

**The University of Lethbridge, Faculty of Health Sciences**

**Master of Nursing**

University of  
**Lethbridge**



Nursing 5110

*Health Research: Critique, Synthesis and Application*

Sept – Dec, 201?

Instructor: Brad Hagen, R. Psych., R.N., Ph.D. (Nsg)  
Office: Faculty of Health Sciences, Markin Hall, U of L, M3055  
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“If we knew what it was we were doing, it would not be called research, would it?”

- Albert Einstein

“Statistics: The only science that enables different experts using the same figures to draw different conclusions. “

- Evan Esar.

“To understand God's thoughts one must study statistics ... the measure of his purpose.”

- Florence Nightingale



### **Course Description:**

In this course, students will deepen their understanding and ability to practice evidence-based nursing and health care. Students will gain further experience learning how to find research articles, understand research articles, and apply the knowledge gained from research studies to nursing problems and issues, using principles of knowledge translation and uptake. Finally, the course will address the challenges of implementing evidence-informed nursing practice. Please be aware that if you have not had an undergraduate course in research methods (this course assumes most students have had such a course in your undergrad degree), you may need to do some extra background reading, particularly when it comes time to completing some of the assignments for this course.

**Learning Objectives:** Students will utilize use a variety of individual and small group learning strategies to achieve the following learning objectives:

- ☞ To deepen your overall understanding of and appreciation for the use of evidence in nursing and health care
- ☞ To improve your ability to access research literature, using computer searches of research literature databases.
- ☞ To increase your ability to understand and utilize both qualitative and quantitative research articles.
- ☞ To understand how and why systematic reviews (and/or meta analysis) of the research literature can be applied to nursing care.
- ☞ To increase your skill in finding relevant research studies, how to synthesize their findings, and to understand the nursing implications of the findings.
- ☞ To gain a great appreciation for clinical practice guidelines, including how they are developed, and how they can be used in clinical nursing practice.
- ☞ To increase your understanding of how research evidence can begin to change nursing practice, nursing culture, and health care policy.

**Instructor Availability:**     *Brad can be reached a number of ways:*

E-mail:                    brad.hagen@uleth.ca    (best way to reach Brad!)

Phone:                    403-329-2299

Office:                    U of L, Markin Hall, M3055

Rather than regularly scheduled office hours, please contact Brad for an individual telephone appointment or meeting should you need to meet with him or talk with him.

- Brad will make every effort to respond to your emails in a timely manner; typically within 24 hours (not including Saturdays, Sundays and/or Holidays). Please note that Brad is generally unavailable all day Thursdays (this is my clinical practice day)

**When and Where:**

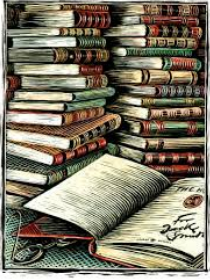
The course is often in a blended learning format, with two face-to-face meetings during the semester (at the University of Lethbridge), and weekly on-line sessions.

- Dates of face-to-face meetings: Sept XX (part of general program orientation), and Nov XX. The meetings are held at the University of Lethbridge, in the XXXX building, in room XXX.
- Online sessions: Beginning Sept XX, last day Dec XX
- See below for entire course schedule

Week	Dates	Format
1	Sept. XX - XX	<b>Face-to-face</b>
2	Sept. XX - XX	Online
3	Sept. XX - XX	Online
4	Etc.	Online
5		Online
6		Online
7		Online

Week	Dates	Format
8		Online
9		Online
10		<b>Face-to-face</b>
11		Online
12		Online
13		Online

**Required Textbooks:**



I've chosen two textbooks for this course, and tried to keep the texts both interesting and cost-effective. The books should be available at the University of Lethbridge, or Amazon/Chapters:

- ☞ *The Evidence-Based Practice Manual for Nurses* (Craig & Smyth)
- ☞ *How to read a paper: The Basics of evidence-based medicine.* (Greenhalgh).

