graduate course, the students will be assumed to have sufficient motivation and maturity to come to their own understanding of the material without a strict working-alone policy. The self-selected group will determine leadership roles and group schedule.

COMMUNICATION

Students are encouraged to contact faculty with questions or problems associated with the course. Faculty are available during the work week and encourage students to call, email or post questions in the group discussion forum “I Have a Question”.

Faculty will respond to email and/or telephone messages within 24 -36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing. When making a contribution to the course discussion assignments, use references to support your ideas. Personal observations are acceptable if they contribute to the discussion assignment. Do not copy and paste into the
Bb discussion or use frequent links without summarizing the resource points relevant to the discussion. You are expected to synthesize and summarize from your study. Repeating what is easily available in your textbook is time consuming and not the purpose of the exercises.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy/guideline changes. Please check your email daily.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Skype, Blackboard Collaborate, Join.me, Google Hangouts, etc.

**Use Good "Netiquette":**
- Check the discussion frequently and respond appropriately and on subject. Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach. Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.
- It is acceptable to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

**ASSESSMENT SUBMISSION**
In this class, all assessments need to be submitted through the Assessments link in the Blackboard course site. Assignments submitted through email will not be accepted or graded. This is for grading purposes and not meant to be punitive. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email me at molly.walker@angelo.edu or robert.michael@angelo.edu, attach a copy of what you are trying to submit, and call IT Service Center at 325-942-2911 to request that a ticket be opened and add my name to the ticket. This lets your faculty know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.
LATE WORK OR MISSED ASSESSMENTS
The course is set up in weekly modules. The week begins on Tuesday and ends on Monday at 11:59 PM CST. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. *Late work will incur a 5% grade deduction per day up to one week.* Papers or assignments more than one week past the due date will not be accepted and will receive a zero for a grade.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Nursing Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers may be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”
2. “Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at Student.Life@angelo.edu to begin the process.”

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

**INCOMPLETE GRADE POLICY** *(OP 10.11 Grading Procedures)*

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

**STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

1. “A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

**COPYRIGHT POLICY**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**SYLLABUS**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**WEBLINKS:**

- Board of Nursing for the State of Texas [http://www.bne.state.tx.us/](http://www.bne.state.tx.us/)
- The Future of Nursing [http://www.thefutureofnursing.org/research](http://www.thefutureofnursing.org/research)

**COURSE EVALUATION**

Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at midterm through a Bb Midterm Evaluation and at the end of the semester. Areas on the IDEA evaluation that are pertinent to this class include:

1. Gaining factual knowledge (terminology, classifications, methods, trends). **Important**
2. Learning fundamental principles, generalizations, or theories. **Important**
3. Learning to apply course material (to improve thinking, problem solving, and decisions). **Essential**.
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Important**
5. Acquiring skills in working with others as a member of a team. **Important**
Discussion Board Rubric
Adopted from Barbara Frey's Rubric for Asynchronous Discussion Participation. Frey emphasizes that asynchronous discussion enhances learning. You are expected to share your ideas, perspectives, and experiences with the class. Evidence that you are reading, synthesizing, and refining your knowledge through the writing process will broaden the understanding of course content of your peers as well. Use the following feedback to improve your level of achievement.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency Weight (15%)</strong></td>
<td></td>
</tr>
<tr>
<td>Not Addressed</td>
<td>0 % Does not participate.</td>
</tr>
<tr>
<td>Novice</td>
<td>60 % Participates 1-2 times on the same thread and/or on the same day.</td>
</tr>
<tr>
<td>Competent</td>
<td>70 % Participates 2-3 times on the same day.</td>
</tr>
<tr>
<td>Proficient</td>
<td>85 % Participates 3-4 times on the same discussion and/or postings not distributed throughout week.</td>
</tr>
<tr>
<td>Exemplary</td>
<td>100 % Participates 4-5 times throughout the week.</td>
</tr>
<tr>
<td><strong>Primary Assignment Posting Weight (16%)</strong></td>
<td></td>
</tr>
<tr>
<td>Not Addressed</td>
<td>0 % Posts no assignment.</td>
</tr>
<tr>
<td>Novice</td>
<td>60 % Post lacks original content contribution to the discussion.</td>
</tr>
<tr>
<td>Competent</td>
<td>70 % Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task.</td>
</tr>
<tr>
<td>Proficient</td>
<td>85 % Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
</tr>
<tr>
<td>Exemplary</td>
<td>100 % Posts well developed assignment that fully addresses and develops all aspects of the task.</td>
</tr>
<tr>
<td><strong>Follow-Up Postings Weight (16%)</strong></td>
<td></td>
</tr>
<tr>
<td>Not Addressed</td>
<td>0 % Posts no follow-up responses to others.</td>
</tr>
<tr>
<td>Novice</td>
<td>60 % Repeats others comments/contributions.</td>
</tr>
<tr>
<td>Competent</td>
<td>70 % Posts shallow contribution or discussions (e.g., agrees or disagrees); does not enrich the discussion.</td>
</tr>
<tr>
<td>Proficient</td>
<td>85 % Elaborates on an existing posting with further comment or observations.</td>
</tr>
<tr>
<td>Exemplary</td>
<td>100 % Demonstrates analysis of others; posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td><strong>Content Contribution Weight (20%)</strong></td>
<td></td>
</tr>
<tr>
<td>Not Addressed</td>
<td>0 % Does not post any original content.</td>
</tr>
<tr>
<td>Novice</td>
<td>60 % Post information that is off-topic, incorrect, or irrelevant to discussion.</td>
</tr>
<tr>
<td>Competent</td>
<td>70 % Repeats but does not add substantive information to the discussion.</td>
</tr>
<tr>
<td>Proficient</td>
<td>85 % Posts information that is factually correct; lacks full development of concept or thought.</td>
</tr>
<tr>
<td>Exemplary</td>
<td>100 % Posts factually correct, reflective and substantive contribution; advances discussion.</td>
</tr>
<tr>
<td><strong>References and Support Weight (17%)</strong></td>
<td></td>
</tr>
<tr>
<td>Not Addressed</td>
<td>0 % Includes no references.</td>
</tr>
<tr>
<td>Novice</td>
<td>60 % Does not cite references or supporting experience.</td>
</tr>
<tr>
<td>Competent</td>
<td>70 % Uses personal experience, but no references to readings or research. Relies heavily on internet resources.</td>
</tr>
<tr>
<td>Proficient</td>
<td>85 % Incorporates some references from literature and personal experience using both internet and library resources.</td>
</tr>
<tr>
<td>Exemplary</td>
<td>100 % Uses references to literature, readings, or personal experience to support comments. Uses authoritative resources.</td>
</tr>
<tr>
<td><strong>Clarity &amp; Mechanics Weight (16%)</strong></td>
<td></td>
</tr>
<tr>
<td>Not Addressed</td>
<td>0 % Does not provide content.</td>
</tr>
<tr>
<td>Novice</td>
<td>60 % Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
</tr>
<tr>
<td>Competent</td>
<td>70 % Communicates in friendly, courteous and helpful manner with some errors in clarity, mechanics, or APA errors.</td>
</tr>
<tr>
<td>Proficient</td>
<td>85 % Contributes valuable information to discussion with minor clarity, mechanics or APA errors.</td>
</tr>
<tr>
<td>Exemplary</td>
<td>100 % Contributes to discussion with clear, concise comments formatted according to APA in an easy to read style that is free of grammatical or spelling errors.</td>
</tr>
</tbody>
</table>
**Quantitative Research Appraisal Bb Rubric**

