

Module 1

Objectives

1. Identify writing perspectives from background in writing.
2. Document perceptions of writing explaining rationale.
3. Focus on research components and questions.

Overview

A research scholarly work is a requirement for graduation in the Master's program. While there are many types of scholarly works, this course will focus on the development of an *integrated literature review*. An integrated literature review is a synthesis of available research on a given topic. Based on an exhaustive search of the literature, the review is designed to discover inconsistencies and account for variability in studies that may appear to be similar. Outcomes of integrated reviews include the following: (1) meaningful generalizations of research findings, (2) generation of relevant theories, (3) resolution of conflicts, and (4) identification of areas for future research.

Required Readings

1. **Article 1:** Gopen, G. D., & Swan, J. A. (1990). The Science of Scientific Writing. Retrieved from <https://www.americanscientist.org/issues/issue.aspx?id=877&y=0&no&content=true&page=4&css=print>
2. **Article 2:** Hallas, D., & Feldman, H. (2006). A guide to scholarly writing in nursing. Retrieved from http://www.nсна.org/portals/0/skins/nsna/pdf/imprint_sept06_backschool_hallas-feldman.pdf
3. **Article 3: Published Integrated Literature Review Exemplars - pick one that interests you and read it.** (You will need to find it through the library. Alternatively you can search for a topic of interest and limit it to "reviews.")
 - a. Ackerson, K., & Gretebeck, K. (2007). [Factors influencing cancer screening practices of underserved women](#). *Journal of the American Academy of Nurse Practitioners*, 19(11), 591-601. doi:10.1111/j.1745-7599.2007.00268.x
 - b. Charlton, C., Dearing, K., Berry, J., & Johnson, M. (2008). [Nurse practitioners' communication styles and their impact on patient outcomes: An integrated literature review](#). *Journal of the American Academy of Nurse Practitioners*, 20(7), 382-388. doi:10.1111/j.1745-7599.2008.00336.x

- c. Crosson, D., & Pickler, R. (2004). [An integrated review of the literature on demand feedings for preterm infants](#). *Advances in Neonatal Care*, 4(4), 216-225.
- d. Espinosa, L., Young, A., & Walsh, T. (2008). [Barriers to intensive care unit nurses providing terminal care: An integrated literature review](#). *Critical Care Nursing Quarterly*, 31(1), 83-93.
- e. Mancuso-Murphy, J. (2007). [Distance education in nursing: An integrated review of online nursing students' experiences with technology-delivered instruction](#). *Journal of Nursing Education*, 46(6), 252-260.
- f. Mcilvoy, L. (2004). [Comparison of brain temperature to core temperature: A review of the literature](#). *Journal of Neuroscience Nursing*, 36(1), 23-31.
- g. Moore, G., Gertz, M., & Manias, E. (2007). [Homelessness, health status and emergency department use: An integrated review of the literature](#). *Australasian Emergency Nursing Journal*, 10(4), 178-185.
- h. O'Neill, E., & Morrow, L. (2001). [The symptom experience of women with chronic illness](#). *Journal of Advanced Nursing*, 33(2), 257-268. doi:10.1046/j.1365-2648.2001.01653.x
- i. Sames J, & Davis DL. (2008). [Are decision aids valuable tools during the genetic counseling process? An integrated literature review](#). *Journal of Gynecologic Oncology Nursing*, 18(3), 19-27.
- j. Stampley, C., Mallory, C., & Gabrielson, M. (2005). [HIV/AIDS among midlife African American women: an integrated review of literature](#). *Research in Nursing & Health*, 28(4), 295-305.
- k. Strunk, J. (2008). [The effect of school-based health clinics on teenage pregnancy and parenting outcomes: An integrated literature review](#). *Journal of School Nursing*, 24(1), 13-20. doi:10.1177/10598405080240010301

Activity:

1. Reflect upon your experience with scholarly writing. In 100-120 words, write about your experience with scholarly writing. What do you enjoy or not enjoy? Identify why you feel this way.

*Consider "academic writing" as a synonym for scholarly writing

2. After review of the [articles 1 & 2](#), document strategies to improve your writing. List these strategies and prioritize the top 5.
3. Read your selected Published Integrated Literature Review Exemplar article from the a-k list (Article #3). Document two strategies that the author employed when writing the literature review.