**Course Process:**

This course is offered through a combination of independent reading and study, weekly online sessions, and two face-to-face meetings/sessions at the University of Lethbridge. Please note the following about the course process:

***Face-to-Face Meetings:***

- The face-to-face meetings are very important, and we strongly encourage you to make sure you attend. If you cannot attend at the last minute (e.g, your child becomes ill, unsafe travel conditions, etc.), please let your instructor know as soon as possible.
- The first face-to-face meeting, at the beginning of the semester, will be at the same time as the general overall orientation to the M.N. program – and will review helpful information aimed at making sure you succeed in this course.
- The second face-to-face meeting will be tied with one of your assignments, so again, please let your instructor know asap if you are unable to attend.
- A map of the University of Lethbridge can be found here, in case you need help finding out where buildings are: [http://www.uleth.ca/campus-map/pdf/Printable\\_Directory\\_Map.pdf](http://www.uleth.ca/campus-map/pdf/Printable_Directory_Map.pdf)
- For accommodation, unfortunately the University residence is full during the Fall semester, so you cannot stay there. If you need accommodation, we encourage you to try internet sites such as booking.com, which has a list of a variety of accommodations in Lethbridge. .

***Weekly on-line Sessions:***

- You will need a reasonably modern computer, and regular and reliable access to the internet; preferably with a high-speed internet connection. Please note that if you have a Macintosh computer, these computers are not always compatible with some University software applications, so you may need to download certain software to ensure computability.
- If you have computer problems, you may call the University of Lethbridge computer help desk, at 403-329-2490, or email them at [help@uleth.ca](mailto:help@uleth.ca). Please note that the hours of this service at Monday – Friday, from 7:30 – 5:00 p.m.
- To engage with the on-line sessions, you will login to “**Moodle,**” which is the University of Lethbridge’s online courseware. Moodle is like an on-line classroom. Students can only access Moodle courses in which they are enrolled, so each online Moodle class is a private space restricted to students in each course.
- You can login to Moodle whenever is convenient for you, and engage with the course materials and processes when the time is right for you. That being said, there will be a time limit (typically of one week) when you have to complete each week’s work – to

ensure that everyone moves through the course content more or less together throughout the semester.

- **Each week (except when we meet face-to-face) you will be asked to do four things:**
  - Read some materials from your textbooks
  - Complete a short on-line quiz in Moodle
  - Read the short discussion question posted by the instructor on the readings (in the Moodle discussion forum), and post a response to that question.
  - Respond to one of your colleague's postings on the Moodle discussion forum.



### How to Succeed in This Course:

Everyone generally likes to do well in their courses, and I recognize there is a certain degree of pressure on you – internal and external – to get high grades. Therefore, you may find the following tips and pointers helpful for your success in this course:

- 1) Please read the course outline, particularly the sections on assignment marking and grading.
- 2) Be sure to ask your instructor if there is anything you do not understand about the course.
- 3) Please budget about 5 hours per week for this course. That includes about 2.5-3 hours for the readings and the weekly quiz, and about 2 hours (if needed) for the online Moodle discussion forum. In addition, you will need approximately 30 hours to work on your final assignment for the course. Please plan ahead for when your final assignment is due, and try to budget time throughout the semester for this assignment.
- 4) If at all possible, please ensure you attend the face-to-face seminars/meetings.
- 5) ***Please check your university of Lethbridge email every few days (forward them to another email address, if need be) – it's how we normally try to communicate with you! ☺***



### Assignments:

Assignment	Weighting	Due
<b>1. Discussion Forum: First 4 postings</b>	10%	Week 6
<b>Discussion Forum: Last 6 postings</b>	20%	Week 13
<b>2. Weekly Quizzes (10) on Readings</b>	30%	Ongoing – week 2 - 12

<b>3. Scholarly Paper: Clinical Nursing Problem and Research Literature</b>	25%	Week 12
<b>4. Leading Short Discussion with Peers on Nursing Problem and Research Literature</b>	15%	Week 10
	<b>100%</b>	

Please note all your grades for these assignments will be entered in your individual “gradebook,” which can be found in Moodle.

