Course Description

Course focuses on the critique of research studies for the purpose of determining implications for evidence-based practice. The research process will be applied to researchable nursing problems. The role of frameworks, ethics, research designs, sampling theory, and measurement strategies are emphasized.

Course Pre-requisites

NURS 6000 Theoretical Foundations for Advanced Nursing Practice
Previous undergraduate course in statistics

Course Co-requisites

NURS 6000 Theoretical Foundations for Advanced Nursing Practice (if not taken previously)

Course Objectives

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

A. Access relevant information needed to answer questions in nursing practice using appropriate scholarly databases available through technology
B. Utilize the research process to address an identified question in nursing
C. Interpret results of quantitative and qualitative data analyses
D. Critically analyze research using established criteria
E. Analyze the implications of research studies for evidence-based practice
F. Analyze the application of ethical principles to nursing research
A. Teaching methods
This is an online course, supported fully by Blackboard. Each student is responsible for his/her own learning activities. You set your own pace to complete weekly readings, activities, and assignments within the specified time frame. A weekly agenda is provided in each week's folder with required and optional activities for the week. Refer to the following instructions for course materials and interaction.

COURSE MATERIALS “RELEASE DAY"
Each “week” of this course typically begins on Monday (12:00 AM EST) and ends on Sunday (11:59 PM EST). The course outline/calendar on page 9 of this syllabus provides additional details with regards to the course schedule. Although we are online, this is a structured class. Graded assignments will be due on Sunday, so you can ask questions throughout the week and make corrections by the due date.

INTERACTION GUIDELINES
Participation by both the student and instructor is vital for this online course to succeed. We will handle our communication and participation electronically through the "electronic classroom." Three (electronic) communication tools will be used in this course to promote successful online interactions, including the Discussion Board, Chat, and Blackboard Email.

Discussion Board

Discussion Board Assignments (Required)
There will be 4 required (graded) discussion boards for this course. They are described in greater detail on page 10 of the syllabus.

Weekly Chat (Optional)
We will have a live, real-time chat session on a weekly basis. Chat is voluntary, and attendance will not affect your grade. We will primarily use our weekly chat sessions for questions, feedback, and clarification of any material (think virtual office hours). Our weekly chats are a great opportunity for additional feedback on assignments or content you find confusing.
Our weekly chat will take place on Mondays 6-7p Eastern Standard Time. The first chat will take place on Monday January 28, 2019. The last chat for this course will be on Monday April 29, 2019.

These are audio chats but feel free to turn on your web-cam if you have one. If you have technical problems or prefer, you can simply use your keyboard for text-based chat. The chat environment will be casual and friendly! At first, chatting may seem a bit awkward, but in a fully online course it is an effective way to connect with each other and participate in dialogue that is not typed!
The chat tool is activated by clicking on the Chat link in the Course Menu on the left side of your screen, and then entering the room by clicking on the course link. I will archive all chats that students attend so if you are unable to tune in for a chat you can
listen later. If you have a headset with a microphone this provides the best audio, but it is not necessary to purchase one for the chat session.

Chat room guidelines:

- You are welcome to chat among yourselves, but let's generally stay on the topic, please (and remember, chat sessions are recorded so this is not the place to complain, speak disparagingly, or say anything you don't want recorded)
- Please treat others with respect, the way you would want to be treated
- Introduce yourself when you speak – “Hi, this is Heidi. I want to ask a question about...” Without an introduction, it is impossible to tell who is speaking
- You are not obligated to participate in the chat for the full hour – you may leave or pop in at any point

**Email (Mail - through Blackboard) (Optional)**

You are always welcome to email me with any question or concern that is not appropriate for the Q&A forum. Please note that Blackboard works with its own internal mail system, which means all messages are sent, stored and read within your course on Blackboard, not through your own external mail. Please use Blackboard mail for any issues related to this course. **You can expect to hear back from me within 24 hours.** I usually check my Blackboard mail in the late afternoon or early evening, but this could vary based on my schedule.

To access mail, log on and go to your course, and click on Mail on the course menu on the left side of your screen. It is recommended that you check your mail at least once every day, so that you don’t miss important course information. If I need to send an email to the class I will communicate through Blackboard mail.

