**Collin College RN-to-BSN Program**

**RNSG 4355**

**COURSE INFORMATION**

**Course Number:** RNSG 4355
**Course Title:** Research and Evidence-Based Practice

**Course Description:**
This course provides a beginning foundation for the use of research in practice through a synthesis of introductory research knowledge with emphasis on writing, and scholarly exchange. The knowledge gained in this course prepares the student to understand the language of research and the scientific process. This course will prepare the student to understand the steps of the evidenced-based practice process and identify various EBP models to translate evidence into practice. The topics of articulating the clinical questions, using electronic databases to locate evidence, evaluating levels of evidence, and critically appraising the evidence to translate into the best evidence will be explored. Ethical issues in research and evidence-based practice will be discussed. The course focuses on enhancing the student's ability to read, comprehend, critically appraise, and apply the best evidence to the professional practice of nursing.

**Course Credit Hours: 3**
Lecture Hours: 3
Lab Hours: 0
Clinical/Recitation Hours: 0

**Prerequisite:** Admission in RN-to-BSN program

**Student Learning Outcomes:**
Upon completion of the course the student will:
1. Describe the role of research and evidence-based practice (EBP) in professional nursing practice.
2. Discuss the various types of research designs; including their advantages and disadvantages.
3. Formulate searchable, answerable questions from various clinical challenges or issues.
4. Utilize electronic databases to find the best evidence to answer clinical questions through the search of existing health care databases and other sources of valid and reliable evidence.
5. Appraise the evidence using established criteria determining validity, reliability and applicability on a specific clinical topic/issue.
6. Interpret nurse-sensitive client care indicators, performance measures and outcomes for improving patient care.
7. Demonstrate a beginning competency to read, interpret, and critically appraise the evidence.
8. Examine models of EBP in translating evidence into practice.

**Secretary's Commission on the Acquisition of Necessary Skills (SCANS):**
SCANS skills are a group of foundational skills and workplace competencies that the Secretary's Commission on the Acquisition of Necessary Skills established as vitally important for workplace success in the 21st century. In Collin's workforce programs, the SCANS skills are developed and

reinforced throughout the curriculum to provide students with an opportunity to hone these skills/competencies in the context of their education. Over the course of an entire degree program, the successful student is expected to demonstrate all of the SCANS skills and competencies as part of their education. The SCANS Foundation Skills and Workplace Competencies are described at: http://www.collin.edu/academics/programs/Workforce_SCANS_Skills_Syllabi_Code_Key.pdf

**Withdrawal Policy:**
See the current Collin College Registration Guide for the last day to withdraw.

**Withdrawal Procedure:**
See *Nursing Division Student Handbook* Procedure 10.17, Adding or Dropping Courses, regarding withdrawing procedures, and the current Collin College Registration Guide for last day to withdraw.

**Collin College Academic Policies:**
See the current *Collin College Student Handbook*.

**Americans with Disabilities Act Statement:**
Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin College Student Handbook* for additional information.

**Strategies of Behavioral Intervention (SOBI):**
Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; Changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI. Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of *Student Code of Conduct (Code)* violations will be referred directly to the Dean of Student Development Office for disciplinary action.
To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)". Complete the form as fully and as accurately as possible.
You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (https://www.collin.edu/studentresources/SOBI/).

**Academic Ethics:**
The College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree and/or the submission as one's own

work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one (1) or more of the following acts: Cheating, plagiarism, collusion, use of annotated texts or teacher's editions and/or falsifying academic records.

**Plagiarism** is the use of an author's words or ideas as if they were ones' own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own or any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student, providing an inappropriate level of assistance; communicating answers to a classmate during an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

Refer to *Nursing Division Student Handbook* Procedure 10.41 and *Collin College Student Handbook*.

**Faculty Contact Information:**

See Canvas for Nursing Faculty Contact Expert Information

**INSTRUCTOR INFORMATION**
**Instructor's Name: TBD**
**Office Number:**
**Office Hours:** Hours posted on office door
**Phone Number:**
**Email:**

**Class Information:**
**Section Number: TBD**
**Meeting Times: In-class as scheduled**
**Meeting Location: Health Sciences Center, Collin College McKinney Campus**

**Course Format:**
Lecture-discussion, small group discussion, oral/written class projects, AV materials, learning activities, computer-assisted technology, teacher-student conferences, case studies, and assigned readings. Learning activities are an essential component to acquiring advanced cognitive understanding of course content. This component of the course requires the student apply course concepts to clinical situations and use the cognitive skills of application, analysis, synthesis and evaluation.