**1) Moodle Discussion Forum (30%) (10% for first 4 weeks; 20% for last 6 weeks). Due Oct XX and Dec XX**

The purpose of the weekly discussion forums is to provide you with the opportunity to engage in thoughtful reflection and discussion of the knowledge presented in this course. It also helps us to learn from each other, and to support a community of learners.

*Please note the following general points about the Moodle discussion forum:*

- ☞ Please do your course readings – and your short quiz on your course readings – ***before*** you do your discussion forum postings. This will give you important background information.
- ☞ Please note that the Moodle discussion forum becomes available Wednesday mornings at 0900, and closes Tuesdays at 2100. You cannot post after Tuesdays at 2100, so please be mindful of these deadlines.
- ☞ There is no Moodle discussion during the weeks that we have face-to-face meetings (i.e., week 1, and week 10).
- ☞ There is beauty in brevity! 😊 Please ensure that none of your postings are more than 250 words maximum. (as an example – all these bullets in this section contain 242 words).
- ☞ To help ensure your posts are not over 250 words, ***please write your posting in a word processor (e.g., Microsoft Word) first*** – and then do a word count, and a spell check. Save these word files, as you will need them to submit your discussion assignment(s) with them.
- ☞ Once you have written your posting in Word, then cut and paste it into the Moodle Discussion Forum.
- ☞ Please keep Moodle discussion postings respectful, polite and collegial. While it is fine to have disagreement and diversity of opinion, differences must be handled professionally and respectfully. Do onto others! 😊
- ☞ Please follow an established thread if adding to someone else’s idea, question or discussion. You will be shown how to handle threads in Moodle during the general program orientation.
- ☞ Finally, please follow the “Las Vegas” rule for the online discussion forum: What’s said on the online discussion forum stays in the forum. In other words, all postings must remain confidential, and you must not share other people’s postings for any reason with anyone outside of the class. Your participation in this online course constitutes **implied consent** to these terms around confidentiality, and violations of confidentiality may constitute an academic offense and/or an issue of professional conduct. Please discuss this with the instructor if you have any concerns.

Please note the following specific instructions for how to do postings on the discussion forum:

- ☞ Each week, after you do your readings, you are required to make two postings:
  - ☞ Your first posting is an answer (250 words or less) to the question that the instructor posts on the discussion forum.
    - The purpose of this posting is to demonstrate that you have gained an understanding of some of the reading materials, and your ability to discuss the readings critically.
    - Please also note that you are required to refer to at least one new idea/point from the book readings (other than the point your instructor raised) – to demonstrate your understanding of the readings.
  - ☞ After you have done that, read a few of the postings from your classmates, pick one of the postings that catches your interest, and reply to that person (again, in 250 words or less).
    - The purpose of this posting is to demonstrate that you can respectfully engage with your classmates' statements and ideas.
    - *Please do not write postings like "Betty, your ideas are wickedly awesome, and I totally agree with you."* Rather, these postings should affirm, challenge and/or extend the postings of your classmates, by adding your own new insights and/or reactions to what your classmates are posting. The idea is to extend the discussion, not to just 'agree' with someone (although you can still agree with people, but you need to move the overall discussion forward).
- ☞ Please note that your postings will be graded using the "Moodle Discussion Posting Marking Criteria," located towards the end of this course outline.
- ☞ You will receive graded feedback on your first 4 Moodle postings, to help you with your subsequent postings. This will be worth 10% of your final mark.
  - ☞ To do this, please cut and paste all the Word versions of your first 4 postings into one Word document.
  - ☞ Give this a file name like "bradhagenfirst4postingssept13th" and submit it to the Moodle assignment drop box by Week 6 (specific date = XXXX). Your marked postings will be returned to you through Moodle.
- ☞ You will also receive graded feedback on your final 6 Moodle postings. This will be worth 20% of your final mark.
  - ☞ To do this, please cut and paste all the Word versions of your final 6 postings into one Word document.
  - ☞ Give this a file name like "bradhagenfinal6postingsdec13th" and submit it to the Moodle assignment drop box by Week 13 (specific date = XXXX) Your marked postings will be returned to you through Moodle.
- ☞ Finally, I understand that life happens (e.g., children get sick, you get sick, etc.). Therefore, you are allowed to miss one discussion forum posting for the semester without penalty. In other words, you are allowed to hand in 3 week's of postings (instead of 4) at first, or 5 week's postings (instead of 6) in case of illness or other unforeseen circumstances. If you miss more than one week's posting, however, there will be a 5 mark penalty off your final grade of 30 marks for all your discussion postings for the course.