Grading rubric intended to accompany the Quantitative Research Appraisal Assignments. Note some Novice descriptors are given no credit when students should be expected to be competent with foundational research knowledge. This course builds on baccalaureate research knowledge.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citation Weight</td>
<td>0%  Not addressed in the appraisal.</td>
</tr>
<tr>
<td></td>
<td>60%  Selected citation is cited with 3 or more errors.</td>
</tr>
<tr>
<td></td>
<td>70%  Selected citation is cites with 2 errors related to APA style requirements.</td>
</tr>
<tr>
<td></td>
<td>85%  Selected citation is cited with one error related to APA style requirements.</td>
</tr>
<tr>
<td></td>
<td>100% Selected citation is accurately cited and formatted according to APA Style Manual.</td>
</tr>
<tr>
<td>Title Appraisal</td>
<td>0%  Not addressed in the appraisal.</td>
</tr>
<tr>
<td>Weight (3%)</td>
<td>60%  States that title is appropriate to the study but fails to support with rationale.</td>
</tr>
<tr>
<td></td>
<td>70%  Identifies study problem, variables and population of interest with minimal rationale for</td>
</tr>
<tr>
<td></td>
<td>85%  Discusses title for accurately conveying problem and population of interest. Evaluates for journal publication title requirements.</td>
</tr>
<tr>
<td></td>
<td>100% Appraises title for accurately conveying problem and population of interest. Evaluates for journal publication title requirements.</td>
</tr>
<tr>
<td>Abstract Weight</td>
<td>0%  Not addressed in the appraisal.</td>
</tr>
<tr>
<td></td>
<td>60%  Correctly identifies that an abstract is available.</td>
</tr>
<tr>
<td></td>
<td>70%  Briefly describes the abstract.</td>
</tr>
<tr>
<td></td>
<td>85%  Discusses the abstract in relationship to the study.</td>
</tr>
<tr>
<td></td>
<td>100% Appraises the quality of the abstract in relationship to the study findings and examines for publication abstract requirements.</td>
</tr>
<tr>
<td>Authors Weight</td>
<td>0%  Not addressed in the appraisal.</td>
</tr>
<tr>
<td></td>
<td>60%  Mentions the authors as appropriate without supporting evidence.</td>
</tr>
<tr>
<td></td>
<td>70%  Identifies some author qualifications for conducting research.</td>
</tr>
<tr>
<td></td>
<td>85%  Discusses the author’s qualifications for conducting the study including research expertise, clinical experience, and educational experience.</td>
</tr>
<tr>
<td></td>
<td>100% Appraises author’s qualifications for conducting the study. Includes research expertise, clinical experience, and educational experience.</td>
</tr>
<tr>
<td>Component</td>
<td>Weight (%)</td>
</tr>
<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td>Introduction</td>
<td>3%</td>
</tr>
<tr>
<td>Weight (3%)</td>
<td>0%</td>
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<tr>
<td></td>
<td>60%</td>
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<td></td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Review of Literature</td>
<td>4%</td>
</tr>
<tr>
<td>Weight (4%)</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>60%</td>
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<td></td>
<td>85%</td>
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<tr>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>3%</td>
</tr>
<tr>
<td>Weight (3%)</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>60%</td>
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<td>70%</td>
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<td></td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Methods: Study approach and design Weight (2%)</td>
<td>0%</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Study Sample Weight (2%)</td>
<td>0%</td>
</tr>
<tr>
<td>Manipulation of Independent Variable Weight (2%)</td>
<td>0%</td>
</tr>
<tr>
<td>Dependent Variable Weight (2%)</td>
<td>0%</td>
</tr>
<tr>
<td>Instruments for Data Collection Weight (2%)</td>
<td>0%</td>
</tr>
<tr>
<td>Data Analysis Weight (2%)</td>
<td>0%</td>
</tr>
<tr>
<td>Ethical Considerations Weight (5%)</td>
<td>0%</td>
</tr>
<tr>
<td>Results Weight (4%)</td>
<td>0%</td>
</tr>
<tr>
<td>Quality Control</td>
<td>Weight (5%)</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Discussion</td>
<td>Weight (5%)</td>
</tr>
<tr>
<td>Presentation</td>
<td>Weight (4%)</td>
</tr>
<tr>
<td>Overall Impression of Selected Research Study</td>
<td>Weight (40%)</td>
</tr>
</tbody>
</table>
# Research Appraisal: Qualitative Study Bb Rubric