**Course Requirements:**
1. Each student must attend class and lab times. (See *Nursing Division Student Handbook:* Policies 10.10 and 10.11).

2. Complete all assignments.
3. Each course carries its own grade. A grade of less than a C in a course equates to a failure of that course. If a student should withdraw from the RNSG 4355 course, the student can continue in all other enrolled nursing courses.
4. A student may repeat this course only once after receiving a failing grade.
5. This course will follow all requirements found in the *Nursing Division Student Handbook.*

**Course Evaluations:**
All students completing courses for the Collin College RN-to-BSN program are required to complete course and faculty evaluations at end of each course. Proof of completion must be submitted prior to course completion.

**Minimum Technology Requirements:**
**Computer System Requirements:** The basic computer specifications for Canvas use are available at: https://community.canvaslms.com/docs/DOC-2059
The Canvas browser requirements and settings information for both desktop and mobile devices are available at: https://community.canvaslms.com/docs/DOC-1284
High speed Internet connection (cable modem or DSL) is recommended. If you are using a mobile Canvas Ap. or Wi-Fi, you may want to get on a direct internet connection to minimize internet interruptions. HESI system requirements for both Mac and Windows users are available at: https://hesiinet.elsevier.com/

**Computer Skills Needed:** You should know how to access a Web site when given an address (URL) or link, use the features of your Web browser, download files, attach files to emails, and use MS Word processing software and MS Excel.

**Technical Support:**
Technical support for Canvas is available 24 hours a day; 7 days a week; 365 days per year. The eCollin Learning Center (eLC) Student Canvas Resources page, including an online student orientation to Canvas, can be found at:
https://www.collin.edu/academics/ecollin/studentcanvasresources.aspx
You may contact technical support at 1-972-377-1777. In addition, online support is available through the eCollin Learning Center (eLC): http://online.collin.edu/

**Minimum Student Skills:**
See *Nursing Division Student Handbook* procedures.

**Netiquette Expectations:**
In all communications whether electronic discussion or mail, all students are expected to abide by the Student Civility Contract. All parties: faculty, staff and students will behave in a socially productive manner in any and all interactions. Your communications will demonstrate respect and control toward one another, cause another to feel valued and contributes to mutual respect.

**Course Resources: See required supplies and textbooks**

**Textbooks & Equipment:**

***Required Textbooks & Equipment***

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Brown, S. J. (2018). *Evidence-based nursing: The research-practice connection.* Sudbury, Mass: Jones and Bartlett Learning.

Gray, Jennifer, Grove, Susan, Sutherland, Suzanne. (2017) *The practice of nursing research: Appraisal,synthesis, and generation of evidence.* Maryland Heights, MO: Elsevier/Saunders.

Semester syllabus *(Available on-line)*
*Nursing Division Student Handbook (Available on-line)*

**Attendance Procedure:** See *Nursing Division Student Handbook* Procedure 10.10 Class Attendance. Please see class schedule for last day to withdraw. For religious holy days, please refer to the current *Collin College Student Handbook.*

**Method of Evaluation**:
The course grade will be determined through the following process:

| | |
|---|---|
| Ethics Discussion Board | 50 points |
| Ethics Discussion: Ethical Dilemmas, Protection and Practice Reflection | |
| Individual Research Project | 150 points |
| Part 1: Research Problem and Literature Review | 50 points |
| Part 2: Framework and Hypothesis | 20 points |
| Part 3: Design and Methodology | 20 points |
| Part 4: Recommendations and Limitations | 10 points |
| Part 5: Professional Presentation | 50 points |
| Collaborative EBP Project | 100 points |
| Project: Turning Evidence into Practice | 100 points |
| **Total Course Points** | **300 points** |

270-300 points = A 240-269 points = B 210-239 points = C Below 210 points = F

**Course Calendar**: See calendar posted in Canvas

**Discussion Board Guidelines:**
All students are expected to actively participate in online class discussions. The aim is to encourage thoughtful interaction among students and faculty, not simply to present information. Student responses to discussion questions must be substantive and demonstrate an awareness of comments previously posted and discussed. Repetition, or mere statements of concurrence (e.g. I agree with what was said.) are not a substantive comment. If you agree or disagree with another student's comment, explain why. The student is held to academic standards of writing style and the

use of proper grammar, punctuation and spelling, as well as the expectation of documenting sources in APA format when citing the work or opinions of others.