☞



## **2) Weekly quizzes on textbook readings (35%) - Ongoing (weekly)**

To help encourage and inspire you to gain a solid understanding of the readings for this course, there will be short weekly quizzes on the readings each week.

*Please note the following points about the weekly quizzes:*

- ☞ There will be 10 weekly quizzes in this course.
- ☞ There are no quizzes during the weeks we have face-to-face meetings (week 1 and 10)
- ☞ The quizzes will be short (about 6 questions), multiple choice, and only pertain to the material covered in the readings for that week.
- ☞ The quizzes are open-book (meaning you are encouraged to use your books), and you will be given a reasonable amount of time to complete the quizzes.
- ☞ You will complete the quizzes by logging into Moodle, and using the quiz tool for doing the quiz online.
- ☞ Similar to the Moodle discussion forum, the quizzes will become available Wednesday mornings at 0900, and closes Tuesdays at 2100. You cannot write a quiz for that week past Tuesdays at 2100, so please be mindful of these deadlines.
- ☞ I will set up Moodle so it automatically marks your quizzes after you complete and submit them, although it will only tell you your grade, not the answers for each question.
- ☞ Please also note that questions may be randomly generated from a test bank I develop, and the answers may be scrambled – so ‘helping’ your classmates by telling them the questions and/or answers probably won’t work! 😊
- ☞ Finally, like the discussion forum, I will allow you to miss one quiz without penalty. How that works is that ***if you write all 10 quizzes, I will drop everyone’s lowest single score on their quizzes.*** That is, if you write all 10 quizzes, I will drop your lowest score at the end of the course, and I will only count your highest 9 scores. If, however, you miss one quiz, that will be considered your lowest score (since you only wrote 9 quizzes). So please note that if you write 10 quizzes, you will see one quiz ‘disappear’ at the end of the semester, when I drop your lowest score.



## **3) Scholarly Paper: Clinical Nursing Problem and Research Literature (25%) Due Dec XX.**

This assignment is intended to help you identify a clinical nursing problem in an area of interest to you (e.g., what is the best nursing management of aggression in persons with dementia?, what are the most effective ways of helping persons with diabetes to increase their physical activity?, etc.) –



and to find at least 10 research articles that provide evidence on what is the best way for nurses to deal with the clinical nursing problem you identified).

Here are the steps and requirements for writing this assignment:

- With the help of your instructor – who will discuss this with the class during the first face-to-face meeting -- identify a specific clinical nursing problem that you are interested in. ***You will need to identify this topic by the end of the first face to face meeting.***
- Using the literature review searching skills you learned during the first orientation session for the MN program, you need to start finding research articles on your topic. You are aiming to find 10 research articles (i.e., not other literature reviews, not discussion articles) that have been published on your topic in the last 10-20 years – the more recent, the better.
- If you end up finding 100+ research articles, you obviously need to *narrow your topic somewhat*; if you end up with only 2 research articles, you need to *broaden your topic*. This is a bit like Goldilocks; it has to be *just right*. For example, the topic “what’s the best way to manage Chronic illness?” is probably too broad, and the topic of “what’s the best way to help Aboriginal Canadian women deal with cystic fibrosis and the demands of childrearing?” is probably much too narrow.
- Your final product is a 10-15 page literature review paper that reviews and synthesizes the 10 research articles you found. The literature review paper should contain (using APA style headings and subheadings to organize your material):
  - ½ page introduction which states your nursing topic and problem, and a general statement about why your topic is an important one for nurses. This may include a few statistics (if available) on how common your topic/problem is, and the cost (e.g., economic, human, etc.) of the topic/problem.
  - 6 – 8 pages (approximately) of summarizing, comparing and contrasting the 10 articles, organizing them into main themes arising from the research findings.
  - A 2-3 page (approximately) conclusion, that summarizes:
    - the main themes of your review of the 10 research articles
    - any major strengths and weaknesses in the overall research literature available on your topic
    - a few possible implications for nursing practice, and what the research evidence suggests might need to be changed in nursing practice.
    - What you see would be the main challenges of trying to implement some of your proposed changes into actual nursing practice.
- Start taking notes on the articles as you read them, using the method that was shown to you in both the above video and in during the face to face orientation (i.e., start taking notes on **themes** arising from the research articles) – remember that you are trying to synthesize, compare and contrast these research articles – ***not*** simply talking about each article one by one (i.e., not an annotated bibliography).
- Once you have taken notes, you are ***strongly*** encouraged to create an outline of your various thoughts, concepts, ideas and notes emerging from your reading – before you start writing your paper. (Google “how to write an outline” if you don’t know how).

- If you are having trouble taking notes and/or organizing your paper, please contact your U of L librarians, and/or google “writing a literature review” for lots of helpful resources.
- Your paper should be written with APA format, latest edition.
- Finally, you may find it helpful to watch this video on conducting a literature review – remembering that you will be only taking notes on 10 research articles, and will not be using any other sources (e.g., books, reports, etc.):  
<http://researchguides.wcu.edu/litreviews> (literature reviews for graduate students).
- Your assignment will be marked using the marking criteria, found near the end of this outline.

#### 4) Leading Short Discussion with Peers on Nursing Problem and Research Literature

**(15%) Due Dec XX (the face-to-face session in week 10).**

This last assignment is a chance for you to share with your classmates what you have learned about your clinical problem/topic, and to lead a small discussion about it.

To complete this assignment, please follow these steps:

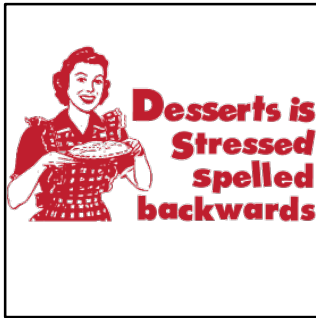
- Please prepare a **10 minute** presentation (maximum)– no more than 8 slides, that includes the following information:
  - Your nursing topic/question
  - Briefly present the main themes from what the research literature said about your topic - in terms of what the research evidence suggests should be done about your problem/topic
  - Briefly mention to what extent you think nursing practice reflects the evidence you found.
  - Briefly mention one or two barriers you think exists to implementing the research evidence into practice even more.
  - Finally, please come prepared with one discussion question, to engage your colleagues in a discussion about what you found.
- After your 10 minute presentation, there will 10 minutes for questions/discussion.
- Your assignment will be graded using the assignment criteria, found near the end of this course outline.

**Overall grades:** The determination of grades for assignments and final grades for Masters of Nursing (School of Graduate Studies) courses is as follows:

Letter Grade	Instructor's interpretation	GPA	Percent
A+	Outstanding	4.0	97 - 100
A	<b>Excellent</b>	4.0	93 - 96
A-	Commendable	3.7	90 - 92
B+	Very good	3.3	87 - 89
B	<b>Good</b>	3.0	83 - 86

B-	Satisfactory	2.7	80 - 82
Note: Any course grade with a grade of less than B- cannot be considered for credit in a graduate program			
C+		2.3	77 - 79
C		2.00	73 - 76
C-		1.70	70 - 72
D+		1.30	67-69
D		1.00	63 - 66
F		0.00	Less than 63