Grading rubric intended to accompany the Qualitative Research Appraisal Assignments. Note some Novice descriptors are given no credit when students should be expected to be competent with foundational research knowledge. This course builds on baccalaureate research knowledge.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citation Weight (5%)</strong></td>
<td><strong>Not Addressed</strong> 0% Not addressed in the appraisal. <strong>Novice</strong> 60% Selected citation is cited with 3 or more errors. <strong>Competent</strong> 70% Selected citation is cites with 2 errors related to APA style requirements. <strong>Proficient</strong> 85% Selected citation is cited with one error related to APA style requirements. <strong>Exemplary</strong> 100% Selected citation is accurately cited and formatted according to APA Style Manual.</td>
</tr>
<tr>
<td><strong>Title Appraisal Weight (3%)</strong></td>
<td><strong>Not Addressed</strong> 0% Not addressed in the appraisal. <strong>Novice</strong> 60% States that title is appropriate to the study but fails to support with rationale. <strong>Competent</strong> 70% Identifies study problem, variables and population of interest with minimal rationale for. <strong>Proficient</strong> 85% Discusses title for accurately conveying problem and population of interest. Evaluates for journal publication title requirements. <strong>Exemplary</strong> 100% Appraises title for accurately conveying problem and population of interest. Evaluates for journal publication title requirements.</td>
</tr>
<tr>
<td><strong>Abstract Weight (4%)</strong></td>
<td><strong>Not Addressed</strong> 0% Not addressed in the appraisal. <strong>Novice</strong> 60% Correctly identifies that an abstract is available. <strong>Competent</strong> 70% Briefly describes the abstract. <strong>Proficient</strong> 85% Discusses the abstract in relationship to the study. <strong>Exemplary</strong> 100% Appraises the quality of the abstract in relationship to the study findings and examines for publication abstract requirements.</td>
</tr>
<tr>
<td><strong>Authors Weight (3%)</strong></td>
<td><strong>Not Addressed</strong> 0% Not addressed in the appraisal. <strong>Novice</strong> 60% Mentions the authors as appropriate without supporting evidence. <strong>Competent</strong> 70% Identifies some author qualifications for conducting research. <strong>Proficient</strong> 85% Discusses the author’s qualifications for conducting the study including research expertise, clinical experience, and educational experience. <strong>Exemplary</strong> 100% Appraises author’s qualifications for conducting the study. Includes research expertise, clinical experience, and educational experience.</td>
</tr>
<tr>
<td><strong>Introduction Weight (3%)</strong></td>
<td><strong>Not Addressed</strong> 0% Not addressed in the appraisal. <strong>Novice</strong> 60% Identifies components of the introduction without comment as to the problem, significance, background of the problem or problem/purpose statement. <strong>Competent</strong> 70% Identifies the components of the introduction. The problem significance, background of the problem and the problem statement. <strong>Proficient</strong> 85% Discusses the quality of the introduction. The problem significance, background of the problem and the problem statement. Understands the basic components of a good introduction. <strong>Exemplary</strong> 100% Appraises the quality of the introduction. The problem significance, background of the problem and the problem statement. Strengths and weaknesses are supported with research principles.</td>
</tr>
<tr>
<td><strong>Conceptual Framework</strong></td>
<td><strong>Weight (3%)</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Methods: Study approach and design</strong></td>
<td><strong>Weight (6%)</strong></td>
</tr>
<tr>
<td><strong>Review of Literature</strong></td>
<td><strong>Weight (4%)</strong></td>
</tr>
<tr>
<td>Study Sample</td>
<td>Weight (2%)</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Instruments for Data Collection</td>
<td>Weight (2%)</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Weight (2%)</td>
</tr>
<tr>
<td>Ethical Considerations</td>
<td>Weight (5%)</td>
</tr>
<tr>
<td>Results Weight (4%)</td>
<td>0% Not addressed in the appraisal.</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Quality Control Weight (5%)</td>
<td>0% Not addressed in the appraisal.</td>
</tr>
<tr>
<td>Discussion Weight (5%)</td>
<td>0% Not addressed in the appraisal.</td>
</tr>
<tr>
<td>Presentation Weight (4%)</td>
<td>0% Not addressed in the appraisal.</td>
</tr>
<tr>
<td>Overall Impression of Selected Research Study</td>
<td>Weight (40%)</td>
</tr>
<tr>
<td>---</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
ROL Table of Evidence Rubric

