EBP Paper Guided Discussion (50 points)

Purpose: To assess ability to appraise statistical evidence and use quantitative reasoning to examine clinical problems in evidence based practice. (Objectives 1 – 3).

Due date: Pairs will sign up for a virtual presentation

Submit: During the assigned week

This assignment is an opportunity for students to collaborate with classmates and instructors in appraising statistical evidence. The goal of the assignment is to allow students to demonstrate their ability to use the CER approach to appraise statistical evidence presented in a journal article and guide their classmates in a discussion about the article. This assignment also provides students with the opportunity to practice using AdobeConnect to present and facilitate discussions in preparation for their CSP presentations.

Before beginning the assignment, students should carefully read the Robinson (2001) and Cohn et al. (2009) articles.

At immersion, students will select a partner and together the teams will select a week to lead a discussion and select an article (from the list provided) they wish to discuss (one team per article). Teams must locate the journal article using the Chapman Leatherby Libraries databases or similar academic resources.

Prior to their scheduled week, the team will meet (virtually or in person) to appraise the statistical evidence presented in the journal article. Critical appraisal of statistical evidence can be seen as a three-step process: identifying the claim, listing the evidence provided to support the claim, and deciding whether the evidence credibly supports the claim. This approach to scientific inquiry is sometimes called Claim, Evidence, Reasoning (CER).

Teams will then plan a guided discussion to cover the areas listed below. This discussion should be led without a formal PowerPoint. Visuals may be used to highlight specific text, images, or tables from the article. These visuals must be provided in Word, PPT, or PDF format to the instructor prior to the presentation for upload to AdobeConnect. Presentations should not be read off of a script but should be lead as a discussion.

Teams will then lead a guided discussion of the article in which they engage their classmates on the topic and create opportunities for interaction. The students who are not presenting are required to familiarize themselves with the article prior to the virtual meeting.

All teams must make sure their microphones are fully working at the time of the presentation. All team members must present for full credit.

Guiding questions:
1. What is the sample?
   a. Describe the sample.
   b. Explain the population.
   c. How was the sample selected?
2. What is/are the claim(s) of the article?
   a. State the claim(s).
   b. List the statistical evidence provided in the article to support the claim.
   c. Explain why the evidence supports or fails to support the claim.
   d. What are the limitations
   e. What conclusions can you draw?

An optional template has been provided in Blackboard to organize the presentation.

Following the presentation, one partner should upload notes or a copy of the visuals so that a grade may be assigned.

Be sure to sign up in Blackboard for the appropriate team.

The EBP Paper Guided Discussion assignment will be graded with the following rubric:

	Exemplary 4	**Proficient 3**	**Developing 2**	**Emerging 1**
Team collaboration (2.5)	Team clearly demonstrates extensive collaborative effort in applying the CER approach	Team demonstrates adequate collaborative effort in applying the CER approach	Team demonstrates minimal collaborative effort	Team did not demonstrate collaborative effort
Statistical Inference (5)	Quantitative evidence discussed and explained in accurately and appropriately	Quantitative evidence discussed and explained	Quantitative evidence poorly explained	Quantitative evidence not explained
CER Approach (2.5)	Insightful, clear, and thorough use of CER approach evident in oral presentation	Adequate use of CER approach evident in oral presentation	Attempt to use CER approach in oral presentation	CER approach not used in oral presentation
Conclusions (2.5)	Team synthesizes data to provide clearly appropriate conclusions	Team provides clear conclusions	Team provides poorly explained conclusions	Team does not provide conclusions

Week Group Article

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1 Polit, D. F., & Beck, C. T. (2008). Is there gender bias in nursing research? *Research in Nursing & Health*, *31*(5), 417–427. doi:10.1002/nur.20276

2 Missildine, K. (2008). Sleep and the sleep environment of older adults in acute care settings. *Journal of Gerontological Nursing*, *34*(6), 15–21. doi:10.3928/00989134-20080601-06