Blackboard provides a convenient indicator if you have unread mail waiting for you. Once you log into Blackboard, before clicking on a course link, look at the upper-left corner of your UMass Lowell Online Learning page, you will see a “My Messages” area. If there is new mail waiting for you, it will show up there. You can simply click on the link and you will be brought directly into your course mail system.

If I am your academic advisor or teaching a different course you are enrolled in, please keep those questions separate from this class and contact me via the UMass Lowell email system (Heidi_Fantasia@uml.edu).

**B. Evaluation Methods**

Your learning will be evaluated through various assignments, including quizzes, discussion board posts, small weekly assignments, and an article critique.

**C. Grading, Academic Standing and Course Progression**

Grade Equivalents for this course

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+ (Course Failure)</td>
</tr>
</tbody>
</table>
Academic Standing per the School of Nursing Graduate Handbook

- No more than 6 credits below a B (B-, C+, C) taken at UMass Lowell may be counted toward the Master’s degree. No graduate degree is awarded if the overall cumulative GPA is <3.0.
- The first time that a semester and/or cumulative GPA falls < 3.0 the student receives a letter of dismissal from the program. If the student appeals the dismissal, an appointed Graduate Program Professional Review Committee will be convened to determine if the student may return on probation. If allowed to return, it will be on a space available basis and the student’s progression may be affected. If the student is allowed to progress, the student, his/her advisor and the graduate program coordinator must meet within 30 days to determine a plan of action to meet the required conditions of probation to remain in the program.
- The second time the student’s cumulative GPA is <3.0 the student is automatically dismissed from the program.
- Students have the right to appeal any decisions related to academic issues by using the formal adjudication process for non-misconduct academic issues. Per UMass Lowell graduate policies, a student who believes that his or her final grade reflects an erroneous, capricious, arbitrary, or prejudiced academic evaluation may appeal the grade.

The University appeal procedures include:
Grade appeals:
Mobdayshttp://www.uml.edu/Catalog/Graduate/Policies/Graduate-Grade-Appeal-Process.aspx

Appeals related to Academic, Non-Misconduct Issues:
http://www.uml.edu/Catalog/Graduate/Policies/Graduate-Grade-Appeal-Process.aspx

D. Academic Integrity Policy

It is the students’ responsibility to familiarize themselves with the University policies of dishonesty and cheating. Definitions of academic dishonesty and prohibited academic practice and behavior can be found at http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx

A few definitions are provided here:
- **Cheating** - use, or attempted use, of trickery, artifice, deception, breach of confidence, fraud, or misrepresentation of one's academic work.
- **Fabrication** - falsification or invention of any information or citation in any academic exercise.
- **Plagiarism** - representing the words or ideas of another as one's own work in any academic exercise. You are not permitted to use assignments from other graduate courses for assignments in this course (a form of self-plagiarism). Your paper/assignments must reflect proper attribution for any materials used in the development of the assignment. Use of material from any source without appropriate citation and reference is plagiarism and will be treated as such. Plagiarism is grounds for a *non-negotiable failure* (a grade of zero) for the paper or
assignment with no option for a make-up assignment. In your writing, the expectation is that evaluation is based on clarity, creativity, depth of analysis and synthesis, organization, format, and style. Format, title page, referencing, and citing of sources is per the American Psychological Association (APA) format, 6th edition. All written work in this course will be checked with plagiarism software.

- **Facilitating dishonesty** - helping or attempting to help another commit an act of academic dishonesty, including substituting for another in an examination, misrepresenting oneself, or allowing others to represent as their own one’s papers, reports, or academic works.

Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. The procedures outlined at the links above are intended to provide the process by which sanction may be imposed if it appears that academic dishonesty has occurred, and by which students may appeal such sanctions.

