

GENERAL INFORMATION

IMPORTANT COURSE INFORMATION

NOTE: YOU MUST BE LICENSED AS A REGISTERED NURSE TO TAKE THIS ONLINE COURSE.

NOTE: STATISTICS IS A PREREQUISITE FOR THIS COURSE

PROFESSOR INFORMATION



Instructor:	Dr. Sandra "Sande" Gracia Jones (PhD, ARNP, ACRN, ACNS-BC, FAAN)	Office:	MMC, AHC3-Nursing 326A
		Office Hours:	Online Office Hours: Monday evenings 5-8PM (via phone call or email) On campus: By appointment
Phone:	Office number: (305) 348-7732 (If Email: I am not in the office to answer, your call will be transferred shortly to my cell phone, so please leave a voicemail at this number)	Email:	Use Blackboard Course E-Mail or jones@fiu.edu
Dept:	Nicole Wertheim College of Nursing & Health Sciences		

CATALOG DESCRIPTION

Develop research knowledge and skills for evidence-based nursing care delivery. Evaluate evidence for use in practice with diverse groups in a global environment.

COURSE DESCRIPTION AND PURPOSE

The purpose of this course is to introduce students to research methods and evidence-based practice for nursing around the world (global perspective). A major focus of this course is for students to critically evaluate research studies and to evaluate evidence for use in practice with diverse groups in a global environment. In addition to the course objectives found below, this course supports the University's quality enhancement plan (QEP) which focuses on global learning for global citizenship. This course is also designated as a writing intensive course (20 or more pages of writing assignments).

COURSE OBJECTIVES

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

- Explain the interactive relationships between theory, research, and evidence-based practice.
- Explore the state of evidence-based practice globally and analyze factors that influence evidence from a global perspective.
- Identify the main qualitative and quantitative methodological approaches to research, the advantages and limitations of each approach, and the appropriate use of each approach.
- Apply knowledge of qualitative and quantitative research methods, processes, and models in analyzing and critiquing research studies and evidence-based practice guidelines.

- Advocate for protection of the public subjects and apply ethical and research concepts of the research and research work.
- Describe how gender, ethnicity, vulnerability, and other sociodemographic factors affect interpretation and application of research findings.
- Explain how evidence-based practice and practice guidelines may be modified to meet resource availability and sociocultural norms of specific groups and populations.
- Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.
- Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes in diverse populations.
- Collaborate in the collection, documentation and dissemination of evidence and best practices within local, state, national and global arenas.

TEACHING STRATEGIES

Written papers, assigned readings(textbook chapters and articles), assigned websites, web videos, quizzes

IMPORTANT INFORMATION

FIU POLICIES

Please review the [policies page](#) as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses.

Students with Disabilities

If you have a disability and need assistance, please contact the [Disability Resource Center](#) (University Park: GC190; 305-348-3532) (North Campus: WUC139, 305-919-5345). Upon contact, the Disability Resource Center will review your request and contact your professors or other personnel to make arrangements for appropriate modification and/or assistance.

Sexual Harassment

For information on sexual harassment, please visit: <http://regulations.fiu.edu/regulation>

Religious Holy Days

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from (on-line) class to observe a religious holy day of his or her faith.

Academic Integrity

To view our Code of Academic Integrity, please visit:
http://academic.fiu.edu/AcademicBudget/misconductweb/Code_of_Academic_Integrity.pdf

Academic Misconduct

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

As a student taking this class:

- I will not represent someone else's work as my own.
- I will not cheat, nor will I aid in another's cheating.
- I will be honest in my academic endeavors.
- I understand that if I am found responsible for academic misconduct, I will be subject to the academic misconduct procedures and sanctions as outlined in the Student Handbook.
- I promise to adhere to FIU's Student Code of Academic Integrity.

Failure to adhere to the guidelines stated above may result in one of the following:

- Expulsion:** Permanent separation of the student from the University, preventing readmission to the institution. This sanction shall be recorded on the student's transcript.
- Suspension:** Temporary separation of the student from the University for a specific period of time.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

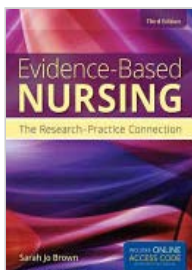
Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

COURSE PREREQUISITES

Statistics is a prerequisite for this course. Additionally, you must hold registered nurse (RN) licensure and be accepted into the Nicole Wertheim College of Nursing and Health Sciences program.

TEXTBOOKS



Evidence-Based Nursing The Research-Practice Connection (3rd Edition) *(Required)*

Sarah Jo Brown

Jones & Bartlett Learning, 01/15/2013

ISBN-10: 1449697496

ISBN-13: 9781449697495

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).



Publication Manual of the American Psychological Association (6th Edition) *(Required)*

American Psychological Association (APA)

APA, 2009

ISBN: 1433805618

ISBN-13: 9781433805615

You may purchase your textbook online at the [FIU Bookstore](#).

NOTE: Readings are based on the latest edition of the textbook. Previous editions differ as to chapters and do not contain up-to-date content. Textbooks were ordered and can be obtained from the FIU bookstore. Other options are buying or renting the textbook from online sources.

Bibliography: Additional articles that relate to course objectives are listed at the end of the syllabus in the Bibliography section. These are extra readings of current articles that may be of interest to the student, but are not required for the course.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the **how to get started information** located in the course content
- View the **Academic Misconduct Policy and accept the policy conditions**. The link for the policy can be found on the main Course Content page below the welcome message.
- **Introduce yourself to the class** during the first week by posting a self introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact online** with instructor/s and peers
- **Review and follow** the course calendar
- **Submit assignments** by the corresponding deadline

FIU LIBRARY SUPPORT

The FIU library provides a number of services to distance learning students. For example:

- Students can request a chat session in Blackboard for an explanation on how to access library resources.
- Students can request detailed instructions on how to access library resources.
- One-on-One assistance from the Distance Learning Librarian.

Don't struggle through your library research alone! Help is available. For further information, contact Sarah Hammill, Distance Learning Librarian, via email at hammills@fiu.edu or call 305-919-5604.

You can visit the FIU Library at: <http://library.fiu.edu/>

COURSE DETAIL

COURSE POLICIES

It is the student's responsibility to participate by signing-on frequently (at least weekly) to the Blackboard email (messages) system and be aware of information presented. Failure to sign-on and review the course messages and content may result in missed important information and changes in course assignments/requirements. Because of unforeseen situations that may occur (i.e., a hurricane) course assignments/requirements may be changed by the professor at any time with appropriate notice given to students.

Use staff at FIU Online to answer questions and issues related to hardware and software. The FIU Online staff is available days, evenings and weekends. See FIU Online home page for available hours. The staff can assist you in creating files in Word, uploading files, etc. Questions and issues related to course content should be directed to the professor.

All papers must be created in a Microsoft Word document. If you do not have Word or have an "older" version of Word, students can download a free version of Microsoft Office (which contains Word) from FIU. FIU Online staff can assist you with that process.