The Review of Literature is a three step project designed to help students identify problem relevant literature; evaluate and synthesize evidence to draw conclusions for practice application.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Addressed</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Presentation</strong></td>
<td>0 %</td>
<td>60 %</td>
<td>70 %</td>
<td>85 %</td>
<td>100 %</td>
</tr>
<tr>
<td>Weight (5%)</td>
<td>Not included in table.</td>
<td>Multiple errors. Written in APA style and format; Abbreviations used are defined or key provided.</td>
<td>No more than two errors. Written in APA style and format; Abbreviations used are defined or key provided.</td>
<td>No more than one error. Written in APA style and format; Abbreviations used are defined or key provided.</td>
<td>Table presented without grammar and spelling errors. Abbreviations are appropriate and defined or key provided. Written in APA style and format (Table format excluded).</td>
</tr>
<tr>
<td><strong>Table Weight (10%)</strong></td>
<td>0 %</td>
<td>60 %</td>
<td>70 %</td>
<td>85 %</td>
<td>100 %</td>
</tr>
<tr>
<td></td>
<td>Not included in table.</td>
<td>Table of evidence/variables lacks cohesiveness. Contains some columns appropriate to the research topic including author(s), title of article, year, Level of Evidence, and results/</td>
<td>Table of evidence/variables contains at least one study unrelated to PICO contributing to a lack of cohesiveness. Contains columns appropriate to the research topic including author(s), title of article, year, Level of Evidence, and results.</td>
<td>Table order lack logic. Contains columns appropriate to the research topic including author(s), title of article, year, Level of Evidence, and results.</td>
<td>Table organized either alphabetically or chronologically; Contains columns appropriate to the research topic including author(s), title of article, year, Level of Evidence, and results.</td>
</tr>
<tr>
<td><strong>Column Content Weight (10%)</strong></td>
<td>0 %</td>
<td>60 %</td>
<td>70 %</td>
<td>85 %</td>
<td>100 %</td>
</tr>
<tr>
<td></td>
<td>Not included in table.</td>
<td>Content of table copied directly from the study without effort to abbreviate or summarize.</td>
<td>Minor inaccuracies in table content selection. Content difficult to read or misleading.</td>
<td>Column content is wordy and taken from studies with excessive verbiage. Represents accurate and relevant information for study</td>
<td>Column content is relevant and easy to read. Represents accurate and relevant information for study appraisal.</td>
</tr>
<tr>
<td>Article Selection</td>
<td>0%</td>
<td>60%</td>
<td>70%</td>
<td>85%</td>
<td>100%</td>
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</tr>
<tr>
<td>Weight (40%)</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Not included in table.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5 relevant research articles. Organization needs improvement and/or content reflects large amounts of direct quotations making synthesis difficult.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Less than 5 relevant research studies associated with the group PICO question. Content and summary statements need refining.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 5 well chosen, relevant research studies that support at least one aspect of the group PICO question. Organized logically. Summary statements/comments draw conclusions and insight.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 5 well chosen, relevant research studies that support at least one aspect of the group PICO question. Summarized and organized in a way that allows for synthesis. Summary statements/comments draw conclusions and insight.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
<th>0%</th>
<th>60%</th>
<th>70%</th>
<th>85%</th>
<th>100%</th>
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</thead>
<tbody>
<tr>
<td>Weight (20%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not included in table.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiples errors in reference list either regarding style and/or omission of table and introduction resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two errors either, in appropriate APA format or resources used in the introduction and the table.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>References one error either, in appropriate APA format or resources used in the introduction and the table.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References are accurate, in appropriate APA format and include all resources used in the introduction and the table.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusions from Table</th>
<th>0%</th>
<th>60%</th>
<th>70%</th>
<th>85%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not included in table.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Unable to draw conclusions from the aggregate representation of selected research.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Conclusions drawn from tabular representation of studies, contain some errors and misinterpretation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some minor misinterpretation of aggregate information drawn from tabular study comparison.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Conclusions drawn from table of evidence/variables is logical and demonstrates synthesis.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Review of Literature Rubric (Individual Paper)**