E. **Ethics and Decorum**
Classroom conduct is an essential element to the learning environment for all students, even in a virtual classroom. Netiquette stands for Network Etiquette. It refers to proper behavior while interacting online. The golden rule of netiquette is essentially to treat people as you would want to be treated. Please be polite and considerate. With online communication and email, it is difficult to evaluate tone and writing might seem abrupt or harsh when that is not your intent. Think about whether your comment could be misinterpreted because misunderstandings can be common online. Please consider re-reading your email or discussion thread prior to hitting send or post to allow for another chance at editing. Classroom discussions via chat or discussion boards may involve private patient information, sensitive and controversial health issues, and critique of health care environments; discussions may involve sharing personal beliefs, values and relevant experiences. All discussions should adhere to HIPPA guidelines, professional ethical comportment, and remain within the group.

F. **Graduate Level Solomont School of Nursing Professional Clinical and Classroom Competencies Contract**
All students must meet the Professional Competencies Contract of the Solomont School of Nursing in this course (see end of syllabus). Grading of the Solomont School of Nursing’s Graduate Level Professional Competencies is Pass/Fail, which means that if you fail these competencies you can fail the course despite successful grades in the course. Successful demonstration of these competencies is essential for passing any clinical or didactic course. A warning may be given at any time during the semester. However, any student who is unable to demonstrate these competencies at a level that is considered to be safe to practice or potentially harmful to others, at any time during the semester will fail the course despite academic grades earned. Please read the competencies. Because this is an online class they do not need to be signed and handed in, but you will be held to these standards in this course.

I. **Student Disability Services**
In accordance with University policy and the Americans with Disabilities Act (ADA), I will happily accommodate students with documented disabilities confirmed by the Office of Disability Services at the University of Massachusetts Lowell. If you have a documented disability that will necessitate academic accommodations, please notify me privately via mail or during office hours (if you are on campus). If you have a disability and are not currently receiving accommodations, please contact the Office of Disability Services to arrange accommodations moving forward. Communicating your individual needs can allow us to co-develop learning strategies that will hopefully lead to academic success.

Additionally, Student Disability Services supports software for ALL students. Read & Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website:
https://www.uml.edu/IT/Services/Software/Read-Write-Gold.aspx

For detailed information contact: Disability Services, The Wellness Center, University Crossing Suite #300, phone 978-934-6800. Email: disability@uml.edu
Website: https://www.uml.edu/student-services/disability/default.aspx

J. Centers for Learning and Academic Support Services (CLASS)
For detailed information contact: CLASS, O'Leary Library, UMass Lowell South, phone 978-934-2936. (http://www.uml.edu/CLASS/)

K. Zuckerberg College of Health Sciences Policies
All students must adhere to the Zuckerberg College of Health Sciences Policies including the Social Media Policy which can be found at: http://www.uml.edu/Health-Sciences/Current-Students/Student-Policies.aspx

The Zuckerberg College of Health Sciences recognizes that all involved in health care have a moral, ethical and legal responsibility to maintain individual’s rights to privacy. HIPAA protects patient privacy by law and includes any individually identifiable patient information in oral or recorded form where the information could identify an individual by name, medical condition, demographic data or other means. Students in the Zuckerberg College of Health Sciences are expected to act with honesty, integrity and respect the privacy rights of others. All students in the Zuckerberg College of Health Sciences are expected to meet their professional responsibilities when using social media and other electronic networks including, but not limited to, blogs, instant messaging, social networking sites, email, public media sites and photographs. This policy prohibits posting written material or photographs that identify patients, health care agencies, educational institutions, other students in clinical sites/didactic courses, or patient related activities. This policy applies whether using University devices and computers or personal equipment. In addition, all Zuckerberg College of Health Sciences students are required to abide by clinical agency policies related to the use of social media and technological resources. Failure to adhere to this policy may result in probation, suspension or dismissal from the Zuckerberg College of Health Sciences and/or legal prosecution under the requirements of HIPAA

L. Credit Hour Policy
Federal definition of a credit hour requires that for every course credit awarded, a course must offer 15 hours of instructor led course activities and 30 hours of out-of-class student work. 

It is the expectation is that for every one hour of class time students will need to complete a minimum of two (2) hours of pre-and post-work outside of class time. For a 3-credit graduate level course (NURS 6010), this equals a **minimum** of six hours each week that is devoted to reading/learning/reviewing material in addition to time spent learning weekly content. Additional time will be needed to complete writing assignments and quizzes.