Students are expected to participate in the online discussions in the following manner:

1. The academic work week begins at 0600 Central Time (CT) and ends the following Monday at 0559.
2. Enter Discussions and post a minimum of 2 days during the current week, with the initial post to the discussion question(s) by Wednesday (23:59 CT) of the week. Entering early in the week due and often will enhance the learning of all participants.
3. Initial responses may be posted up to 24 hours (Sunday, 0600 CT) prior to the beginning of the week but is not open to replies until Monday, 0600 CT. Replies that occur prior to the beginning of the week (Monday, 0600 CT) will not be accepted as a requirement for rubric and may be deleted.
4. Complete the assigned reading before participating in discussions. Your participation points are derived from the depth of your responses. The discussion should be thoughtful, informative, and respectful.
5. Initial post(s) must be a minimum of 250 words and peer replies must be a minimum of 150 words. Creating the post in a Word document will allow you to see the word count in the bottom left corner.
6. 75% of your posts must be original work. Synthesizing the literature and paraphrasing is acceptable but more than 25% use of quotes is unacceptable.
7. In-text citations are required in all posts.
8. After reading other students' posts, post an in-depth comment/reply, or ask/answer questions about the topic under study. Add any new and current information you may have found in your reading and reference accordingly.
9. Return to the Discussion Forum site later in the week and review questions/further discussion on the topic. Be sure to read and answer any comments/questions that students have about your previous posts.
10. Points for participation in the discussions will be assigned according to the depth and number of postings following the grading rubric.

**COURSE OUTLINE:**

**Unit 1 (Weeks 1-2): Introduction to Nursing Research and Evidence-Based Practice**

**Objectives:**

- Define the critical connections between research and evidence-based practice in nursing
- Explore the importance of research in building and maintaining an evidence-based practice in nursing

**Readings:**

- Gray, J., Grove, S., Sutherland, S. (2017) *The practice of nursing research: Appraisal, synthesis, and generation of evidence.* Maryland Heights, MO: Elsevier/Saunders.
  - Chapters 1, 2, 3, 4
- Brown, S. J. (2018). *Evidence-based nursing: The research-practice connection.* Sudbury, Mass: Jones and Bartlett Learning.

- Chapters 1, 2, 3

**Unit 2 (Weeks 3-4): Nursing Research Development Process**

**Objectives:**

- Create answerable nursing research purpose and problem statements derived from research and practice
- Compile evidence utilizing multiple methods including electronic databases
- Compare and contrast research methods and designs

**Readings:**

- Gray, Jennifer, Grove, Susan, Sutherland, Suzanne. (2017) The practice of nursing research: Appraisal, synthesis, and generation of evidence. Maryland Heights, MO: Elsevier/Saunders.
  - Chapters 5, 6, 7, 8, 10, 11,12, 13, 14
- Brown, S. J. (2018). *Evidence-based nursing: The research-practice connection*. Sudbury, Mass: Jones and Bartlett Learning.
  - Chapters 5, 6, 7, 8, 12

**Assignments:**

- Research Project Part 1: Research Problem and Literature Review (Appendix B)

**Unit 3 (Weeks 5-6): Ethical Considerations for Nursing Research**

**Objectives:**

- Apply nursing and research ethical codes to the protection of human rights
- Compare benefits and risks of research studies in relation to professional ethical standards

**Readings:**

- Gray, Jennifer, Grove, Susan, Sutherland, Suzanne. (2017) *The practice of nursing research: Appraisal, synthesis, and generation of evidence.* Maryland Heights, MO: Elsevier/Saunders.
  - Chapter 9

**Assignments:**

- Ethics Discussion: Ethical Dilemmas, Protection, and Practice Reflection Due (Appendix A)
- Research Project Part 2: Framework and Hypothesis (Appendix C)

**Unit 4 (Weeks 7-8): Data Analysis**

**Objectives:**

- Identify research measurement methods utilized in developing evidence-based practice

- Apply appropriate methods to research design types

**Readings:**

- Gray, Jennifer, Grove, Susan, Sutherland, Suzanne. (2017) *The practice of nursing research: Appraisal, synthesis, and generation of evidence.* Maryland Heights, MO: Elsevier/Saunders.
  - Chapters 15, 16, 17
- Brown, S. J. (2018). *Evidence-based nursing: The research-practice connection.* Sudbury, Mass: Jones and Bartlett Learning.
  - Chapters 5, 6, 7, 8

**Assignments:**

- Research Project Part 3: Design and Methodology (Appendix D)