### What if my life falls apart and I can't get my work done on time?

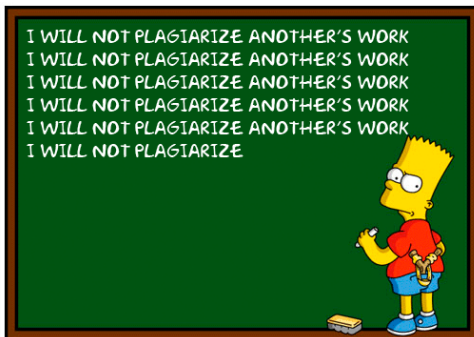


I realize that life can be stressful, and that unforeseen challenges can make it hard to meet deadlines. If you need a little bit of extra time, small extensions can usually be negotiated, **but only if you contact the instructor ahead of time** (the sooner, the better). Otherwise, to be fair to everyone in the class, late assignments will be deducted 5% per day of lateness, unless you provide written documentation (e.g., from counsellor, nurse, physician, etc.) as to why you could not get the assignment in on time (e.g., due to illness, emotional difficulties, etc).

### Accommodations for Students with a Disability:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment or to talk to them on the phone. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

### Plagiarism Statement:



Please be clear on what plagiarism is, and how to avoid it. Essentially, plagiarism is where a person/student represents the words or ideas of another person as his or her own (for example, claiming I drew this Bart Simpson cartoon – which I found open domain on the internet). For example, cutting and pasting a section from an article on the internet and putting it into an academic paper without properly citing it is plagiarism. When in doubt, cite other people's work as theirs, and/or check with your instructor.

Plagiarism is also an academic offense at most Universities, including The University of Lethbridge. Therefore, the prohibition of plagiarism affects all of your assignments in this course, whether the plagiarized material constitutes a part or the entirety of the work submitted. Plagiarism is taken seriously, and if an instructor finds evidence that the student has represented another person's words or ideas as his or her own, the student shall bear the burden of proving that there was no intent to deceive. Please refer to the University of Lethbridge calendar for the procedures pertaining to academic offenses. Please also note that the U of L subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request. Best advice: avoid plagiarism to begin with, do your own work, and cite lots! 😊

### Nursing 5110 Course Schedule (tentative)

Week	Topics	Readings and Activities	Assignments for that week
1	Welcome, Introductions and Course Orientation	<ul style="list-style-type: none"> <li>• Orientation to course Moodle site</li> <li>• How to succeed in the course</li> <li>• Overview of assignments</li> </ul>	<b>Face-to-Face Seminar</b>
2	Introduction to evidence-based practice	<ul style="list-style-type: none"> <li>• Readings: Craig &amp; Smyth (Ch 1) and Greenhalgh (Ch1)</li> <li>• Short quiz on readings</li> <li>• Respond to instructor in discussion</li> <li>• Respond to peer(s) in discussion</li> </ul>	Think about what you would like your “clinical nursing problem” to be – and get ready to decide for next week, when you will start looking for articles.
3	Searching the research literature	<ul style="list-style-type: none"> <li>• Readings: Craig &amp; Smyth (Ch 3) and Greenhalgh (Ch 2)</li> <li>• Short quiz on readings</li> <li>• Respond to instructor in discussion (post one research article)</li> <li>• Respond to peer(s) in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Decide what your “clinical nsg. problem” will be for this course (make it the same as your possible thesis or project topic).</li> <li>• Find one research article on your topic/problem, and post about it on in the Moodle discussion</li> </ul>
4	Using evidence from qualitative studies	<ul style="list-style-type: none"> <li>• Readings: Craig &amp; Smyth (Ch 4) and Greenhalgh (Ch 12)</li> <li>• Short quiz on readings</li> <li>• Respond to instructor in discussion</li> <li>• Respond to peer(s) in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Try to find at least one more (qualitative) research paper on your topic, and post about it in the Moodle discussion.</li> </ul>
5	Using evidence from quantitative studies: Introduction	<ul style="list-style-type: none"> <li>• Readings: Craig &amp; Smyth (Ch 5) and Greenhalgh (Ch 3)</li> <li>• Short quiz on readings</li> <li>• Respond to instructor in discussion</li> <li>• Respond to peer(s) in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Try to find at least one more (quantitative) research paper on your topic, and post about it in the Moodle discussion.</li> <li>• <b>By this point, you should have found all (or most) 10 research articles for your final assignment.</b></li> </ul>
6	Assessing evidence from quantitative studies	<ul style="list-style-type: none"> <li>• Readings: Greenhalgh (Ch 4)</li> <li>• Short quiz on readings</li> <li>• Respond to instructor in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Please submit a word document with your first 4 Moodle postings (to the</b></li> </ul>