### Course Requirements

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percent</th>
<th>Due Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Required Ethics Training</td>
<td>P/F</td>
<td>09/30/18</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>15%</td>
<td>9/23, 10/7, 11/4, 12/2</td>
</tr>
<tr>
<td>Brief Assignments</td>
<td>20%</td>
<td>9/16, 10/14, 10/28, 11/18</td>
</tr>
<tr>
<td>Research Quiz 1</td>
<td>20%</td>
<td>10/21/18</td>
</tr>
<tr>
<td>Article critique</td>
<td>20%</td>
<td>11/11/18</td>
</tr>
<tr>
<td>Research Quiz 2</td>
<td>25%</td>
<td>12/09/18</td>
</tr>
</tbody>
</table>

### Grading Rubrics
 Provided at the end of the syllabus

### Textbook/Readings

**Required**


**Required Articles**

Required articles for class and assignments will be posted on Blackboard in the corresponding folder for each week. Assigned text book and article readings should be completed each week to keep current with the course content.

**Required Software**

This course uses Microsoft Office applications. Students will be submitting written assignments in Word. The University of Massachusetts Lowell provides students free
access to Office 365 for up to 5 devices. If you wish to download this software please visit:
https://www.uml.edu/IT/Services/Software/myoffice-for-students.aspx
# Course Outline & Calendar

## Content Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Course Topics</th>
<th>Readings**</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/22/19-1/27/19</td>
<td>Overview of Evidence Based Practice Review of Research Methods</td>
<td>G, G &amp; S: Ch. 1-4</td>
<td>Disc board introductions</td>
</tr>
<tr>
<td>3</td>
<td>2/04/19-2/10/19</td>
<td>Objectives, Questions, Variables</td>
<td>G, G &amp; S: Ch. 6</td>
<td>Disc Board</td>
</tr>
<tr>
<td>4</td>
<td>2/11/19-2/17/19</td>
<td>Frameworks</td>
<td>G, G &amp; S: Ch. 8</td>
<td>Harvard human rights training certificate due by midnight 2/10</td>
</tr>
<tr>
<td>5</td>
<td>2/18/19-2/24/19</td>
<td>Ethics</td>
<td>G, G, &amp; S: Ch. 9</td>
<td>Disc Board</td>
</tr>
<tr>
<td>6</td>
<td>2/25/19-3/03/19</td>
<td>Quantitative Methods</td>
<td>G, G &amp; S: Ch. 3 as review Ch. 10</td>
<td>Brief assignment</td>
</tr>
<tr>
<td>7</td>
<td>3/04/19-3/10/19</td>
<td>Sampling &amp; Data Collection</td>
<td>G, G &amp; S: Ch. 15 &amp; 20</td>
<td>Research Quiz 1 Due</td>
</tr>
<tr>
<td></td>
<td>3/11/19-3/17/19</td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/18/19-3/24/19</td>
<td>Measurement Concepts</td>
<td>G, G &amp; S: Ch. 16-17</td>
<td>Brief assignment</td>
</tr>
<tr>
<td>9</td>
<td>3/25/19-3/31/19</td>
<td>Statistics</td>
<td>G, G &amp; S: Ch. 21-22</td>
<td>Disc Board</td>
</tr>
<tr>
<td>10</td>
<td>4/01/19-4/07/19</td>
<td>Statistics</td>
<td>G, G &amp; S: Ch. 23-25</td>
<td>Quantitative Critique Due</td>
</tr>
<tr>
<td>11</td>
<td>4/08/19-4/14/19</td>
<td>Qualitative Methods</td>
<td>G, G, &amp; S: Review Ch. 4; Ch. 12</td>
<td>Brief assignment</td>
</tr>
<tr>
<td>12</td>
<td>4/15/19-4/21/19</td>
<td>Intervention Research Outcomes Research</td>
<td>G, G &amp; S: Ch. 11 &amp; 13</td>
<td>No assignment</td>
</tr>
<tr>
<td>13</td>
<td>4/22/19-4/28/19</td>
<td>Critical Appraisal Evidence Synthesis</td>
<td>G, G &amp; S: Ch. 18 &amp; 19</td>
<td>Disc Board</td>
</tr>
</tbody>
</table>
**Required articles for each week are posted on Blackboard in the corresponding folder for that week**

### Assignments

**Harvard University Non Affiliate—Protecting Human Research Participants Training (P/F) Due by midnight 2/10/19**

Students will submit proof of certificate completion. Website: [https://cuhs.harvard.edu/required-ethics-training](https://cuhs.harvard.edu/required-ethics-training) Please click on Non Harvard Researcher required training.