**Unit 5 (Weeks 9-10): Appraising and Analyzing the Evidence**

**Objectives:**

- Discuss the historical development of and current need for nursing research appraisal
- Critically appraise original qualitative and quantitative evidence using established criteria

**Readings:**

- Gray, Jennifer, Grove, Susan, Sutherland, Suzanne. (2017) *The practice of nursing research: Appraisal, synthesis, and generation of evidence.* Maryland Heights, MO: Elsevier/Saunders.
  - Chapter 18
- Brown, S. J. (2018). *Evidence-based nursing: The research-practice connection.* Sudbury, Mass: Jones and Bartlett Learning.
  - Chapters 11, 12, 13, 14, 15, 16

**Assignments:**

- Research Project Part 4: Recommendations and Limitations (Appendix E)

**Unit 6 (Weeks 11-12): Implementing the Evidence in Practice**

**Objectives:**

- Evaluate causes for a research to practice lag in implementation
- Identify methods and models to facilitate the implementation of research in practice
- Discuss barriers to implementation of research to practice

**Readings:**

- Gray, Jennifer, Grove, Susan, Sutherland, Suzanne. (2017) *The practice of nursing research: Appraisal, synthesis, and generation of evidence.* Maryland Heights, MO:

Elsevier/Saunders.
    - Chapter 19
- Brown, S. J. (2018). *Evidence-based nursing: The research-practice connection*. Sudbury, Mass: Jones and Bartlett Learning.
    - Chapters 17, 18, 19

**Assignments:**

- Project: Turning Evidence into Practice (Appendix F)

**Unit 7 (Weeks 13-14): Professional Research Presentations**

**Objectives:**

- Present fully developed research proposal to audience of peers

**Assignments:**

- Research Project Part 5: Professional Presentation (Appendix F)

**Appendix A**

**Rubric for Discussion Board**

**Student Name**_____ **Date**_____

| 15 Points | 10 Points | 5 Points | 0 Points | Points Earned |
|---|---|---|---|---|
| Fully answers the question by Wednesday (11:59 p.m. CT) of the week assigned. Initial response contains at least 2 references<br>*Initial post must be a minimum of 250 words | Fully answers the question by Wednesday (11:59 p.m. CT) of the week assigned. Initial response contains less than 2 references<br>*Initial post is a minimum of 250 words | Fully answers the question by the end of the week assigned or no references included<br>*Initial post is less than minimum of 250 words | Does not fully answer the question during the current week | /15 |
| Demonstrates synthesis of knowledge and includes practice (real-world) examples to support posting | Demonstrates synthesis of knowledge in initial posts but does not relate knowledge to practice (real-world) examples to support posting | Posts indicate minimal knowledge of subject matter | Posts are not relevant or no subject matter knowledge is evident | /15 |
| **15 Points** | **10 Points** | **5 Points** | **0 Points** | **Points Earned** |
| Provides a minimum of two substantive replies per question with reference(s) by the end of the week (Monday 0559 CT). A minimum of one (1) reference is required per peer reply<br>*Each peer reply must be a minimum of 150 words | Provides less than the two (2) replies per question by the end of the week (Monday 0559 CT). A minimum of one (1) reference is required for each peer reply<br>*Each peer reply must be a minimum of 150 words | Provides replies to each question with simple comments and/or reference(s) not provided<br>*Each peer reply is less than minimum of 150 words | Does not reply to each question by the end of the week | /10 |
| **2 Points** | **1.5 Points** | **1 Point** | **0 Points** | **Points Earned** |
| Participates in discussion a minimum of 2 separate days of the current week, excluding | Participates in discussion 2 separate days of the week, including the Sunday before the week begins | Participates in discussion less than 2 days of the week | Does not reply to each question by the end of the week | /2 |

| | | | | |
|---|---|---|---|---|
| the Sunday before the week begins | | | | |
| **2 Points** | **1.5 Points** | **1 Point** | **0 Points** | **Points Earned** |
| Organization is logical, ideas are clearly presented, and transitions are smooth between topics | Organization adequate, ideas usually clear and transitions mostly smooth | Organization is minimally effective; problems with clarity and/or transitions | Organization does not meet requirements | /2 |
| Spelling, grammar, punctuation, mechanics and word usage are correct and consistent with Standard American English | Spelling, grammar, punctuation, mechanics, and word usage are adequate and consistent with Standard American English; errors do not interfere with meaning or understanding | Spelling, grammar, punctuation, mechanics, and word usage are distracting and could interfere with meaning or understanding | Spelling, grammar, punctuation, mechanics and/or word usage interfere with understanding and do not reflect scholarly writing | /2 |
| All references are relevant, scholarly and contemporary, up to 10 years. Classic nursing works older than 10 years may be included | References meet two requirements of relevant, scholarly or contemporary, up to 10 years. Classic nursing works older than 10 years may be included | References meet one requirement of relevant, scholarly or contemporary | No use of references | /2 |
| Correct APA format of in-text citations and references | Less than 2 APA errors | 3-4 APA errors | No use of APA format or 5+ errors | /2 |
| | | | **Total Points** | /50 |