All assignments (except the "open book" quizzes) are open from the very beginning of course. Therefore, you can work ahead and send assignments earlier if you prefer so you can take "time off." Assignments sent in early will be graded after the published due date.

Discussion Forum: The Blackboard course menu provides a link to the Discussion Forum, where you can post messages or questions that are of general interest to all classmates. Everyone can read Discussion Forum postings; therefore, do not post private information. I sometimes post messages or email replies that provide general feedback on assignments. If you have questions (or answers) that will benefit all your classmates, please post in the Discussion Forum, under the Topic that applies to that assignment. This would be the equivalent of you asking a question or providing information during a class meeting on

COURSE COMMUNICATION

E-mail: Written communication with the faculty member must be through the Blackboard mail system or through your FIU email account. If you do not know how to obtain your FIU email account or are having problems with your FIU account, please call UTS for assistance at 305-348-2284.

It is your responsibility to contact me with any questions that you may have. The easiest way to contact me is by email through the Blackboard e-mail system. I will try to answer your course question(s) within two business days. If you have an urgent question or request, you can email me at jones@fiu.edu or call my office phone (305-348-7732). If I do not answer, leave a message and I will return your call.

TOPICAL OUTLINE

The research-practice connection

- Research to practice
- Evidence and clinical protocols
- History of evidence-based nursing practice around the world

Research evidence

- Types of research evidence (qualitative and quantitative findings)
- Study purpose and method
- Systematic research review
- Evidence-based clinical practice guidelines

Qualitative research

- Data collection/analysis
- Types of qualitative methods (phenomenology; grounded theory; ethnography)
- Uniqueness

Quantitative research

- Descriptive research
- Correlational research
- Experimental research
- Cohort research

Understanding study results

- Effectiveness
- Clinical perspective (attainment of outcomes; mean level of an outcome)
- Statistical perspective (t-test and p-value; borderline results)
- Reporting of outcomes

Systematic research reviews

- Integrative Research Reviews (IRRs)
- Meta-analysis
- Meta-synthesis

Evidence-based clinical practice guidelines

- Production process
- Evidence (scope; types; evaluation)
- Recommendation-evidence linkage
- Formats

Searching for research evidence

- Searching for SRs and EbCPGs
- Sources of EbCPGs (Registered Nurses' Association of Ontario; Joanna Briggs Institute; Cochrane Collaboration; National

Do Not Copy

Guideline Clearinghouse; The National Library of Medicine with AARP, the CPD, the CNA, the International Specialty Nurses Association) Syllabus

- Searching databases; The basics; intermediate techniques; advanced techniques
- Other databases (MedLine, PubMed, PsychInfo)

Appraising research evidence

- Appraisal systems and goals; synopsis; credibility; clinical significance; applicability

WRITTEN PAPERS

PAPERS: CONTENT & EVALUATION (See General Assessment Evaluation Rubric)

NOTE: Papers that have been previously submitted to a nursing course or are being submitted to another Global Health course CAN NOT BE USED for NUR3666.

Paper #1: Research/EBP/Global Health essay position paper (Weighted Points = 11%)

Due Date: January 28, 2015 by 11:55 PM

Your assignment is to write an essay position paper on Research, Evidence-based Practice (EBP) and global health, answering the following components/questions for each part of the paper (Parts A, B, C, and D). The essay paper must be a scholarly essay paper in APA format and use at least one nursing article reference, cited per APA format in both the text and on the reference list.

Format: This paper must be typed and saved as a Word document and submitted as a Word file (ending in either .doc or .docx) through Turnitin. The paper will include a title page; abstract page; 5 page narrative writing of Parts A-D (1,250 words); and a reference page. Use APA format (1 inch margins on all sides, double space, Times New Roman 12 point font).

Title page: Refer to your APA Manual and also to the "Sample APA Format Template for Student papers" posted on the Course Content page of this course to view how to format a title page APA-style.

Abstract: Per APA format, the abstract is placed on a separate page after the title page. Your abstract should start with a sentence that will serve as an introduction to the paper and the purpose of your paper, and then describe what will be discussed in each part of the paper. An abstract is usually a short paragraph of four-five sentences. At the end of the abstract, do a phrase called Key Words, and denote 3-4 key words that would describe your paper if it was published and indexed in CINAHL or PubMed.

Narrative text:

Introduction: Start the narrative part of your paper with a short paragraph that will serve as an introduction to the paper. Then use the following components for the headings for your paper: Part A; Part B; Part C; Part D.

- **Part A:** Part A will discuss your thoughts on why you think it is important for nurses to utilize Evidence Based Practice. You may use your textbook or articles as additional references for this section, but remember to cite in both the text part of your paper and on your reference page, using APA format.
- **Part B:** Part B will discuss why nurses need to understand research methods in order to implement evidence-based practice. You may use your textbook as a reference for this part. You may also use articles from journals listed in the weekly website assignments or from the Core Nursing journals in the CINAHL Database.
- **Part C:** Part C will discuss how nurses are utilizing evidence-based practice around the world (global health care). To complete Part C, find a nursing article on nursing in another country (non-USA) from a peer-reviewed nursing journal and a health topic that you are interested in (for example, how nurses manage diabetes in Sweden using evidence-based practice). Use the CINAHL database to conduct a Literature Review to help find an article from a NURSING journal. Use the Core Nursing filter to select nursing journals. (You may refer back to the slide presentation on the Course Content page on How to Access the FIU Library and How to Do a Literature Search Using CINAHL). You may also use a nursing journal from the weekly assigned websites. **DO NOT USE A MEDICAL JOURNAL, AN INTERDISCIPLINARY JOURNAL OR A NON-PEER REVIEWED JOURNAL.** Select an article that describes what nurses are doing for evidence-based practice in that country. The article must be from a NURSING JOURNAL, but does not need to be a research study, and can be a review article (integrative research review). You must cite the article in your text and on your reference page.
- **Part D:** Part D is a conclusion to your paper. This can be a summary of the key points that you have presented in your paper.
- **Reference page:** Refer to your APA manual to see a sample of proper format for your reference page, or to the "APA Sample Student Paper" on the Course Content page.

As previously noted, use the sample APA Format Template on the Course Content page to help you format (set up) your paper.

SCORING: See the Evaluation Rubric for general scoring. Specific content scoring for this paper will be:

- Uses APA format for paper setup and APA format for references cited in the text and in the reference list. 10%
- Uses appropriate grammar and spelling; ideas are clearly articulated, using appropriate sentence structure. 10%
- Completes PART A as described. 15%
- Completes PART B as described. 20%
- Completes PART C as described. 40% Incorrect article selection will result in an automatic 20% deduction
- Completes Part D as described: 5%

Paper #2: Research Utilization (Research/Evidence-based Practice/Global Health) Paper (Weighted Points = 15%)

Due Date: April 8, 2015 by 11:55 PM

Paper Requirements: Using what you have learned from your assigned readings for this class, write a Research Utilization paper. The purpose of the paper is to describe a global health problem that can be explored through research, discuss how this health problem is applicable in both the United States and other countries of the world, and critique four peer-reviewed nursing research studies that have been done on this topic. The paper will be 8-10 pages including a title page; abstract page; narrative parts A, B, and C; and a reference page.