Upon completion of the course you will be able to access your certificate that indicates the date you completed the training. Please submit this certificate to course faculty by the due date via the Blackboard assignment tool in the Week 4 folder. Certificates must be converted to a word document or PDF file to be uploaded to the assignment tool. Other forms of documentation including web archives, web links, screen shots, and jpeg images are not accepted. Students must provide the certificate on time. Failure to complete the assignment will result in failure of the course. **Certificates that have been earned within the past year will also be accepted.** If you have completed human subjects ethics training within the past year provided by the Collaborative Institutional Training Initiative (CITI), you may instead submit a copy of the CITI Ethics Training Certificate. Evidence of human subjects protection is required if you participate in any research with faculty and the certificate is valid for 3 years from the date of completion. **Please keep a copy for yourself**

### Discussion Board Threads: Due 2/4, 2/18, 3/25, 4/22

You will have 4 discussion boards due for this course. I will provide the question/topic for the week that all students will respond to. Each discussion board post is worth 100 points and the average of all your discussion board posts will be 15% of your overall course grade.

For each discussion board, you will be required to make an original post (respond to the question or topic that I posted) and respond to at least one classmate. Please make your original post by the end of the day on Thursday so there is time for your classmates to read and respond. If everyone waits until the end of the online week to post, then there isn’t much time left for meaningful interaction and responses may be rushed.

Each discussion board must be completed (original post and response post) by 11:59pm on Sunday (end of the online week) in the week in which it was assigned. A 5-point grade deduction will be taken for each day the assignment is late.

The grading rubric that will be used for all discussion boards is provided at the end of the syllabus.

### Brief Assignments: Due 1/28, 2/25, 3/18, 4/8

You will have 4 brief assignments due for this course. These assignments will consist of 4 questions relating to the topic for the week or a research article that we read. Each assignment is worth 100 points (each question is worth 25 points) and your grade will be
based on your correct answers to the questions. Partial credit will be given as appropriate. The average of all your brief assignments will be 20% of your overall course grade. The purpose of these brief assignments is to help you synthesize and apply the information that you learned that week. This is an *individual assignment* that assesses your knowledge of the content. Each assignment must be uploaded to the corresponding assignment tool on Blackboard which will be in the folder for that week. The assignment must be completed by 11:59pm on Sunday (end of the online week) in the week in which it was assigned. All assignments will be checked for plagiarism. A 5-point grade deduction will be taken for each day the assignment is late.

**Research Quiz 1: Due 3/10/19 by 11:59pm**
This is an online assessment of material covered through week 7. This quiz can be accessed via Blackboard in the week 7 folder and will be visible during the dates it is open. It contains 50 multiple choice questions. You will have 1 ½ hours (90 minutes) to complete the questions once you begin and you must finish in one sitting once you start. This quiz can be taken any time during these dates: *03/07/19 (12am) – 03/10/19 (11:59pm)*. You may use your textbook and your notes, but this is an *individual effort*. You should not be discussing the content with your classmates during the dates the quiz is available. You are expected to adhere to the UML policy for academic integrity which can be found here: [http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx](http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx)

**Research Quiz 2: Due 04/29/19 by 11:59pm**
This is an online assessment of material covered from week 8 through 14 with additional concepts from earlier weeks. This quiz can be accessed via Blackboard in the week 14 folder and will be visible during the dates it is open. It contains 50 multiple choice questions. You will have 1 ½ hours (90 minutes) to complete the questions once you begin and you must finish in one sitting once you start. This quiz can be taken any time during these dates: *04/26/19 (12am) – 04/29/19 (11:59pm)*. You may use your textbook and your notes, but this is an *individual effort*. You should not be discussing the content with your classmates during the dates the assessment is available. You are expected to adhere to the UML policy for academic integrity which can be found here: [http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx](http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx)

**Helpful tips for doing well on the research quizzes:**

Although you may use your weekly lecture notes and your text, you only have 90 minutes to answer 50 questions for each quiz. Searching for answers in the notes and book will take up a lot of time, and many of the questions require an application of knowledge in which a direct answer won’t be in the book. Please do not rely on checking your book and notes as a main strategy when you take the quizzes. If you completely draw a blank on a question and need to quickly refer to your book that is fine, but if you do this for many of the questions you will not finish the quiz. You should be completing all the readings each week and using the lecture notes to supplement your reading – the notes are not a substitute for reading the text. Open book/open note tests and quizzes do not mean that you don’t need to study!
Weekly chats, while not mandatory, are a great opportunity to ask for clarification and get feedback. I often find chat sessions are underutilized by students. The A&Q Discussion Forum, also not mandatory, can be utilized in the same way – feel free to ask questions in this forum and go ahead and answer your classmates – the same way you would if you were in a traditional classroom. Don’t stockpile all your questions and wait until right before a quiz to ask for help with a concept. Ask questions as we go along – this will help you keep up to date and make the content less overwhelming. Remember, if you have a question related to the course material please post it in the Q&A Forum – that way the entire class can benefit from your question and my answer.

Prior to starting the quizzes, make sure that you have a full 90 minutes of uninterrupted time to take the quiz – you cannot save your progress and finish it at a different time. Also, make sure you have a reliable Internet connection. Do not rely on Internet that is provided to large numbers of people and may be slow or sketchy (hotels, cafes, public spaces, etc.) Be organized! I suggest downloading the lecture notes and any assigned articles to a folder on your desktop, hard drive, or memory device – labeled so that you understand the week and topic area. This way you will have quick access to materials you might need.

**Quantitative Article Critique: Due 04/01/19 by 11:59pm**
Detailed guidelines for the quantitative critique are provided below. This is an *individual* assignment.


The link to this article is in the week 8 folder and in the week 10 folder. I made the link available 3 weeks prior to the due date for those who want to begin the assignment earlier than the week it is due. However, you can access the article at any time through the UML library.

**Directions:** Please follow the outline below and use header format in the paper as suggested by APA guidelines. Adhere to APA format throughout the paper. If you do not get the APA format correct, you will lose 5% automatically so please review it before you write this paper. All graduate nursing students should have the APA Manual, 6th edition as it is required for all writing assignments in the Solomont School of Nursing. It is also a required book for this course. Please double space, using 12-point font, and leave 1-inch margins. This critique should be a **maximum of 5 pages of text** (this does **NOT** include the cover page which is also expected and a reference page which should include the article and at least 2 other references used to help write the paper). To write this critique in 5 pages, you must take care to not repeat what is in the article, which I, the reader, have also read. So, your text should focus on critiquing each section, not summarizing what is in the article. An abstract for this assignment is not required.
Please note this is a critique of the overall research process and communication of the study and not a critique of the editorial format of the journal (use of color, font, placement of tables/graphs, final layout, etc.). Remember, the purpose of a critique is not to find fault with everything or conversely, to praise every part of the article. All research has inherent strengths and weaknesses. You are to consider those in light of the research design and aim of the study.

**Brief Paper Introduction** (5%)
- Describe the purpose of this paper (not the research article) – why do we critique research?

**Research Problem and Study Purpose** (5%)
- Critique the research problem
- Critique the study purpose
- Critique the research question
- Critique the research objectives

**Literature Review** (5%)
- Critique the literature review - Too long? Too short? Comprehensive or too superficial? Did the literature review provide enough background information for you to understand why this study was done? Was the majority of literature current at the time of publication?

**Study Design** (20%)
- What type of study design is this (name the design)? Critique the strengths and weaknesses of this design.
- If present, identify the hypotheses in the study. Are they simple, complex, directional or non-directional? If there is no hypothesis, is the research question or study aims clear and appropriate?
- What is/are the major dependent/outcome variable(s) and what are the major independent variables?
- Was a conceptual or theoretical framework used? If yes, critique how it was used. If not, critique the lack of its use in a study – if absent, should one have been used with this study design?
- Are ethical concerns adequately addressed?

**Methods** (25%)
- **Sample**
  - Identify:
    - the type of sampling design and critique this
    - the target population and the sample obtained – was it representative or not and how do you know?
    - the sample itself and discuss sample bias
    - recruitment issues in the study
- Was the sample size adequate – why or why not?
- **Instruments**
  - How were the data collected?
  - Did the authors mention reliability and validity of the data?
  - Comment on how valid and reliable you think the data are
  - Critique the method of data collection and any surveys or questionnaires or instruments used to gather data
  - Who collected the data – any potential bias there?
- **Data Analysis**
  - List all the types of data analyses used. Refer to our course text, lecture notes, or using another statistical resource and state briefly what they are and why they were appropriate
  - Results: Critique - Were the results clearly presented – were the tables and graphs understandable?

**Implications for Nursing Practice:** (20%)

- Critique the authors’ discussion of their results and their implications for practice in the discussion and conclusion of the article.
- State whether you agree or disagree with their conclusion and why.
- Did they over reach their claims? Are the claims based on the data they collected? Why or why not?
- Do you have additional suggestions to make in terms of this section? Did they leave out any implications for practice?
- Support your statements (don’t just agree or disagree with the authors – justify your critique
- Implications are important – this section is worth 20% of your grade so it should be more than just a few sentences!

**Conclusion of Paper:** (5%)

- Overall summary of Study Critique (not a summary of the article – (I know what the authors did); strengths and weaknesses summarized
- Make recommendations for future evidence-based research

**General Writing Style:** (10%)

Includes attention to proper grammar and spelling, ability to communicate well in writing, careful editing of one's work, good paragraph development with complete sentences, and following of proposed guideline. Please note the bullets in the outline are to help you to include the material in each section but you should not write the critique using bullets! Well-developed paragraphs in each of the sections are expected.

**APA format:** (5%)
This includes cover page, references in the text and on reference page at the end, and paragraph section headings. Refer to your APA manual for how to cite correctly.

**UML Academic Integrity Policy:** All students are advised that there is a University policy regarding dishonesty and cheating. This is an individual assignment. Submissions will be
checked for plagiarism. It is the students’ responsibility to familiarize themselves with these guidelines. If necessary, contact me regarding these policies. They are available at: http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx
# NURS 6010 Discussion Board Rubric

Total possible points = 100

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>• Rich content</td>
<td>• Substantial information</td>
<td>• Information presented is thin and commonplace</td>
<td>• Rudimentary and superficial</td>
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<tr>
<td></td>
<td>• Full of thought, insight, and analysis</td>
<td>• Thought, insight, and analysis present but not fully developed</td>
<td>• Analysis and insight are weak</td>
<td>• No analysis or insight is displayed</td>
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<tr>
<td></td>
<td>• Able to understand opposing viewpoints</td>
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<tr>
<td><strong>Connections</strong></td>
<td>• Clear connections to previous or current content</td>
<td>• Connections are made but no new insight offered</td>
<td>• Limited, if any connections</td>
<td>• No connections are made</td>
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<tr>
<td></td>
<td>• Ideas supported with references beyond textbook and lecture notes</td>
<td>• Obvious restatement of content (taken directly from lecture notes or book)</td>
<td>• Vague generalities not supported by references</td>
<td>• Off topic, confusing or incorrect</td>
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<tr>
<td><strong>Uniqueness</strong></td>
<td>• New ideas made with depth and detail</td>
<td>• New ideas or connections but lacking depth and/or detail</td>
<td>• Few, if any new ideas or connections</td>
<td>• No new ideas</td>
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<tr>
<td></td>
<td>• Supported with references, articles, websites</td>
<td></td>
<td>• Rehash or summarize other postings</td>
<td>• Statements that praise or compliment “I agree with...” “Great post!”</td>
</tr>
<tr>
<td><strong>Interaction</strong></td>
<td>• Original and response post submitted on time</td>
<td>• Original post after Thursday; response on time</td>
<td>• Original post after Thursday; response on time</td>
<td>• Original and/or response post submitted past due date or</td>
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<tr>
<td></td>
<td>• Responds to one or more classmates</td>
<td>• Responds to one classmate</td>
<td>• Responds to one classmate</td>
<td>• No response or</td>
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<td></td>
<td>• Response insightful and appropriate</td>
<td>• Some insight offered</td>
<td>• Limited or no insight</td>
<td>• Response rude, inappropriate, hostile or lacking insight</td>
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<tr>
<td><strong>Grammar &amp; Format</strong></td>
<td>• Few or no grammatical, spelling or typographical errors</td>
<td>• Several grammatical, spelling or typographical errors</td>
<td>• Grammatical or typographical errors interfere with understanding of content</td>
<td>• Grammatical or typographical errors make understanding impossible</td>
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<tr>
<td>NURS 6010 Grading Rubric: Quantitative Critique</td>
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<td><strong>Poor or absent</strong></td>
<td><strong>Needs improvement, many errors</strong></td>
<td><strong>Meets expectations, minimal errors</strong></td>
<td><strong>Exceptional, few or no errors</strong></td>
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<tr>
<td>Introduction Points: 0 (0%)</td>
<td>Points: 2 (2%)</td>
<td>Points: 4 (4%)</td>
<td>Points: 5 (5%)</td>
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<tr>
<td>Problem and Purpose Points: 0 (0%)</td>
<td>Points: 2 (2%)</td>
<td>Points: 4 (4%)</td>
<td>Points: 5 (5%)</td>
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<tr>
<td>Literature Review Points: 0 (0%)</td>
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<td>Study Design Points: 0 (0%)</td>
<td>Points: 10 (10%)</td>
<td>Points: 15 (15%)</td>
<td>Points: 20 (20%)</td>
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<td>Methods Points: 0 (0%)</td>
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<td>Points: 20 (20%)</td>
<td>Points: 25 (25%)</td>
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<tr>
<td>Implications Points: 0 (0%)</td>
<td>Points: 10 (10%)</td>
<td>Points: 15 (15%)</td>
<td>Points: 20 (20%)</td>
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<tr>
<td>Conclusion Points: 0 (0%)</td>
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<td>Points: 4 (4%)</td>
<td>Points: 5 (5%)</td>
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<td>General Writing Style Points: 0 (0%)</td>
<td>Points: 5 (5%)</td>
<td>Points: 8 (8%)</td>
<td>Points: 10 (10%)</td>
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<tr>
<td>APA format Points: 0 (0%)</td>
<td>Points: 2 (2%)</td>
<td>Points: 4 (4%)</td>
<td>Points: 5 (5%)</td>
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Graduate Level Professional Clinical and Classroom Competencies Contract

All Master’s students are expected to sign and adhere to the following Essential Professional Competencies in both clinical and/or didactic settings. This contract is to be signed by all students in Master’s level nursing courses.

1. Demonstrates effective verbal and non-verbal communication.
2. Assumes responsibility for own actions and outcomes
3. Demonstrates acceptance of limited knowledge and experience
4. Follows through on commitments, is dependable and punctual
5. Demonstrates self-direction in seeking learning opportunities
6. Shows respect for others in the classroom.
7. Accepts constructive feedback when offered
8. Seeks validation of clinical judgments with faculty and/or preceptor
9. Able to separate personal issues from professional responsibilities
10. Keeps the patient/client/resident as the priority
11. Respects cultural and personal differences of others; is not judgmental about patients’/clients’, residents’ or other students’ lifestyles
12. Sets priorities and reorganizes as necessary
13. Projects professional image/demeanor

Grading of the School of Nursing’s Graduate Level Professional Competencies is Pass/Fail. Successful demonstration of these competencies is essential for passing any clinical or didactic course. A warning may be given at any time during the semester. However, any student who is unable to demonstrate these competencies at a level that is considered to be safe to practice or potentially harmful to others, at any time during the semester will fail the course despite academic grades earned.

CONTRACT: I have read the 13 professional competencies that are required for nursing courses in the graduate program. I agree that successful demonstration of these competencies is essential for my passing this nursing course at the University of Massachusetts Lowell.

Student Name (Please Print): ______________________________________________________

Student Signature: ___________________________________ Date: _____

Faculty Signature: ___________________________________ Date: _____