The Review of Literature is a three step project designed to help students identify problem relevant literate; evaluate and synthesize evidence to draw conclusions for practice application.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Addressed</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>0 %</td>
<td>Missing or far below expectation with little or no understanding of review of literature</td>
<td>70 % Introduces a problem without logical support or rationale for the stated purpose. Minimal use of references to support need for review of literature or EBP</td>
<td>85 % Introduces the nursing problem with statements of supported by references and some rationale for the proposed review or literature or EBP project.</td>
<td>100 % Clearly and succinctly introduces the nursing problem, uses significant statistics and credible professional positions to establish need for the EBP project.</td>
</tr>
<tr>
<td>Weight (5%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Search Strategy</strong></td>
<td>0 %</td>
<td>Missing or no understanding of search strategy</td>
<td>70 % Search strategy relies heavily on Internet sources without evidence that library databases were used to</td>
<td>85 % Articles selected for review follow a logical strategy with most coming from library databases.</td>
<td>100 % Clearly and concisely describes method of research selection and follows professional standards.</td>
</tr>
<tr>
<td>Weight (5%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review of Literature</strong></td>
<td>0 %</td>
<td>Missing or no understanding of review of literature purpose.</td>
<td>70 % Lists at least 5 related research studies from professional literature without a clear logical progression. Includes some articles that support proposal, without introducing any alternative findings. Implications for research or practice are not clearly discussed.</td>
<td>85 % Discusses at least 5 peer-reviewed research studies from professional literature in a logical progression as argument develops related to selected PICO question. Includes articles that do and do not support practice. Attempts to draw inferences are made from single studies and not from aggregate evidence.</td>
<td>100 % Appraises at least 5 peer-reviewed research articles from professional literature in a logical progression as argument develops related to identified PICO question. Includes articles that do and do not support EBP, discusses dissension. Inferences for research and/or practice are appropriate and come from</td>
</tr>
<tr>
<td>Weight (70%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
<td>Weight (5%)</td>
<td>Fails to draw conclusions from the review.</td>
<td>60 %</td>
<td>Minimal references without evidence that the literature was review adequately. Conclusions are not drawn.</td>
<td>70 %</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Weight (10%)</td>
<td>References are not included in the body of the text or the majority are not research studies.</td>
<td>0 %</td>
<td>References are selected without evidence of purpose. APA format poorly applied with multiple errors.</td>
<td>60 %</td>
</tr>
<tr>
<td><strong>APA Style</strong></td>
<td>Weight (10%)</td>
<td>Fails to follow APA format or writing style.</td>
<td>0 %</td>
<td>Writing style poor indicating multiple grammatical and spelling errors. Fails to follow APA writing style.</td>
<td>60 %</td>
</tr>
</tbody>
</table>
ANGELO STATE UNIVERSITY

NUR 6323 Research Foundations for Advanced Nursing

GRADING RUBRIC FOR REVIEW OF LITERATURE (RESEARCH SYNTHESIS) PRESENTATION

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CRITICAL ASPECT</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| /5 pts. | **Professionalism:** | Uses Collaborate software appropriately so participants can see and hear presenter.  
Good lighting available for view of presenter.  
Speaks clearly with good use of diction. Makes eye contact.  
Slides created with a professional look, following guidelines of 6 lines per slide and 6 words per line; and 18 point font minimum.  
Contains no grammatical or mechanical errors.  
Dresses appropriately for professional presentation. [NOTE: Virtual Presentations require the same professionalism as podium presentation] |
| /15 pts. | **Introduction: Problem Statement** | Appropriately written presentation objectives  
Clear, concise, description of the identified problem.  
Appropriate background information confirms relevance.  
Identifies target population, major variables and theoretical framework.  
Project purpose and rationale clearly articulated.  
Clear/concise thesis/purpose statement |
| /5 pts. | **Formulate a relevant clinical Question to Direct Review** | **PICO statement**  
Identifies Patient or Population, Intervention or Indicator(s), Comparison or Control, and expected Outcome(s) |
| /5 pts. | **Identify the Search Criteria and Strategies**  
Details the literature search criteria and strategies  
Explains selection method |  |
| /15 | **Conduct an Extensive Search of the Research Literature** |  |
| /10 | **References**  
Judiciously selected for best evidence; Reflect current best evidence; Follow APA style guidelines. |  |