Title Page: Per APA format.

Abstract Page: Per APA format

- **Part A:** The first part of the paper should clearly define the global health problem, and discuss why it is important for nursing (why you have chosen this topic to write about). Also discuss how this problem is viewed in the United States and then how it is viewed in at least one other country. For example, if you discuss elevated blood pressure in adults, you may discuss guidelines for defining hypertension in the United States (reference the article where the guidelines came from, using APA format). Then find an article from another country and discuss how hypertension is described in that country (reference the article using APA format).
- **Part B, Research Synopsis:** Part B of the paper will inform the reader about what is known about the global health problem discussed in Part A, in relation to the United States and to at least one other country. For example, in the topic of hypertension, you may choose four research study articles done by nurse researchers that looked at such issues as interventions to improve medication adherence, or adherence to a prescribed diet, or the effect of an exercise intervention in reducing elevated blood pressure. This paper will include Appraisal Synopses of four nursing research studies. (You will learn how to do a Research Appraisal Synopsis for your Learning Activities. This is explained in Chapter 16 of your textbook, and a completed Sample Appraisal is on pages 423-427). After deciding on your global health topic (discussed in Part A). Access the FIU Library and conduct a search on your topic for Part B. You will select four studies on your topic and complete a Synopsis Appraisal for each study. The research study articles selected for each Synopsis must be of original peer-reviewed nursing research studies, or integrative review articles, and the studies must have been published in a peer-reviewed journal from the Core Nursing journals in CINAHL. Review Chapter Three on reading research articles before selecting the four studies for this paper. **At least TWO of the four research study articles MUST BE written by nurses and published in a peer-reviewed nursing journal. At least ONE of the two nursing research studies must be about nursing in another country (non-USA). All articles used for this paper must be accessed and available through the Core Nursing journals in CINAHL. You will receive or lose points on correct selection of a research study article versus a non-research or clinical article.**
- **Structure/Format, Part B:** The format will be similar to the format for the Synopsis that you will do in your assigned Learning Activities. Use the subheading **Study #1; Nursing research Study in the USA**. Cite your article using APA reference format. Then type in the appropriate Synopsis questions based on the research design of the selected study article: qualitative research design; quantitative research design; or integrative review design. Answer each question.
- Next use the subheading **Study #2-Nursing Research Study Non-USA**. Follow the same instructions as for Subheading Study #1. Next use the subheading **Study #3** (this can be a nursing research study from USA or non-USA). Follow the same instructions as for Subheading Study #1. Lastly, use the subheading **Study #4** (this can be a nursing research study from USA or non-USA). Follow the same instructions as for Subheading Study #1.
- **Part C:** This is the conclusion of your paper. Discuss what you have learned from the studies that you have reviewed in your paper. End with a discussion of implications for research or clinical practice.

SCORING:

- Uses APA format for paper setup and APA format for references cited in the text and in the reference list. 10%
- Uses appropriate grammar and spelling; ideas are clearly articulated, using appropriate sentence structure. 10%
- Completes PART A as described. 15%
- Completes PART B as described. (Four study articles; each article is 15%) 60% There will be a mandatory deduction of 10% of points per article for articles selected that do not meet the criteria as outlined in the syllabus instructions.
- Completes Part C as described. 5%

ALL PAPERS MUST BE SUBMITTED THROUGH THE PLAGIARISM PREVENTION SERVICE (TURNITIN), which can be found in the Assignment Dropbox section in the course. Do NOT e-mail assignments to jones@fiu.edu (unless instructed).

SUBMITTING A PAPER TO TURNITIN

AFTER YOU HAVE WRITTEN AND SAVED YOUR PAPER ON YOUR HARD DRIVE, you must submit the paper to Turnitin. A Turnitin folder can be found in the Assignment Dropbox section in the course. You can obtain an originality report from Turnitin indicating similarities between the text in your paper and text in an existing document. Turnitin highlights those similarities, providing an annotated document showing your paper and the original source and the percentage of the paper that was plagiarized. You may re-submit your paper (overwrite a previously submitted paper) to Turnitin BEFORE THE DUE DATE to correct plagiarism. I suggest you do that. Originality reports greater than 35% will be examined closely for plagiarism. A paper that indicates a high level of "direct quoting" and/or the lack of citations and referencing for other authors' thoughts will earn a failing grade.

Turnitin allows you to check the paper that was submitted. It is your responsibility to view your submission. After you upload your paper into Turnitin, you MUST check the uploaded file to verify that it is the correct paper, and save the receipt for your records. Papers not submitted by the deadline, incorrect submissions, or papers submitted to the wrong assignment will be counted as "missed."

You may overwrite your previous submission until the due date/time set for the assignment. Any second or subsequent submission will overwrite the original file submission.

Review the detailed [Turnitin Instructions](#) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

LEARNING ACTIVITIES

To explore nursing research and global health issues, students will complete three Learning Activities during the semester, where they will read articles and then write a report on the article, addressing specific questions to demonstrate what they have learned from their readings. The format for these assignments is based on readings from your assigned textbook chapters. For your three Learning Assignments (LA #1, LA #2, and LA #3), refer to the following pages in your textbook for the document template/format, pages 423-429, Appendix G: "Appraisal of the Findings of a Quantitative Study" and on pages 393-396, Appendix D: "Completed Appraisal of Conclusions of an Integrative Research Review." You will also complete the CITI web-based Human Subjects Protection (IRB) Training Module. All four of these assignments will be submitted through the Assignment Drop Box, which is listed on the left of your course webpage.

Learning Activity #1 (LA #1): Completing a Synopsis Appraisal of a Qualitative Research Study (Weighted Points = 8%)

Due Date: February 11, 2015 by 11:55 PM

Go to the Course Content page inside the course in Blackboard. Read the qualitative research study by Noone, Allen, Sullivan, McKenzie, Esqueda, and Ibarra "A Latino Youth Photovoice Project on Teen Pregnancy". Then appraise and critique the article following the components of Synopsis (Refer to your textbook, Appendix E: Appraisal Guide: Findings of a Qualitative Study, textbook page 415). For this Learning Activity, you will only do the Synopsis portion of the Appraisal. This paper is not in APA format. It will follow the template for Study Synopsis Appraisal as shown on page 415. This is a 2-3 page paper, 500 words. No title page, abstract or reference page are needed.

Title your page with the following heading:

- Learning Activity #1: Your Name and the Date
- Appraisal of the Findings of a Qualitative Study:
- Citation: Noone, J., Allen, T. L., Sullivan, M., McKenzie, G., Esqueda, T., & Ibarra, N. (2014). Escuchando a Nuestros Jovenes: A Latino Youth Photovoice Project on Teen Pregnancy. *Hispanic Health Care International*, 12(2), 63-70. doi: .org/10.1891/1540-4153.12.2.63

Use the following questions from Synopsis, page 415. Copy each of the following questions (with number) and then answer each question.