Faculty Name_____ Date_____

**Appendix B**

**Individual Research Project Part 1: Research Problem and Literature Review Grading Rubric**

Student Name_____ Date_____

| | Outstanding (8-10) | Proficient (5-7) | Basic (2-4) | Minimal (0-1) |
|---|---|---|---|---|
| **Research Problem** | Identifies a creative, focused, and manageable research problem that addresses potentially significant yet previously less-explored aspects of the topic. | Identifies a focused and manageable/doable research problem that appropriately addresses relevant aspects of the topic. | Identifies a research problem that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. | Identifies a research problem that is far too general and wide-ranging as to be manageable and doable. |
| **Organization of Literature Review** | Organization of evidence reveals insightful patterns, differences, or similarities related to focus. Guides the reader through content with a clear purpose. | Organization of the evidence reveals important patterns, differences, or similarities related to focus. Well organized though most of the paper but could be improved for flow and reader guidance. May not cover topics with full depth at times. | Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. Not on topic frequently and difficult to follow. Minimal review may lack sufficient depth or does not stay on topic more than once. | Lists evidence, but it is not organized and/or is unrelated to focus. Needs organization; difficult to read and follow ideas. Review lacks sufficient depth or is too far off topic to be acceptable. |
| **Introduction and Conclusion** | Introduction clearly identifies the scope of research being presented. Conclusion sums up all research into a concise summary. | Introduction defines scope of research that is mostly clear and delineated. Conclusion summarizes almost all of the research into a competent summary. | Introduction does not identify scope of research. Conclusion is abrupt, unclear or introduces new content. | No introduction. Conclusion introduces new ideas or does not correlate with the content presented. |
| **Analysis** | Completes the | Mostly complete | Basic reporting of | Basic reporting |

| | | | | |
|---|---|---|---|---|
| | analysis of each article and indicates its' significance. Review is focused on presenting sources and free of personal thoughts. Synthesizes in-depth information from relevant sources representing various points of view/approaches. | analysis of each source and significance. Most of the time the paper discusses sources and avoiding personal thought. Presents in-depth information from relevant sources representing various points of view/approaches. | the articles with a minimum amount of analysis. Difficult to separate sources from personal thought. Presents information from relevant sources representing limited points of view/approaches. | with no evidence of analysis. Unclear if thoughts were personal opinion or from sources. Presents information from irrelevant sources representing limited points of view/approaches or no evidence of synthesis. |
| **APA Format, Language and Grammar** | Demonstrates skillful use of APA format. For example: in-text citations, references, etc. Formal tone and consistent language used in tense and voice. No grammar, spelling, or punctuation errors. | Formatting adheres to APA standards but needs improved flow. Language exhibits some inconsistencies in tense and/or voice but demonstrates overall understanding. May have a few minor errors in grammar, spelling or punctuation. | Formatting is somewhat correct but contains APA errors. Language is inconsistent in tense and/or voice. Contains several errors in grammar, spelling, or punctuation. | Reveals minimal understanding of APA formatting. Language is not correct in tense and/or voice. Many errors in grammar, spelling, or punctuation. |
| **Points** | | | **Total** | |