		<ul style="list-style-type: none"> <li>discussion</li> <li>Respond to peer(s) in discussion</li> </ul>	<p><b>Moodle assignment drop box).</b></p> <ul style="list-style-type: none"> <li>You should start taking notes on all your 10 research articles, and organizing them into themes</li> </ul>
7	Intro / review to statistics	<ul style="list-style-type: none"> <li>Readings: Greenhalgh (Ch 5)</li> <li>Short quiz on readings</li> <li>Respond to instructor in discussion</li> <li>Respond to peer(s) in discussion</li> </ul>	You should continue organizing your paper, and writing the various sections of your paper.
8	Using evidence from systematic reviews	<ul style="list-style-type: none"> <li>Readings: Craig &amp; Smyth (Ch 6) and Greenhalgh (Ch 9)</li> <li>Short quiz on readings</li> <li>Respond to instructor in discussion</li> <li>Respond to peer(s) in discussion</li> </ul>	
9	Using evidence-based guidelines	<ul style="list-style-type: none"> <li>Readings: Craig &amp; Smyth (Ch 7) and Greenhalgh (Ch 10)</li> <li>Short quiz on readings</li> <li>Respond to instructor in discussion</li> <li>Respond to peer(s) in discussion</li> </ul>	You should make sure you have finished your short presentation to your peers, and the discussion questions you will be using next week, at the face to face meeting.
10			<b>Face-to-Face Seminar: Engaging your peers in a discussion about evidence based practice and your topic.</b>
11	Using evidence with individual patients	<ul style="list-style-type: none"> <li>Readings: Craig &amp; Smyth (Ch 8)</li> <li>Short quiz on readings</li> <li>Respond to instructor in discussion</li> <li>Respond to peer(s) in discussion</li> </ul>	Last finishing touches on your scholarly paper, due next week.
12	Getting evidence into service delivery and policy	<ul style="list-style-type: none"> <li>Readings: Craig &amp; Smyth (Ch 9) and Greenhalgh (Ch 15)</li> <li>Short quiz on readings</li> <li>Respond to instructor in discussion</li> <li>Respond to peer(s) in discussion</li> </ul>	<b>Scholarly Research Paper on Nursing Topic Due. Must be submitted to Moodle drop box by Dec XX.</b>
13	Wrap Up, Final Thoughts and Farewell	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Please submit a word document with your final 6 Moodle postings (to the Moodle assignment drop box).</b></li> </ul>

***Marking Guide for Assignment #1: Discussion Forum (first 4 = 10%; last 6 = 20%)***

Student: \_\_\_\_\_

***A letter and percentage grade will be given for each of the following categories:***

<i>20</i>	<p><b><i>Preparation</i></b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrated clear knowledge of readings, prior to participation in the discussion forum, as evidenced by reference to – and understanding of – assigned readings.</i></li> <li>• <i>Demonstrated links between course readings and clinical nursing practice, and ability to apply course readings to clinical examples and/ or experience.</i></li> </ul>
<i>20</i>	<p><b><i>Contribution</i></b></p> <ul style="list-style-type: none"> <li>• <i>Postings clearly contribute to and advance the online discussion</i></li> <li>• <i>Postings clearly reflect thoughtfulness and reflection when considering the instructor’s question and/ or other classmates’ postings</i></li> <li>• <i>Postings appear to spark interest from other classmates, and clearly extend the thinking of others.</i></li> </ul>
<i>20</i>	<p><b><i>Respect</i></b></p> <ul style="list-style-type: none"> <li>• <i>Postings clearly demonstrate respect for others by being courteous, using appropriate tone and language</i></li> <li>• <i>Postings are professional, affirming, and challenging in a considerate manner.</i></li> <li>• <i>Postings handle disagreement in a respectful and courteous manner.</i></li> </ul>
	<p><b><i>Format</i></b></p>