A. Synopsis:

1. What experience, situation, or subculture did the researchers seek to understand?
2. Did the researchers want to produce a description of an experience, a social process, or an event, OR is the goal to generate a theory?
3. How was data collected?

- This syllabus contains content beyond the press content of the instructor Course Syllabus
4. How did the researchers control the biases and confounding factors?
 5. Are specific pieces of data (e.g., direct quotes) and more generalized statements (themes, theories) included in the research report?
 6. What were the main findings of the study?

B. Conclusion: Conclude your paper by stating whether you agree or disagree with the study findings. Do you think the findings would be different if this study was conducted with teens from another racial/ethnic group? Do you think the findings would be different if this study was conducted with teens in another part of the world, i.e., South America, Africa, or Europe?

SCORING: Synopsis: 6 items: 9 points; Conclusion: 1 point

Learning Activity #2 (LA #2): (Weighted Points = 10%)

Due Date: February 25, 2015 by 11:55 PM

Read the quantitative descriptive survey research study by Eldh, Vogel, Soderberg, Blomqvist, & Wengstrom "Use of Evidence in Clinical Guidelines and Everyday Practice for Mechanical Ventilation in Swedish Intensive Care Units". Then complete a three to four page analysis and critique paper, 750 words. In this critique you will complete both the Synopsis and Credibility components from pages 419-420 of your textbook. (Refer to pages 423-426 to see a sample of a completed Appraisal).

Title your page with the following heading:

- Learning Activity #2: Your Name and the Date
- Appraisal of the Findings of a Descriptive Quantitative Study:
- Citation: Eldh, A. C., Vogel, G., Soderberg, A., Blomqvist, H., & Wengstrom, Y. (2013). Use of Evidence in Clinical Guidelines and Everyday Practice for Mechanical Ventilation in Swedish Intensive Care Units. *Worldviews on Evidence-Based Nursing*, 10(4), 198-207.

Use your own words to complete the critique Appraisal. In this critique you will complete both the Synopsis and Credibility components from pages 419-420 of your textbook. Do all the components for Synopsis as done in LA#1. Then do all the components for Credibility. Copy each of the following questions (with number) and then answer each question.

A. Synopsis:

1. What was the purpose of the study (research questions, purposes, and hypotheses)?
2. How was the sample obtained?
3. What inclusion or exclusion criteria were used?
4. Who from the sample actually participated or contributed data?
5. What methods were used to collect data (e.g., sequence of events, timing, types of data, and measures)?
6. Was an intervention/treatment/clinical protocol tested? Yes ___ No ___
7. What were the main findings of this study?

B. Credibility:

8. Is the study published in peer-reviewed journal? Yes ___ No ___ Not clear ___. If yes, how did you find out this information?
9. Was the research/experimental design used in this study appropriate for the research question? Yes ___ No ___ Not clear ___
10. Did the data obtained and the data analysis that was conducted answer the research question? Yes ___ No ___ Not clear ___
11. Were the measuring instruments used in this study reliable and valid? Yes ___ No ___ Not clear ___. How do you know this?
12. Were important extraneous variables and potential bias controlled for in this study? Yes ___ No ___ Not clear ___
13. Was the study free of extraneous variables introduced by how, when, and where the study was done? Yes ___ No ___ Not clear ___
14. Are the findings consistent with or different from previous findings from other studies in this area of study? Yes ___ No ___ Not clear ___
15. Are the study findings credible? All Yes ___ Some Yes ___ No ___

C. Conclusion:

16. Conclude your paper by stating whether you agree or disagree with the "Implications for practice and research" section in the study, or are there other ideas/research areas that should be addressed? Do you think the study findings would be different if the study was conducted with nurses in the USA, or do you think the findings would

be very similar? Compare the study findings to your own clinical practice or the literature. To implement evidence-based practice guidelines. In your own experience, do you find the results from the Swedish nurses to be similar to what happens in your own USA-based clinical practice setting?

SCORING: Synopsis: 7 items: 4 points; Credibility: 8 items: 5 points; Conclusion: 1 point

Learning Activity #3 (LA #3): (Weighted Points = 12%)

Due Date: March 18, 2015 by 11:55 PM

Read the integrative research review article by Knisely, Carpenter, and Ah "Pharmacogenomics in the nursing literature: An integrative review." Then complete a four-five page analysis and critique paper, 750-1000 words. In this critique you will complete the Synopsis, Credibility, and Clinical Significance components from pages 409-413 of your textbook, Appendix D: "Completed Appraisal: Conclusions of an Integrative Research Review."

Title your page with the following heading:

- Learning Activity #3: Your Name and the Date
- Appraisal: Conclusions of an Integrative Research Review
- Citation: Knisely, M. R., Carpenter, J. S., & Ah, D. V. (2014). Pharmacogenomics in the nursing literature: An integrative review. *Nursing Outlook*, 62(4), 285-296. doi.org/10.1016/j.outlook.2014.03.004

A. Synopsis:

1. How many persons were involved in conducting the review?
2. What topic or question did the integrative research review address?
3. How were potential research reports identified?
4. What determined if a study was included in the analysis?
5. How many studies were included in the review?
6. What research designs were used in the selected research studies?
7. What were the consistent and important across-studies conclusions?

B. Credibility:

8. Was the topic clearly defined? Yes ___ No ___ Not clear ___
9. Was the search for studies and other evidence comprehensive and unbiased? Yes ___ No ___ Not clear ___
10. Was the screening of citations for inclusion based on explicit criteria? Yes ___ No ___ Not clear ___
11. Were the included studies assessed for quality? Yes ___ No ___ Not clear ___
12. Were the design characteristics and the findings of the studies displayed or discussed in sufficient detail? Yes ___ No ___ Not clear ___
13. Was there truly an integration (synthesis) of findings - not merely reporting of findings from each study individually? Yes ___ No ___ Not clear ___
14. If different findings were found between studies, did the reviewers explore why differences in findings might have occurred? Yes ___ No ___ Not clear ___
15. Did the reviewers distinguish between conclusions based on consistent findings from a sufficient number of studies and those based on inferior evidence? Yes ___ No ___ Not clear ___
16. Which conclusions were supported by consistent findings from two or more studies? Yes ___ No ___ Not clear ___
17. Are the conclusions credible? All ___ Some ___ No ___

C. Clinical Significance:

18. Across studies, is the size of the treatment or the strength of the association found or the meaningfulness of qualitative findings strong enough to make a difference in patient outcomes or experiences of care? Yes ___ No ___ Not clear ___
19. Are the conclusions relevant to the care the nurses give? Yes ___ No ___ Not clear ___
20. Are the conclusions clinically significant? Some ___ No ___

D. Conclusion:

21. Conclude the paper with your thoughts about using integrative research reviews to find evidence about clinical practice problems. Is this approach a practice that you could use in your own clinical practice setting?