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3 Lynch-Sauer, J., Vandenbosch, T. M., Kron, F., Gjerde, C. L., Arato, N., Sen, A., & Fetters, M. D. (2011). Nursing students' attitudes toward video games and related new media technologies. *The Journal of Nursing Education*, *50*(9), 513–523. doi:10.3928/01484834-20110531-04

4 Vadlamudi, R. S., Adams, S., Hogan, B., Wu, T., & Wahid, Z. (2008). Nurses' attitudes, beliefs and confidence levels regarding care for those who abuse alcohol: Impact of educational intervention. *Nurse Education in Practice*, *8*(4), 290–298. doi:10.1016/j.nepr.2007.10.003

5 Park, H. J., Jarrett, M., Cain, K., & Heitkemper, M. (2008). Psychological Distress and GI Symptoms are Related to Severity of Bloating in Women with Irritable Bowel Syndrome. *Research in Nursing & Health*, *31*(4), 98–107. doi:10.1002/nur.20237

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6 Certain, H. E., Mueller, M., Jagodzinski, T., & Fleming, M. (2008). Domestic abuse during the previous year in a sample of postpartum women. *JOGNN - Journal of Obstetric, Gynecologic, and Neonatal Nursing*, *37*(1), 35–41. doi:10.1111/j.1552-6909.2007.00200.x

7 Yip, Y. B., Sit, J. W., Fung, K. K. Y., Wong, D. Y. S., Chong, S. Y. C., Chung, L. H., & Ng, T. P. (2007). Impact of an arthritis self-management programme with an added exercise component for osteoarthritic knee sufferers on improving pain, functional outcomes, and use of health care services: An experimental study. *Patient Education and Counseling*, *65*(1), 113–121. doi:10.1016/j.pec.2006.06.019

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8 Schaefer, S. E., Ching, C. C., Breen, H., & German, J. B. (2016). Wearing, Thinking, and Moving: Testing the Feasibility of Fitness Tracking with Urban Youth. *American Journal of Health Education*, *47*(1), 8–16. doi:10.1080/19325037.2015.1111174

9 Al-Kandari, F., & Thomas, D. (2008). Adverse nurse outcomes: correlation to nurses' workload, staffing, and shift rotation in Kuwaiti hospitals. *Applied Nursing Research*, *21*(3), 139–146. doi:10.1016/j.apnr.2006.10.008

10 Ellett, M. L. C. (2005). Predicting the Insertion Distance for Placing Gastric Tubes. *Clinical Nursing Research*, *14*(1), 11–27. doi:10.1177/1054773804270919

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11 Larrabee, J. H., Janney, M. A., Ostrow, C. L., Withrow, M. L., & Hobbs, G. R. (2003). Satisfaction and Intent to Leave. *Journal of Nursing Administration*, *33*(5), 271–283.

12 Kiely, D. K., Kiel, D. P., Burrows, A. B., & Lipsitz, L. A. (1998). Identifying nursing home residents at risk for falling. *J Am Geriatr Soc*, *46*(5), 551–555.

7

13 Al-Kandari, F., Vidal, V. L., & Thomas, D. (2008). Health-promoting lifestyle and body mass index among College of Nursing students in Kuwait: A correlational study. *Nursing and Health Sciences*, *10*(1), 43–50. doi:10.1111/j.1442-2018.2007.00370.x

14 Chun, H.-K., Kim, K.-M., & Park, H.-R. (2014). Effects of hand hygiene education and individual feedback on hand hygiene behaviour, MRSA acquisition rate and MRSA colonization pressure among intensive care unit nurses. *International Journal of Nursing Practice*, 709–715. doi:10.1111/ijn.12288

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15 Gee, K. A. (2015). School-Based Body Mass Index Screening and Parental Notification in Late Adolescence: Evidence from Arkansas's Act 1220. *Journal of Adolescent Health*, *57*(3), 270–276. doi:10.1016/j.jadohealth.2015.05.007

16 Sochalski, J. (2004). Is More Better? *Medical Care*, *42*(Suppl), II–67–II–73. doi:10.1097/01.mlr.0000109127.76128.aa