Faculty Signature _____ Date _____

COMMENTS

**Appendix C**

**Individual Research Project Part 2: Framework and Hypothesis Grading Rubric**

Student Name _____ Date_____

| | Outstanding (5) | Proficient (3-4) | Basic (1-2) | Minimal (0) |
|---|---|---|---|---|
| Research or Practice Framework including Conceptual Map | The research or practice framework is skillfully developed and described with fully defined concepts and relational statements. The research or practice framework is constructed into a conceptual map that clearly and accurately portrays the framework and phenomenon of interest. | Critical elements of the research practice framework are appropriately developed and described, however, more subtle elements are absent. The research or practice framework is in a conceptual map format and reflects most of the framework and phenomenon of interest correctly. | Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused in the description. The research or practice framework is represented in a conceptual map but concepts and/or important elements are not clearly identified or incorrectly displayed. | The research or practice framework described demonstrates misunderstanding of the concepts, relational statements and/or purpose of the framework. The research or practice framework is not presented in a conceptual map format or several concepts and/or important elements are not identified or displayed. |
| Hierarchical Statement Set | The expression of the hierarchical statement set reveals both highly developed proposition statement(s) and a hypothesis /research question that reflects synthesis of the body of evidence. Highly logical flow of proposition statement(s) and hypothesis | The expression of the hierarchical statement set reveals proposition statement(s) and a hypothesis /research question that demonstrates application of the evidence but may be slightly incomplete. Mostly logical flow of proposition statement(s) and | The expression of the hierarchical statement set reflects proposition statement(s) and a hypothesis /research question that minimally correlate to the body of evidence. Flow of proposition statement(s) and hypothesis /research question seem disjointed and difficult to | The expression of the hierarchical statement set reveals a misunderstanding of the development proposition statement(s) and/or hypothesis /research question. No proposition statement or hypothesis /research question is presented. Proposition(s) and |

| | | | | |
|---|---|---|---|---|
| | /research question. | hypothesis /research question with need for some clarity. | follow. | hypothesis /research question are completely unrelated. |
| Organization | Organization of the framework description and conceptual map reveals insightful patterns, differences, or similarities related to focus. Guides the reader through content with a clear purpose. | Organization of the framework description and conceptual map reveals important patterns, differences, or similarities related to focus. Well organized but could be improved for flow and reader guidance. May not cover topics with full depth at times. | Organizes the description of the framework and conceptual map, but the organization is not effective in revealing important patterns, differences, or similarities. Not on topic frequently and difficult to follow. May lack sufficient depth or does not stay on topic more than once. | Lists parts of the framework and/or conceptual map, but it is not organized and/or is unrelated to focus. Needs organization; difficult to read and follow ideas. Lacks sufficient depth or is too far off topic to be acceptable. |
| APA Format, Language, and Grammar | Demonstrates skillful use of APA format. For example: in-text citations, references, etc. Formal tone and consistent language used in tense and voice. No grammar, spelling, or punctuation errors. | Formatting adheres to APA standards but needs improved flow. Language exhibits some inconsistencies in tense and/or voice but demonstrates overall understanding. May have a few minor errors in grammar, spelling or punctuation. | Formatting is somewhat correct but contains APA errors. Language is inconsistent in tense and/or voice. Contains several errors in grammar, spelling, or punctuation. | Reveals minimal understanding of APA formatting. Language is not correct in tense and/or voice. Many errors in grammar, spelling, or punctuation. |
| **Total Points** | | | | |

Faculty Signature_____ Date_____

COMMENTS

**Appendix D**

**Individual Research Project Part 3: Design and Methodology Grading Rubric**

Student Name _____ Date _____

| | Outstanding (5) | Proficient (3-4) | Basic (1-2) | Minimal (0) |
|---|---|---|---|---|
| Research Methodology | Description of chosen research methodology, including rationale, is highly developed and directly relates to the research question /hypothesis. | Description of chosen research methodology, including rationale is developed and relates to the research question /hypothesis. Further depth or correlation of the methodology to hypothesis is needed. | Description of chosen research methodology, including rationale, is not developed and it is difficult to relate it the research question /hypothesis. | Description of chosen research methodology and/or rationale is not at all developed and does not relate to the research question /hypothesis. |
| Research Design | Design of research proposal is specific, logical, accurate, and precisely created to answer the research question/hypothesis. The design demonstrates a detailed plan that addresses all aspects of research design. | Design of research proposal is logical and created to answer the research question/hypothesis. Some details are absent or not thoroughly developed. | Design of research proposal is somewhat logical and attempts to answer the research question/hypothesis. Many details may be absent or not thoroughly developed. | Design of research proposal is not logical and does not facilitate and answer to the research question/hypothesis. Details are mostly absent. |
| Organization | Organization of the design and methodology reveals insightful patterns, differences, or similarities related to focus. Guides the reader through content with a clear purpose. | Organization of the design and methodology reveals important patterns, differences, or similarities related to focus. Well organized but could be improved for flow and reader guidance. | Organizes the design and methodology but the organization is not effective in revealing important patterns, differences, or similarities. Not on topic frequently and difficult to follow. | Lists parts of the design and/or methodology, but it is not organized and/or is unrelated to focus. Needs organization; difficult to read and follow ideas. Lacks sufficient depth or is too far off topic to be |