How I Will Grade This Module

In order to receive full credit for the weekly discussion:

1. Submit **2 items to the Assignments section of this course**.
2. One (1) posting should be 100-120 words about your experience.

3. One (1) posting should be **your Top 5 writing strategies after reading Article 1 and 2.**
 4. Finally, you should begin to focus on your **PICO research question** after **reviewing your selected Published Integrated Literature Review Exemplar article** from the list a-k.
 5. In order to be counted, the postings should be **under the correct discussion topic.**
 6. **Grades for discussion board postings are based on completeness, accuracy, organization, clarity, and timeliness. Grading is one of three options: 100% (met all criteria), 50% (met some criteria but not all), or 0% (met no criteria).** Think of the Discussion Forum as attending class. Just as you should pay attention in class, you should read all the postings. Usually, logging on every 1-2 days helps to keep you a part of the class.
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Module 2

Objectives

1. Define integrated literature review.
2. Articulate the role of the integrated review in ensuring patient care and health care management decisions are research-based.
3. Identify gaps or areas of uncertainty in health care or clinical practice.
4. Distill identified health care and practice gaps into a focused, researchable question.

Getting Started

I will stress that ***asking an answerable question is perhaps the most critical element of EBP.*** If you ask a focused question, you can get a focused answer. If you ask an ambiguous question, you get an ambiguous answer. In EBP, ambiguity = inability to clearly address the practice situation.

There are several types of questions, but all have two things in common – *clearly defined populations* and *outcomes*.

Population: This is the patient population of interest. It takes things like diagnosis, gender, age, and other defining characteristics into consideration. You may be interested in overweight adolescents, older adults with DM, or all patients diagnosed with colon cancer.

Outcome: This is the outcome measure of interest – the “end result” of the research. It should be specific and measurable. It might be pain as measured by a scale, glucose control as measured by HbA1c, mortality, admission to hospital, or five-year survival.

Depending on the type of question you ask, there are two other possible components – *intervention* and *comparison*.

Intervention: This is the treatment, exposure, therapy, or diagnostic test being evaluated. It is often the newer therapy.

Comparison: This is the treatment, exposure, therapy, or diagnostic test being used as a comparison to the intervention. It is frequently an existing therapy considered “standard of care.”

Putting all the elements together, you have a population, intervention, comparison, and outcome formulating the PICO question.

See also the **Question Templates for Asking PICOT Questions** in Box 2.1 on page 31 of the Melnyk text. Feel free to use these templates as you formulate your PICO. In fact, the Melnyk text does an excellent job of walking through the entire process of developing an appropriate EBP question.

Required Readings

Melnyk & Fineout-Overholt, *Evidence-Based Practice in Nursing & Healthcare* - Chapters 1 & 2

Activity 1:

Clearly identify all PICO elements of your question. Remember, every question requires a P and an O, while only some require I and C. Formulate at least three (3) different PICO questions using the population and outcome of interest to you. Put them in rank order of interest to you. Post them to the Module 2 Required Postings discussion forum.

Activity 2:

Provide constructive feedback to at least 2 of your classmates regarding their PICO elements and questions. Response postings must be more than an “electronic high five.” Posting something like, “I agree with what you have said. You did a good job. This is an important topic.” will not count as a response posting. Your response posting should extend the conversation. You must make the conversation broader or deeper with your posting. The most effective method to accomplish this is to end your posting with an open-ended question. I will be looking for these open-ended questions when evaluating your postings.

Activity 3:

Submit the one (1) PICO question you want to use as the research question for your paper to the Assignments section of this course.

How I Will Grade This Module

In order to receive full credit for the weekly discussion:

1. Post at least **3 times to the Discussion Board** and submit **2 items to the Assignments section of this course**.
2. One (1) posting should be an **initial PICO elements and questions posting**.
3. At least 2 postings should be **responses to other students' PICO elements and questions**.
4. You must submit the **PICO research question** for your paper to the Assignments section of this course.