SCORING: Synopsis: 7 items: 4 points Credibility: 10 items: 6 points Clinical Significance: 3 items: 1 point Conclusion: 1 point

Due Date: April 15, 2015 by 11:55 PM

The other assignment that you will do (besides the written paper assignments and quizzes) is to complete the web-based NIH modules on Protection of Human Subjects. After completing the post-test for each section (you will not be able to advance in your reading until you get a pass score on each of the module post-tests), you will receive a Certificate of Completion with your own unique certificate number plus the date of when you completed the training modules. Directions for accessing the website are in your syllabus for Week 14. You will submit a copy of your certificate through the Assignment Dropbox.

Educational Requirements:

Federal Regulations require that key personnel in studies involving human subjects undergo training to improve research subject safety. Key personnel are all individuals responsible for the design and conduct of the study. This includes the PI, Co-PI's, Supervisors and other personnel/research nurses/research assistants who will be interacting with the human subject or that will be handling data (even if they do not interact with the human subjects).

Required CITI IRB Online Training (Initial Training)

Please follow the directions below to sign up for an account on the CITI website:

1. Go to <http://www.citiprogram.org>
2. As a "new" user, you will need to click "Register".
3. Select "Florida International University" from the Participating Institutions.
4. Complete the required registration fields and contact information and click submit.
5. The Human Subjects Research course options will be listed as question #2 "Human Subjects Research" on the CITI Enrollment web page.
6. Select the "Social & Behavioral Research Investigators Course" and click submit.
7. A table will be displayed listing the course(s) you are enrolled in. You can begin the course by clicking on the course name.

You will have the opportunity to print a Training Certificate Completion Report upon completion of the training course and exam. Please save a copy of this report for your records.

QUIZZES

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

This course contains four (4) "open book" quizzes each consisting of 10 questions. The quizzes total 32% of your grade. (Each quiz =8% of grade). "Open book" means that you are permitted to use your textbook to answer the questions. The quizzes (multiple choice-type questions) cover your assigned readings AND your assigned websites. The quizzes are kept open for almost 48 hours, as noted in this Course Syllabus under the section entitled Grading - Course Requirements. However, once a quiz is opened, you have 90 minutes (one and a half hours) to complete the questions, until the quiz ends at 11:55 PM. REMINDER: You MUST read the assigned chapters or other readings and visit the assigned weekly websites before the quiz date. Previous knowledge of the topics will assist you in knowing or finding the answers.

QUIZ DATES:

- Quiz 1: Opens February 4, 12:05 AM; Closes February 5, 11:55 PM
- Quiz 2: Opens March 4, 12:05 AM; Closes March 5, 11:55 PM
- Quiz 3: Opens April 1, 12:05 AM; Closes April 2, 11:55 PM
- Quiz 4: Opens April 22, 12:05 AM; Closes April 23, 11:55 PM

Your score will be available after you submit your quiz.

NOTE:

- CLICK on ASSESSMENTS on the left-sided menu to find the quiz.
- Quizzes have different due dates. CHECK your due dates!
- Reading the material to answer questions is an on-your-own learning activity. Providing quiz answers to other students is unethical and is prohibited. See FIU academic misconduct policies.

Course Requirements	Weight
View Academic Misconduct Policy and Check Agree if you Agree Due January 25, 11:59 PM	1%
Research/EBP/Global Health essay paper; 5 pages narrative (1,250 words) plus title page, abstract page, and reference page Due January 28 by 11:55 PM	11%
Quiz 1 (Multi-choice open-book; 10 questions) Open February 4, 12:05 AM through February 5, 11:55 PM	8%
Learning Activity #1 due February 11, 11:55 PM (500 words; 2-3 pages)	8%
Learning Activity #2 due February 25, 11:55 PM (750 words; 3-4 pages)	10%
Quiz 2 (Multi-choice open-book; 10 questions) Open March 4, 12:05 AM through March 5, 11:55 PM	8%
Learning Activity #3 due March 18, 11:55 PM (750 words; 3-4 pages)	12%
Quiz 3 (Multi-choice open-book; 10 questions) Open April 1, 12:05 AM through April 2, 11:55 PM	8%
Research Utilization Paper; 8 pages narrative (2,000 words) plus title page, abstract page, and reference page Due April 8, 11:55 PM	15%
CITI web-based Human Participants Protection Education certificate Due April 15, 11:55 PM	11%
Quiz 4 (Multi-choice open-book; 10 questions) Open April 22, 12:05 AM through April 23, 11:55 PM	8%
Total	100%

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	93 - 100%	B-	83 - 84%	D+	73 - 74%
A-	91 - 92%	C+	81 - 82%	D	69 - 72%
B+	89 - 90%	C	77 - 80%	D-	67 - 68%
B	85 - 88%	C-	75 - 76%	F	66% or below

If you are in danger of failing the course, it is your responsibility to remain aware of the Drop/Withdrawal dates provided in the FIU academic calendar.

The final grade is not rounded up. An earned grade of 76.9 is a failing grade.

Incomplete Grades: An incomplete grade is a temporary symbol given at the discretion of the course faculty for work not completed (usually work at the end of the course) because of a SERIOUS interruption not caused by the student's own negligence. The student is required to sign a contract regarding work completion. See the FIU Undergraduate Catalog for further information on incomplete grades.

COURSE CALENDAR

OVERVIEW

Week / Date	Assignment Due	Textbook Chapters to Read	Websites to visit and review	Nursing Research/EBP Journal Websites to visit and review
1 1/12	View Academic Misconduct video and Check Agree if you Agree Introduce yourself to class	1 - 2		
2 1/19	View Academic Misconduct video and Check Agree if you Agree	3 - 4	ICN UN Women's Agency	INR
3 1/26	EB Paper due 1/28	5 - 6	NINR	
4 2/2	Quiz 1: Open 2/4 - 2/5	13 - 16	ANA (Research Critique Framework) ANF FNA and FNF	<i>American Nurse Today</i>
5 2/9	LA #1 Due: Feb 11	7	STTI	
6 2/16		8		<i>Journal of Nursing Scholarship; Worldviews on Evidence-Based Practice</i>
7 2/23	LA #2 Due: 2/25	9 - 10	SNRS	<i>Research in Nursing and Health</i>
8 3/2	Quiz 2 Open 3/4 - 3/5	11 - 12	RNA of Ontario Clinical Guidelines	
9 3/9				
10 3/16	LA #3 Due: 3/18	14 - 15	ENRS	
11 3/23			WIN	<i>Nursing Research</i>

12 3/30	Quiz 3 Open 4/1 - 4/2	17	MNRS	This Syllabus cannot be copied without the express content of the Instructor Course Syllabus <i>Western Journal of Nursing Research</i>
13 4/6	Research Utilization Paper Due: 4/8		CITI Web-Based Modules	
14 4/13	CITI Human Subjects Course Certificate Due: 4/15	18, 19		
15 4/20	Quiz 4 Open: 4/22 - 4/23			
16 4/27	Complete Online Evaluation if not already submitted			

MODULE WEEKLY SCHEDULE

Week 1

January 12

View the **Academic Misconduct Policy** and accept the policy conditions by **January 25**. The link for the policy can be found on the main Course Content page below the welcome message.

Course syllabus note to nurses: Each week RN-to-BSN students will have a reading assignment from their textbook, articles to read or slide presentations/sample papers to review (which are posted on the Course Content page) and/or a website to visit. Additionally, students may have written papers or multi-choice quizzes to complete. RN-to-BSN students are responsible for checking this online course at least twice a week for new announcements or emails. Written papers (Evidence-based Practice Essay Position paper and the Research Utilization paper) must be done and saved as a Word document (.doc or .docx file) and submitted through Turnitin, which is already placed in the Assignment DropBox (See left-hand side of the Course page). Learning Activities and your CITI Certificate of Completion of Human Subjects Research must be submitted through the Assignment Dropbox. Late submission: Late submission (up to 23 hours past due date and time) will only be accepted with prior approval from the Course Professor. A total of 5 points will automatically be deducted for late submission. **No assignment will be accepted that is submitted 24 hours or more past the due date, and the student will earn 0 points for that assignment.** Quizzes: All quizzes are found under the Assessment section (see left-hand side of page). Quizzes must be taken during the assigned open time and dates. **There are no make-up for quizzes that are not taken during the quiz open time and dates. If a quiz is not taken, the missed quiz will be scored as 0 points.**

Week 1 Activities (Each week you will have assigned activities to complete):

Read: From your textbook Chapters 1 and 2

Ch. 1 Topics: The research-practice connection; research to practice; evidence and clinical protocols; history of EBNP around the world; your path to EBP

Ch. 2 Topics: Research evidence: Types of research evidence (qualitative and quantitative findings); study purpose and method; systematic research review; EB clinical practice guidelines

READ/Review: The following articles and documents posted on Course Content page; Review these again as needed for help with weekly assignments:

- Article "From Knowledge to Practice"
- Article on plagiarism by Lucy Bradley-Springer "Giving Credit"
- Powerpoint Presentation "How To Access CINAHL" from the FIU Library, from an on-campus or off-campus computer, by David Estabillo, RN, MSN (completed as a graduate assignment during his MSN program)
- Powerpoint Presentation "Literature Search Using CINAHL" by David Estabillo, RN, MSN (completed as a graduate assignment during his MSN program)
- Word document: Sample: "APA Format Template for Student Papers" by David Estabillo, RN, MSN MSN (completed as a

Homework/Learning Activity: Begin thinking about research/evidence based practice (EBP)/global health for the upcoming essay position paper due Week 3 by 11:55 PM (See instructions in the Written Paper assignment section of the syllabus). The Powerpoint presentations by former FIU MSN student David Estabillo, RN, will help you learn how to access the Cumulative Index of Nursing and Allied Health Literature (CINAHL) database from the FIU Library, in order to find a nursing article. The Powerpoint slides by David on "Literature Search" will help you in the how-to's of finding nursing articles (literature search and review).

Please remember, you will need to view the Academic Misconduct video and check Agree if you Agree by January 21. Also, if you have not introduced yourself, please do so for this course. You can access that area by clicking the "Discussions" link under the Course Tools navigation bar then, select the "Introduce Yourself" topic and click "Create Message"; the message creator window opens as a pop up. Enter your full name into the Subject line. In this area you will need to do the following:

- Insert an image of yourself
- Provide a short biography about yourself

Week 2

January 19

Read: Chapters 3 and 4

Ch. 3 Topics: Reading research articles; Goals in reading a research report; **Starting Point - is this a research study?**; format of study reports-title and abstract; introduction (theoretical framework; purpose/hypotheses); methods; results/findings; discussion/ conclusion; references; reading approach (This is an important chapter that will help you in correctly selecting research study articles for your written papers).

Ch. 4 Topics: Qualitative research: Data collection/analysis; types of qualitative methods/traditions (phenomenology; grounded theory; ethnography); uniqueness; RESEARCH STUDY ARTICLE EXEMPLAR: "Patients' perspectives on total knee replacement"; with Profile and commentary; Ethics Review: IRB

Web Resources: Read about the International Council of Nurses (ICN) to understand their mission. Operated by nurses and leading nursing internationally, ICN (also known as Consejo Internacional de Enfermeras in Spanish, and Conseil International des Infirmieres in French) is a federation of 135 national nurses associations representing the millions of nurses worldwide. ICN works to ensure quality nursing care for all and sound health policies globally. To view their website, go to www.icn.ch. Read the featured items, including the item from Russia on Nursing Leadership. ICN also supports the **Girl Child Education Fund**. The GCEF provides for the primary and secondary schooling of orphaned daughters of nurses in developing countries, paying for school fees, uniforms, shoes and books. ICN is a strong supporter of women and girls. Globally, poverty, inequitable relationships between men and women, poor access to health care, inadequate education, violence and a variety of social, economic, political and cultural factors adversely affect the health and well-being of millions of women and girls. Learn about the agency **UN Women**. The establishment of the UN Entity for Gender Equality and the Empowerment of Women (called **UN Women**) is a result of years of negotiations between UN Member States and advocacy by the global women's movement, including the nursing profession. Go to <http://www.icn.ch/news/frequently-asked-questions-un-womens-agency> to learn more. Explore the ICN website and read other articles of interest on the website to get an overview of some of the global health issues and factors (gender, ethnicity, vulnerability, and other socio-demographic factors) that impact global health and are being studied by nurse researchers and nurse clinicians around the world.

International Nursing Review (INR) is the official journal of ICN. It is a quarterly, peer-reviewed journal that focuses on nursing and health policy issues of relevance to nurses, and includes original research studies. To review sample articles, visit their website at: <http://www.icn.ch/publications/international-nursing-review-inr/>

IMPORTANT: Visit website, read sample articles. How would you know whether or not this was a peer-reviewed journal? (Refer to page 337 of textbook). Review the journal website to determine: Who is the target audience for this journal? Is this a nursing journal, a medical journal, or an interdisciplinary journal? Is this journal peer reviewed? Also look at the author guidelines for manuscript submissions. Is this journal considered a research journal, or is it a clinical journal? What types of articles are published in this journal?

Homework/Written paper Assignment: Research/EBP/global health essay paper is due January 28, 11:55 PM (See specific directions for this paper in the Written Assignment section of the syllabus)

January 26

Research/EBP/global health essay paper is due January 28, 11:55 PM

Quiz 1 is due next week

Read: Chapters 5 and 6

Ch. 5 Topics: Descriptive research: Natural conditions; Study variables (measurement; good data; reliability/validity; psychosocial variables; extraneous variables); target population and sampling; types of samples; surveys; **results** (percentages; center/spread of scores); RESEARCH STUDY Article Exemplar: "An observational study on the open-system endotracheal suctioning practices of critical care nurses"; with Profile and commentary (review of study purpose; design; sample; measurement; data analysis; results; p value)

Ch. 6 Topics: Correlational research: Measuring relationship (graph perspectives; outliers; perspective on r); Correlational design (purposes; complexities); RESEARCH STUDY ARTICLE EXEMPLAR: "Correlates of fatigue in patients with heart failure"; with Profile and commentary (review of study purpose; design; sample; measurement; results/analyses/correlation/multiple regression; discussion)

Web Resources: Read about the United States' National Institute of Nursing Research (NINR). View their website at <http://www.ninr.nih.gov>. Read the short item in the middle of the page on "What is Nursing Research" to understand how nursing research affects nursing knowledge. To learn more about nursing research in relation to symptom management, go to <http://www.ninr.nih.gov/ResearchAndFunding/symptommanagement.htm>

Homework/Learning Activity: Study for Quiz #1 next week

Week 4

February 2

Quiz 1: Quiz will open February 4 at 12:05 AM and will close February 5 at 11:55 PM (Covers assigned reading Chapters 1-6 and assigned organizational and journal websites)

Read: Chapter 13 and Chapter 16 to help you complete Learning Activity #1 (due February 11)

Ch. 13 Topics: Appraising research evidence; appraisal systems and goals; synopsis; credibility; clinical significance; applicability

Ch. 16 Topics: Appraising findings of original studies: Credibility issues (appropriateness of design; **peer review and peer reviewed journals**); appraisal of qualitative study findings (credibility; clinical significance); appraisal of quantitative study findings (credibility; Type I and Type II conclusion errors; control of extraneous variables; statistical illusion; bias; credible versus valid; clinical significance; applicability); across-studies analysis.

Web Resources: The American Nurses Association is the USA member of ICN. The ANA website has many resources for nurses. Click on <http://nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/Improving-Your-Practice/Research-Toolkit/Critique-Research-Article/Framework-Read-and-Critique-a-Research-Study.p> to read ANA's Framework for How to Read and Critique a Research Study.

American Nurse Today is the official journal of ANA. This is a peer-reviewed journal, but is a clinical journal and not a research-focused journal. The journal focuses on timely topics relevant to hands-on nursing care in all settings as well as current professional issues. View a sample issue of the journal at <http://www.americannursetoday.com/default.aspx>

The American Nurses Foundation (ANF) is the research arm of the American Nurses Association (ANA). To learn more about the nurse research grants and ANF Research Scholars who have been funded by ANF, go to the following website: <http://anfonline.org/MainCategory/NursingResearchGrant/NRGScholars.aspx>

The ANA state association in Florida is the Florida Nurses Association (FNA). The research and scholarship arm of FNA is the Florida Nurses Foundation (FNF). To learn more, go to <http://www.floridanurse.org> and click on Florida Nurses Foundation. Click on the area "Grants and Scholarships" to learn more about opportunities for funding for nursing students.

Homework/Learning Activity: Complete LA #1 which is due in Week 5, February 11.

Week 5

February 9

LA #1 due February 11, 11:55 PM

Read: Chapter 7 Section One and Section Two

Ch. 7 Topics Section 1: Experimental research: Understanding experimental methods; Key features of experimental studies (adequate sample size; random assignments to treatment groups; inclusion/exclusion criteria; consistent delivery of interventions; control of extraneous variables and bias; low level of missing data); measurement of outcome variable; limitations; RCT; quasi-experimental designs; EXPERIMENTAL RESEARCH STUDY Article Exemplar: "Comparison of inhalation of isopropyl alcohol versus promethazine in the treatment of postoperative nausea and vomiting (PONV) in patients identified as at high risk for developing PONV"; with Profile and commentary (review of study purpose; design; sample; interventions; outcome measures); results; conclusions)

Ch. 7 Topics Section 2: Understanding study results; Effectiveness; clinical perspective (attainment of outcomes; mean level of an outcome); statistical perspective (t-test and p-value; borderline results); reporting of outcomes; RESEARCH STUDY Article Exemplar Profile and commentary (review of study results; incidence of PONV; comparative effectiveness of the treatments; dichotomous outcome; discussion)

Web Resources: The international nursing honor society is Sigma Theta Tau International (STTI). STTI funds several research grants for nursing students. To learn more about STTI, go to their website: www.nursingsociety.org. On the left hand side of the page, click on "About Us" and then watch the short video clip to learn about the Honor Society, or use the following link: <http://www.nursingsociety.org/video/pages/default>. FIU's chapter of STTI is called Pi Alpha. To read about Pi Alpha go to cnhs.fiu.edu/services/student_organizations.html

Homework/Learning Activity: None this week

Week 6

February 16

Read: Chapter 8

Ch. 8 Topics: Cohort research: Study design; limitations; case-control studies; COHORT RESEARCH STUDY Article Exemplar: Cigarette smoking delays bone healing: A prospective study of 200 patients operated on by the hemicallotaxis technique; Profile and commentary (review of study purpose; design; risk factor of interest; sample; outcomes; results; discussion)

Web Resources: STTI has two official journals. The peer-reviewed research journal is the *Journal of Nursing Scholarship*, published in the USA. STTI's peer-reviewed research and Evidence-based Practice journal, focused on global Evidence-based nursing, is *Worldviews on Evidence-Based Nursing*, and is published in the United Kingdom. To learn more about the international journal *Worldviews on Evidence-Based Nursing*, go to the following website: <http://www3.interscience.wiley.com/journal/121371704/grouphome/home.html>

Review the journal website to determine: Who is the target audience for this journal? Is this a nursing journal, a medical journal, or an interdisciplinary journal? Is this journal peer reviewed? Also look at the author guidelines for manuscript submissions. Is this journal considered a research journal, or is it a clinical journal? What types of articles are published in this journal?

Homework/Learning Activity: LA #2 is due next week. Refer to the LA section of the syllabus for assignment instructions

Week 7

February 23

LA #2 due February 25, 11:55 PM

Read: Chapters 9 and 10

Ch. 9 Topics: Systematic research reviews: Three types (integrative research reviews IRRs; meta-analysis; metasynthesis); IRR

Production Process (scope; **Search, analysis of findings, report, Use, RESEARCH TO THE ARTICLE Exemplar, Critical Appraisal** of the factors influencing medication adherence in bipolar disorder – An integrative review of the literature Profile and commentary (review of purpose; methodology; results; discussion)

Ch. 10 Topics: Evidence-based clinical practice guidelines: Clarifications, production process; evidence (scope; types; evaluation); recommendation-evidence linkage; formats; Review Article Exemplar: Non-pharmaceutical management of depression in adults: A National Clinical Guideline; Profile and commentary (review of methods; recommendations and evidence)

Web Resources: Schools of nursing in the southern part of the United States, such as FIU and all the college/university schools of nursing in Florida, belong to a research society called the Southern Nursing Research Society (SNRS). SNRS's Annual Conference will be held February 2015 in Tampa, Florida, and several FIU NWCNHS nursing faculty and PhD nursing students will be attending and presenting their research studies. To learn more about SNRS, go to <http://www.snrs.org>. Review the website and click on Publications to find out more about the official journal of SNRS, *Research in Nursing and Health*.

Homework/Learning Activity: Review for Quiz 2 next week

Week 8

March 2

Quiz 2: Quiz will open March 4 at 12:05 AM and will close on March 5 at 11:55 PM (Includes Chapters 7-10, 13, and 16 plus assigned organization and journal websites)

Read: Chapters 11 and 12

Read: Part II Evidence-based Practice, pp. 275-277; Chapters 11 and 12

Ch. 11 Topics: Asking clinical questions; questions not answerable by research evidence; focus

Ch. 12 Topics: Searching for research evidence; searching for SRs and EbCPGs; sources of EbCPGs (Registered Nurses' Association of Ontario; Joanna Briggs Institute; Cochrane Collaboration; National Guideline Clearinghouse; National Library of Guidelines; DARE; CEPD; CINAHL; specialty nurses' associations); searching databases; the basics and intermediate techniques; advanced techniques; other databases (MedLine, PubMed, PsychInfo)

Web resource: As noted in Chapter 10, the Registered Nurses' Association of Ontario (Canada) started their International Affairs and Best Practice Guidelines program in 1999. Go to their website at www.RNAO.ca/bpg and click on "Guidelines" to view the evidence-based practice guidelines that have been established by the Canadian nurses.

Homework/Learning Activity: LA#3 due on March 18

Week 9

March 9

SPRING BREAK

Week 10

March 16

LA#3 due March 18, 11:55 PM

Read: Chapters 14 and 15

Ch. 14 Topics: Appraising recommendations of clinical practice guidelines: AGREE and RADE; synopsis; credibility (linkage to evidence; production process; current status); clinical significance; applicability

Ch. 15 Topics: Appraising conclusions of IRRs: Synopsis; credibility; clinical significance; applicability.

Web Resources: Schools of Nursing in the eastern part of the United States belong to the Eastern Nursing Research Society (ENRS). To learn more about ENRS, go to their website at read <http://www.enrs-go.org> and read about the 5 goals of ENRS.

Week 11

March 23

Reading: No chapter to read this week. Use this time to work on your Research Utilization paper, due April 8. See Written papers section of syllabus for instructions on completing this assignment. Use this week to identify your global health disease topic and begin selecting four nursing research study articles on your topic. Use the Core Nursing journal filter when using CINAHL from the remote FIU Library CINAHL Database.

Web Resources: Nurse researchers and clinicians in the western part of the United States belong to the Western Institute of Nursing (WIN). To learn more about WIN go to their website at <http://winursing.org>. Nursing Research is the official journal of ENRS and WIN. To view a sample of the journal, go to <http://journals.lww.com/nursingresearchonline/pages/default.aspx>. Review the journal website to determine: Who is the target audience for this journal? Is this a nursing journal, a medical journal, or an interdisciplinary journal? Is this journal peer reviewed? Also look at the author guidelines for manuscript submissions. Is this journal considered a research journal, or is it a clinical journal? What type of articles are published in this journal?

Learning Activity: Review for Quiz next week

Week 12

March 30

Quiz #3: Quiz will open April 1 at 12:05 AM and will close April 2 at 11:55 PM (Includes Chapters 11-12, 14-15, plus assigned organization and journal websites)

Read: Chapter 17

Ch. 17 Topics: Evidence-based nursing practice: Professional action; evidence-based care design; evidence-based care protocols; point-of-care design: individualized care; evidence-based quality management (EBQM sources of evidence; project scope and team; evidence-based care organizational characteristics (culture; capacity; EBP knowledge and skills; skill in making organizational change; structure; computer systems); impact (goals; evaluation); staff nurse contributions.

Web Resources: Schools of nursing in the Midwestern part of the USA belong to the Midwest Nursing Research Society (MNRS). To learn more about MNRS go to their website at <http://www.mnrs.org>. The Western Journal of Nursing Research/ (WJNR) is the official journal of MNRS. To view a sample of the journal, go to <http://wjn.sagepub.com>.

Learning Activity: Continue to work on your Research Utilization Paper which is due April 8, 11:55 PM.

Week 13

April 6

Research Utilization Paper is due April 8, 11:55 PM

Assignment: Read again pages 61-63 Ethics Review: IRB. Then complete the web-based CITI Training "Social & Behavioral Research Investigators Course" (see instructions below)

Educational Requirements:

Federal Regulations require that key personnel in studies involving human subjects undergo training to improve research subject safety. Key personnel are all individuals responsible for the design and conduct of the study. This includes the PI, Co-PI's, Supervisors and other personnel/research nurses/research assistants who will be interacting with the human subject or that will be handling data (even if they do not interact with the human subjects).

Required CITI IRB Online Training (Initial Training)

Please follow the directions below to sign up for an account on the CITI website:

1. Go to <http://www.citiprogram.org>
2. As a "new" user, you will need to click "Register".
3. Select "Florida International University" from the Participating Institutions.
4. Complete the required registration fields and contact information and click submit.
5. The Human Subjects Research course options will be listed as question #2 "Human Subjects Research" on the CITI Enrollment web page.
6. Select the "Social & Behavioral Research Investigators Course" and click submit.
7. A table will be displayed listing the course(s) you are enrolled in. You can begin the course by clicking on the course name.

You will have the opportunity to print a Training Certificate Completion Report upon completion of the training course and exam. Please save a copy of this report for your records.

Learning Activities: Turn in your CITI Completion Certificate by April 15, 11:55 PM.

Week 14

April 13

CITI Training Certificate due April 15, 11:55 PM

Reading: Chapter 18

Ch. 18 Topics: Evidence-based practice participation scenarios; present an appraisal; make a poster; present an idea or concern; contribute to a patient care conference

Read: Chapter 19

Ch. 19 Topics: Research-informed practice (RIP): RIP opportunities/activities; information intersection; EBP formats; clinical decision support

Learning Activity: Study for quiz 4!

Week 15

April 20

Final Quiz: Quiz will open April 22 at 12:05 AM and will close April 23 at 11:55 PM. (Includes Chapters 17-19, IRB pp. 61-63 plus assigned websites)

Week 16

April 27

Complete Online Evaluation if not already submitted

BIBLIOGRAPHY

The following articles were found by using the CINAHL search feature from the FIU Library. Search terms used were: 1) evidence-based nursing; AND 2) a specific region or country (i.e., Europe, Asia, China, Spain, Taiwan, Norway, and others). Full text PDF files of all the journal articles listed below can be viewed and downloaded through the FIU Library, using remote access (meaning, can be retrieved from your home computer). To see what other articles are available from these research and international nursing journals, visit the journals' websites and browse their Table of Contents. When using the FIU Library, remember to check off Full Text or PDF Full Text, when doing your search. This will bring up only those articles that are available in Full Text. When reading the list of results, if an article sounds of interest to your topic, click on either "Link to Full Text" or "Get it at FIU", which is located at the end of the article listing.

- Abad-Corpa, E., Meseguer, E., & Martínez-Cerdas, J. (2010). Effectiveness of the implementation of an evidence-based nursing model using participatory action research in oncohematology: research protocol (Murcia, Spain). *Journal of Advanced Nursing*, 1845-1850.
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