| | | | | |
|---|---|---|---|---|
| | | May not cover topics with full depth at times. | May lack sufficient depth or does not stay on topic more than once. | acceptable. |
| APA Format, Language, and Grammar | Demonstrates skillful use of APA format. For example: in-text citations, references, etc. Formal tone and consistent language used in tense and voice. No grammar, spelling, or punctuation errors. | Formatting adheres to APA standards but needs improved flow. Language exhibits some inconsistencies in tense and/or voice but demonstrates overall understanding. May have a few minor errors in grammar, spelling or punctuation. | Formatting is somewhat correct but contains APA errors. Language is inconsistent in tense and/or voice. Contains several errors in grammar, spelling, or punctuation. | Reveals minimal understanding of APA formatting. Language is not correct in tense and/or voice. Many errors in grammar, spelling, or punctuation. |
| **Points** | | | **Total** | |

Faculty Signature_____ Date_____

COMMENTS

**Appendix E**

**Individual Research Project Part 4: Recommendations and Limitations**

Student Name _____ Date_____

| | Outstanding (2.5) | Proficient (1.5-2) | Basic (0.5-1) | Minimal (0) |
|---|---|---|---|---|
| Recommendations | Recommendations for future research development reflect depth of thought and are logical and relevant to the body of evidence. | Recommendations for future research development reflect some depth of thought and are mostly logical and relevant to the body of evidence. Further depth is needed. | Recommendations for future research development reflect minimal depth of thought and are only somewhat logical and/or relevant to the body of evidence. | Recommendations for future research development do not reflect depth of thought and lack logic and/or relevance to the body of evidence. |
| Limitations | Identification and analysis of all possible study limitations is thorough and detailed. | Possible study limitations are identified, and analysis completed. However, a few limitations are missed, and/or the analysis needs more depth. | Study limitations are identified but may lack depth in identification. Analysis lacks depth or may be minimal. | Study limitations are not identified or do not apply to study. Evidence of analysis not present. |
| Organization | Organization of the recommendations and limitations reveals insightful patterns, differences, or similarities related to focus. Guides the reader through content with a clear purpose. | Organization of the recommendations and limitations reveals important patterns, differences, or similarities related to focus. Well organized but could be improved for flow and reader guidance. May not cover topics with full depth at | Organizes the recommendations and limitations but the organization is not effective in revealing important patterns, differences, or similarities. Not on topic frequently and difficult to follow. May lack sufficient | Lists parts of the recommendations and/or limitations, but it is not organized and/or is unrelated to focus. Needs organization; difficult to read and follow ideas. Lacks sufficient depth or is too far off topic to be acceptable. |

| | | | | |
|---|---|---|---|---|
| | | times. | depth or does not stay on topic more than once. | |
| APA Format, Language, and Grammar | Demonstrates skillful use of APA format. For example: in-text citations, references, etc. Formal tone and consistent language used in tense and voice. No grammar, spelling, or punctuation errors. | Formatting adheres to APA standards but needs improved flow. Language exhibits some inconsistencies in tense and/or voice but demonstrates overall understanding. May have a few minor errors in grammar, spelling or punctuation. | Formatting is somewhat correct but contains APA errors. Language is inconsistent in tense and/or voice. Contains several errors in grammar, spelling, or punctuation. | Reveals minimal understanding of APA formatting. Language is not correct in tense and/or voice. Many errors in grammar, spelling, or punctuation. |
| **Points** | | | **Total** | |

Faculty Signature _____ Date_____

COMMENTS

**Appendix F**

**Individual Presentation Grading Criteria**

**Purpose:** Students will demonstrate professional communication, use of presentation technology, effective group process, and presentation skills.

| Professional Presentation | Points | Score |
|---|---|---|
| • Introduce presentation topic(s) and objectives | | |
| • Cover required Group Presentation Objectives<br>○ Focused presentation on required objectives<br>○ Provided accurate information<br>○ Presented easy to understand material | | |
| • Utilize effective professional presentation skills<br>○ Maximum of 5-6 bullets per PowerPoint slide<br>○ Used professional PowerPoint template<br>○ Used one PowerPoint template for presentation<br>○ PowerPoint template color scheme easy to read<br>○ Font size readable at back of classroom | | |
| • Demonstrate effective communication skills<br>○ Used PowerPoint bullet points to guide presentation: Did not read slides<br>○ Spoke loudly enough to hear at back of classroom<br>○ Spoke to audience and made eye contact<br>○ Presentation flowed despite multiple speakers<br>○ Used professional language with no slang or colloquialisms | | |
| • Complete presentation within allotted time | | |
| TOTAL | | |