20

- Postings are all under 250 words
- Postings are free of errors in spelling, punctuation and grammar
- Postings are clearly in the appropriate topic thread, and easy for others to find.

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### **Learning**

20

- Postings indicate your overall learning and development throughout the course.
  - Clear examples of your increased understanding of how evidence and research can be used in nursing
  - Indication of what you have learned from your colleagues through the forum discussion
- 

100

**Total mark for first 4 postings:** ( \_\_\_\_\_ out of 100) X .10 = \_\_\_\_ / 10

**Total mark for final 6 postings:** ( \_\_\_\_\_ out of 100) X .20 = \_\_\_\_ / 20

### **Marking Guide for Assignment #3: Scholarly Paper on Nursing Problem and Research Literature (25%)**

Student: \_\_\_\_\_

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#### **APA format for references and use of headings**

10

- Referencing in text and reference list are in proper APA format – latest edition. (5 marks)
- Headings and sub-headings are in proper APA format - latest edition, (5 marks)

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#### **Writing style, grammar, spelling, and overall written expression of ideas**

20

- Minimal (or no) spelling, punctuation and grammatical errors (10 marks)
- Overall written expression (e.g., sentence and paragraph structure, good transitions between paragraphs, use of topic sentences, overall flow of writing, etc). (10 marks)

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#### **Introduction and Conclusion**

20

- Introduction clearly states problem/ topic, gives rationale for why this is an important topic for nurses, and gives a sense of the economic/ physical/ emotional/ human cost of the topic/ problem (10 marks)
- Conclusion clearly summarizes the main themes of the literature review, comments on the major strengths and weaknesses in the research evidence available on your topic, and gives implications for both future research (gaps in understanding) as well as changes in clinical nursing practice that the research literature suggests. (10 marks)

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#### **Main Body of Research Literature Review**

40

- Clear evidence of using appropriate and logical research themes to organize your literature review, as opposed to merely reviewing articles one by one (10 marks)

- Ability to compare and contrast the various articles (finding commonalities and differences (20 marks)
- Ability to identify (or surmise) what changes in nursing practice the research literature suggests, and what might be some of the main challenges in trying to implement some of these proposed changes in nursing practice (10 marks)

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**Overall Quality of Research Articles Used in Review**

10

- Includes at least 10 research articles (not literature reviews or discussion papers) that are relevant to topic, includes both qualitative and quantitative research articles (where possible), references are as recent as possible.

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**Total mark ( \_\_\_\_\_ out of 100) X .25 = \_\_\_\_ / 25**

100

**Comments:** \_\_\_\_\_

**Marking Guide for Assignment #4: Leading short discussion with peers on research problem (15%)**

Student: \_\_\_\_\_

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**Content of presentation:**

50

- Clear defines nursing problem/ topic
- Concisely identifies the main themes/ findings arising from the research literature review and what the research had to contribute about the topic/ problem
- Identifies to what extent you believe current nursing practice follows the 'state of the art evidence' you presented on – and one or two barriers you think exist to implementing the research evidence in nursing practice even more.

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**Generation of discussion:**

50

- Comes prepared with at least one open-ended discussion question for your peers
- Initiates and sustains the interest and functioning of the group discussion
- Response to class input and questions demonstrates that you have significant knowledge of the topic/ problem, and familiarity with the research literature you reviewed.



*Total mark* (            *out of 100*) *X.15 =*      / 15  
100

*Comments:* \_\_\_\_\_

DRAFT