Module 3

Objectives

1. Develop a writing timeline for the entire term playing close attention to due dates.

Developing a Writing Timeline

Availability of time is one of the most important factors that influences the success or failure of your writing efforts. No one has an excess of time. Efficient time management while writing your EBP paper is one of the most important ways you can ensure you do your best work. Two kinds of time are needed to write a quality EBP paper: (1) lead time before the deadline, and (2) quality time while you are preparing the paper.

Lead Time Prior to the Deadline: You must be aware of all deadlines for elements of your paper. These are listed in the syllabus. You are responsible for knowing them. Technical issues such as Webcourses maintenance, server downtime, and ISP problems are common. Be aware of scheduled down time for Webcourses. Furthermore, unexpected issues such family emergencies and work situations can further complicate things. There are few things more stressful than rushing at the last minute to submit a required document. Set your personal deadlines several days prior to the required due date to allow for technical issues. Having the document ready for submission 1-2 days in advance will significantly reduce stress levels and allow you to deal with unexpected issues without panicking.

Early submissions are typically reviewed and returned more quickly which affords you extra time for revising drafts.

Quality Time While Preparing the EBP Paper: You have the luxury of planning ahead to meet the deadlines in this course. I recommend you start by freeing up what time you can. Look critically at your personal and professional obligations. Drop, defer, and delegate whatever you can until your EBP paper is complete. Perhaps you can find a temporary stand-in for committee assignments or other activities. The operational words for achieving quality time are 'planning' and 'coordination.' It is difficult to make arrangements at the last minute. Plan ahead and coordinate with other key individuals.

The most efficient approach to writing your EBP paper involves blocking time for that purpose. Set aside time every day (1-2 hours) and protect that time by making it a formal entry on your calendar. You must then discipline yourself to keep that appointment with yourself. If you are a 'morning person,' set aside time in the morning. If you are more efficient some other time of the day, set the time aside then. To optimize the efficiency with which you utilize this block of time, I recommend you set up a writing timeline that allows you to accomplish a little bit of your paper every day. Consistently writing a little bit every day makes the process of writing the paper much more manageable, keeping it from becoming the daunting or intimidating process some fear it to be. To assist you with this, I have taken the elements of the grading rubric and created a writing timeline table for you to use. (*You can find the timeline document in the Module 1 folder for this class.*)

Successfully completing this EBP paper is easier if you remember these keys:

1. Know all deadlines
2. Allow time to deal with the unexpected
3. Drop, defer, or delegate what you can
4. Set aside 'productive' time every day to write
5. Be disciplined and keep your writing 'appointment'

Activities

You probably already have a potential topic in mind for your EBP paper. There is a population, disease, or intervention that's been tugging at you for some time. Let's channel this interest into an answerable PICO question. After completing the required readings, take time to clearly write the PICO elements of your question that reflect the topic of your EBP paper. *What is the population? What is the intervention? What is the comparison? What is the outcome?*

Remember, the population and outcome are always required. Depending on the type of question you ask, the intervention and comparison may be required. Because students frequently have to tweak their question, it is important to formulate several possible questions using the population and outcome of interest to you. Use the templates found in Box 2.1 on page 31 of the Melnyk text to help with this process. You may choose any type of question other than a "Meaning" question.

Develop a question for your evidence-based project. The question must be relevant to your program of study. If you are an ANP/FNP/PNP student, you are required to ask a primary care clinical question. If

you are a CNS/CNL student, you must ask an acute care question. If you are a management/leadership student, you must ask a question related to management or leadership. If you are an education student, you must ask an education-related question. (NOTE: Education students may alternatively ask a clinical question in their area of focus.) Your question must be approved prior to continuing with your project.

Activity:

Develop a writing timeline for your paper this semester and submit it to the Assignments section of this course.

The due dates for all postings are clearly noted in the syllabus. All postings will be evaluated on the basis of completion of the assignment, accuracy, organization, and clarity of the response, and timeliness. References should be used wherever necessary. Adherence to APA guidelines is expected.

How I Will Grade This Module

In order to receive full credit for the **Timeline Assignment**:

1. You must submit your **Writing Timeline** for your paper to the Assignments section of this course.
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