**Appendix F**

**Group Project: Turning Evidence into Practice Grading Rubric**

Student Name_____ Date_____

| Criteria | Outstanding (16-20 points) | Proficient (11-15 points) | Basic (6-10 points) | Minimal (0-5 points) |
|---|---|---|---|---|
| **Research Problem** | Identifies a creative, focused, and manageable research problem that addresses potentially significant yet previously less-explored aspects of the topic. | Identifies a focused and manageable/doable research problem that appropriately addresses relevant aspects of the topic. | Identifies a research problem that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. | Identifies a research problem that is far too general and wide-ranging as to be manageable and doable. |
| **Introduction and Conclusion** | Introduction clearly identifies the scope of research being appraised. Conclusion sums up all research into a concise summary. | Introduction defines scope of research that is mostly clear and delineated. Conclusion summarizes almost all of the research into a competent summary. | Introduction does not identify scope of research. Conclusion is abrupt, unclear or introduces new content. | No introduction. Conclusion introduces new ideas or does not correlate with the content presented. |
| **Appraisal of the Evidence** | Completes the analysis of each article and indicates its' significance. Review is focused on presenting sources and free of personal thoughts. Synthesizes in-depth information from relevant sources representing various points of view/approaches | Mostly complete analysis of each source and significance. Most of the time the paper discusses sources and avoiding personal thought. Presents in-depth information from relevant sources representing various points of view/approaches. | Basic reporting of the articles with a minimum amount of analysis. Difficult to separate sources from personal thought. Presents information from relevant sources representing limited points of view/approaches. | Basic reporting with no evidence of analysis. Unclear if thoughts were personal opinion or from sources. Presents information from irrelevant sources representing limited points of view/approaches or no evidence of synthesis. |

| | | | | |
|---|---|---|---|---|
| **Evidence Based Practice Participation and Point of Care Strategies** | Synthesizes in-depth information from relevant sources representing various points of view/approaches and effectively applies them to EBP and point of care applications. | Presents in-depth information from relevant sources representing various points of view/approaches and applies them to EBP and point of care applications. | Presents information from relevant sources representing limited points of view/approaches. Applications to EBP and/or point of care are demonstrated but lack depth. | Presents information from irrelevant sources representing limited points of view/approaches . Application to EBP and/or point of care not evident. |
| **APA Format, Language and Grammar** | Demonstrates skillful use of APA format. For example: in-text citations, references, etc. Formal tone and consistent language used in tense and voice. No grammar, spelling, or punctuation errors. | Formatting adheres to APA standards but needs improved flow. Language exhibits some inconsistencies in tense and/or voice but demonstrates overall understanding. May have a few minor errors in grammar, spelling or punctuation. | Formatting is somewhat correct but contains APA errors. Language is inconsistent in tense and/or voice. Contains several errors in grammar, spelling, or punctuation. | Reveals minimal understanding of APA formatting. Language is not correct in tense and/or voice. Many errors in grammar, spelling, or punctuation. |
| **Points** | | | **Total** | |

Faculty Signature_____ Date_____

COMMENTS

**Evaluation of Participation in Group Presentation**

**Group Member Evaluated:**_____ **Evaluator:**_____

Your group presentation grade depends on your meeting the criteria of group participation. Peer input is needed to help evaluate the group efforts in order for the instructor to fairly evaluate the student's achievement of these criteria.

Directions

1. Read each item carefully and answer as objectively as you can.
2. Rate each group member (excluding yourself). Make any supporting comments you believe to be pertinent in the space provided.
3. Complete this form and return it to faculty at the beginning of the class on the day of your group's presentation.

| Group member | Never | Almost | Always | Comments |
|---|---|---|---|---|
| Met target dates for completing assignments | Never | Almost | Always | |
| Attended all group meetings | Never | Almost | Always | |
| Shared relevant professional literature articles with group prior to presentation | Never | Almost | Always | |
| Adequately analyzed the topic | Never | Almost | Always | |
| Contributed to but did not dominate group discussion | Never | Almost | Always | |
| Respected the rights of classmates/encouraged member participation | Never | Almost | Always | |
| Met the assigned tasks | Never | Almost | Always | |
| Demonstrated skill to encourage group interaction | Never | Almost | Always | |
| Fostered a sense of belonging within the group | Never | Almost | Always | |

Additional Comments: