

YORK UNIVERSITY SCHOOL OF NURSING

GS/ NURS 5500 3.0: Nursing Research Development and Knowledge Mobilization

Winter 2018 Section N COURSE OUTLINE

Course Professor: Lillie Lum, RN., PhD, Associate Professor, School of Nursing and School of Health Policy and Management

Contact Information

Email: lum@yorku.ca

Telephone: 416-736 2100 ext. 20926

Office: HNES 319

Office Hours: to be scheduled either in person or by telephone or skype. Please do not hesitate to contact me if you have questions. I will respond within 48 hours, Monday to Friday.

Course Format

This course is offered as an online course using Moodle via course website: www.moodle.yorku.ca. If you need technical assistance, contact ithelp@yorku.ca or use Chat feature on the Moodle course site.

Additional classroom or electronic access sessions to be scheduled for student presentations. Dates to be announced.

Calendar Course Description

Prerequisites: Nursing 5100 6.0 Theoretical & Philosophical Foundations of Nursing Science, Nursing 5200 3.0 Qualitative Research Methods in Nursing, Nursing 5300 3.0 Quantitative Research Methods in Nursing

This *advanced* research course builds on research methodologies and theoretical inquiry to provide students with activities that involve exploration, analysis, synthesis, and discussion of research questions and proposal development. Emphasis is placed on collaborative research planning, funding, ethics, and dissemination.

Expanded Course Description

This advanced research course builds on research methodologies and theoretical inquiry from previous courses to provide students with activities that involve exploration, analysis, synthesis, and discussion of research questions and proposal development specifically related to knowledge mobilization/translation. Emphasis is placed on collaborative research planning, funding, ethics, and research dissemination. Students have the opportunity to critically examine clinically relevant research issues from current practice, leadership and education situations by applying the essential steps of evidence-based practice. After identifying researchable questions, students will develop research proposals that demonstrate conceptual clarity, methodological rigor, and consistent plans for knowledge mobilization in the chosen area of study. Students will consider research

phenomena from multiple perspectives that generate depth and substantive understanding of the issues within the appropriate nursing context. Ethical processes of research generation and knowledge translation and mobilization will be explored. Innovative and traditional dissemination activities will be applied to the research phenomenon being studied.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Critically examine research issues/problems from current practice, leadership, and education situations/scenarios.
2. Refine and situate researchable questions within a context of current nursing practice and knowledge in Canada.
3. Systematically search and critically appraise the best available research/ evidence to answer researchable issues identified in nursing current practice.
4. Examine whether the research/evidence on the researchable issue is rigorous and appropriate for mobilization into practice.
5. Evaluate various research methods and differentiate expected findings within the context of refined research questions.
6. Critically examine the utility of several knowledge translation models/theories.
7. Critically explore interventions to effectively mobilize research into practice.
8. Evaluate various methods for knowledge translation/mobilization research.
9. Demonstrate skill in collaborative scholarship and research planning.
10. Articulate consistent ethical processes/procedures for EBP and implementation.
11. Demonstrate successful application of knowledge from previous courses including research and theory.
12. Develop a basic knowledge mobilization/translation research proposal.

Learning Activities

Knowledge translation/ mobilization research to inform nursing care, administration, education and/ or policy will be the focus over the semester. Learning will follow a trajectory including, but not limited to, 1) identification of researchable nursing issues/problems from current practice/leadership/education, 2) identification, and critical appraisal of evidence/knowledge (e.g. best practice guideline) to address the issues, and 3) development of a research proposal to evaluate knowledge mobilization to address the issue.

Students are expected to engage in critical analyses of course readings and to actively engage in self-directed learning through participation in the discussion forums on a weekly basis. In order to do so, students are expected to complete the class preparation prior to participating in the week/module's learning activities and discussion.

Course Resources (Textbooks)

Required Text

Melnyk, B.M. & Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nursing and Health: A guide to Best Practice* 3rd ed., Boston, Wolters Kluwer, Lippincott, Williams & Wilkins.

Supplementary Texts

Polit, D. and Beck, C. (2012). *Nursing Research: Generating and Assessing Evidence for Nursing Practice*, 9th ed., Boston, Wolters Kluwer, Lippincott, Williams and Wilkins.

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

Bluman, A.G. *Elementary Statistics: A Step by Step Approach*. 7th edition. McGraw Hill

Additional Course Readings

Required and recommended weekly readings will be posted on Moodle. Required readings that are not in your required text will be available electronically through the York University Library.

York Library Resources and Search Information

You may need to retrieve some recommended readings through inter-library loans (RACER) which are easily arranged online through the York University Library system. Students are responsible for locating and accessing the necessary resources. If you need assistance, contact Ms. Ilo-Katryn Maimets, Head Librarian, Steacie Science and Engineering Library at ilo@yorku.ca.

An electronic copy of the articles can be obtained through the York University library:

- NOTE: Use a browser such as Firefox or Chrome - **Internet Explorer will not work** .
- Go to <http://www.library.yorku.ca/web/>

Click on eResources.

- Type in the name of the journal and then click 'Find.'
- Click on the red (underlined) journal name.

- Copy the access URL and paste into a new tab/window (you may need to search for the URL as it can be found in different places depending on the journal, e.g., under ‘Technical Details’, ‘Alternative’, or ‘Physical Description’).
- Click on the desired year (journals will have various ways of showing the year, e.g., may initially need to also choose ‘past issues’).
- Click on the required issue, i.e., by volume and issue number for the desired year.
- Scroll down to find authors’ names and/or title of article.
- Click on desired article; choose to download as a PDF version; then print or save the article.

Academic Policy Information

Academic Honesty and Integrity

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (<http://www.yorku.ca/univsec/policies/document.php?document=69>).

There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website (<http://www.yorku.ca/academicintegrity>).

For an additional tutorial re: plagiarism:

<http://openseminar.org/ethics/courses/29/modules/1601/index/screen.do>

Definition: Plagiarism, i.e., the submission of work which you did not write, or that uses sources without proper citation, will be penalized ranging from a zero for a particular assignment to a failing grade for the entire course, depending on the nature and extent of the evidence uncovered. Lack of familiarity with York University policy on plagiarism will NOT be accepted as an excuse for this offense under any circumstances.

For more information on York University faculty of graduate studies regulation see <http://www.yorku.ca/grads/calender/facultyregulation.pdf>

Important dates and resources: <http://gradstudies.yorku.ca/current-students/student-status/important-dates/>

Assignments and Evaluation

Learning Evidences	Due Date	Percentage of Course Grade
Individual Assignment: Scholarly Nursing Issue Paper *	February 9, 2018	25%
Group (pairs) Knowledge Mobilization Poster Presentation	Dates to be scheduled	20%
Individual Assignment: Knowledge Mobilization Research Proposal*	March 29, 2018	40%
Individual Assignment: Participation in Weekly Discussions	a. Weekly contributions	10%
	b. Leading discussion for selected week only	5%

***assignment submitted through Turnitin**

All written assignments will be submitted and appraised in the Turnitin program through the Moodle course site. If you choose not to submit through Turnitin, please notify me for alternative arrangements.

MScN Program Letter-Numeric Grade Equivalencies

Grades in the Faculty of Graduate Studies are interpreted as follows (letter-numeric equivalencies were determined by the program):

A+	90 -100	(Exceptional)
A	85 - 89	(Excellent)
A-	80 - 84	(High)
B+	75 - 79	(Highly Satisfactory)
B	70 - 74	(Satisfactory)
C	60 - 69	(Conditional)
F	59 or <	(Failure)
I		(Incomplete)

For further information please see the website <http://www.yorku.ca/grads/cal/regs.htm#gs>

I. Nursing Issue Paper

The purpose of this of assignment is to identify evidence for knowledge mobilization to address a nursing issue/problem of interest to the student

Process:

1. Identify a **researchable current** nursing issue/problem from current practice/leadership/education. Locate the issue within a brief practice/leadership/education **nursing scenario to provide context** to the issue.
2. Write a researchable question that you want answered regarding the issue. Use the PICO/PS format to develop your researchable question. (refer to the course text, page 30 for question template and page 31-36 for clinically-based examples of questions)
3. Strategically search for and critically review the quality of the research literature to identify the best evidence to answer your research question. Describe your search strategy in detail.
4. Discuss the quality of the identified 'best evidence'.
5. Describe criteria used to determine the quality of the evidence (make sure you reference the critical appraisal tool you used).
6. Describe how and how well the best evidence you identified answers your researchable nursing issue.
7. Respond to the question, "*Would you mobilize the best evidence you identified into practice?*" Discuss the rationale for your decision by supporting your rationale with relevant literature.

Format

The paper will be 6 pages double spaced (12 font) of text, excluding references and appendices using APA format (version 6). A minimum of 10 relevant current scholarly references (preferably published within the past five years) are required.

Suggestion: consider using a reference system such as Mendeley; refer to <http://researchguides.library.yorku.ca/mendeley>

NOTE: For your final paper, you can develop a knowledge translation/mobilization research proposal focused on implementation of best evidence identified in this paper.

Grading Criteria- Scholarly Paper Marking Guide

% Mark	Criteria
60%	<p>a) Ideas/Substance</p> <ul style="list-style-type: none"> - Identification of researchable nursing issue. Issue is contextualized within a nursing scenario. - Search for best evidence/research is systematic and thorough, and resulting literature review demonstrates depth and sophistication of thought and communicates central idea clearly - Recognizes some complexity or may acknowledge contradictions, qualifications, or limits and follow out logical implications - Illustrates connections between readings and synthesis of literature. – - Understands and critically evaluates sources, raises additional "critical" questions. Clearly identifies best evidence to address researchable nursing issue. - Conclusions are accurate, compelling and pulls the paper together
20%	<p>b) Organization & Coherence</p> <ul style="list-style-type: none"> - Introduction outlines the purpose of paper and how paper is organized - Ideas flow logically & clearly between identified researchable nursing issue, systematic search for the best evidence, critical analysis of evidence, utility of evidence to answer researchable question. - Arguments supported with students perspectives and the literature - Often develop one idea from the previous one or identify logical relations and guides the reader through the chain of reasoning or progression of ideas
10%	<p>c) Support</p> <ul style="list-style-type: none"> - Uses evidence appropriately and effectively - Citations illustrate links between the process/intervention proposed and evidence - Provides sufficient evidence and explanation to be convincing. - Creative integration of own ideas with the authors cited
10%	<p>d) Writing Style and Mechanics</p> <ul style="list-style-type: none"> - Chooses words for precise meaning and appropriate level of specificity. - Sentences are varied, yet clearly structured and carefully focused. - Accurate use of academic grammar and word choice - Effective use of transitional sentences - Minor occurrence of spelling, punctuation, and grammatical errors. - Uses APA formatting and referencing correctly - Adheres to page limit

II. Poster Presentation Assignment (Refer to course text Chapter 18; pages 398 – 401)

The purpose of this assignment, *to be completed by a pair of students*, is to develop experience working in research or project teams. It also builds on the knowledge you developed in the first assignment and provides you with some of the theoretical and literature background to develop your own research proposals.

Process

Choose one researchable nursing issue, identify the best evidence to address the issue, critique the evidence and develop a knowledge translation/mobilization implementation plan. Make sure your knowledge mobilization plan is based on best available evidence.

The overall goal of the presentation is to describe a plan for implementing evidence informed

practice.

- Identify a researchable nursing problem or issue and locate it within a nursing scenario to provide context. Identify an issue different to **individual papers or your planned individual research proposal**
- Identify a model/theory for knowledge translation to guide your knowledge mobilization plan;
- Identify the best evidence to address the issue and how this evidence was located;
- Address the process by which the group critiqued the quality of the evidence (e.g. BPG);
- Describe interventions (plan) for implementing the evidence into the practice community (evidence informed practice). The knowledge mobilization interventions you decide to use should be evidence based;
- Have classmates complete an evaluation of your presentation developed by your group.
- A one page document, single -spaced will be submitted by each group one week following your presentation , commenting on the criteria described on pages 7 and 8 of the course outline, ie, content, originality and clarity. Also answer the question: was the group presentation effective in promoting understanding of the issue by the class? One paragraph from each group member describing each member's contribution to the group assignment is also to be included.

The presentations will be scheduled for later in the semester. Students will be able to attend in person or via Adobe Connect. The group will lead a discussion about 1) the nursing issue, 2) the best evidence found, 3) whether the evidence is rigorous enough to justify change in practice, 4) the proposed plan to mobilize the evidence into practice and 5) the knowledge translation model used to guide the process. The discussion should facilitate academic discourse on the issue, evidence and KT strategies presented.

PowerPoint can be used although other appropriate communication strategies are most welcome. Your presentation should have a title page, followed by an outline of the objectives of the presentation, main presentation, recommended readings for the class and reference page. In order to facilitate discussion by your peers you may choose to integrate critical questions throughout the presentation or pose 3-4 critical discussion questions on the last slide. Use PowerPoint “**notes page**” function to elaborate on your presentation on each slide and provide a reference list.

Expectations and Tips for Discussion Facilitation

The group that is presenting is responsible for initiating and facilitating the discussion, including soliciting feedback on their ideas. The students in the virtual audience are expected to engage with the presentation ideas in a substantive way. All students are expected to participate in the discussions, respond to the questions posed by the presenting group and evaluate the group’s presentation. Student participation is vital to the success of presentations and student learning.

Grading Criteria for Poster Presentation

Criteria	Excellent	Good/Satisfactory	Unsatisfactory
Substance (12)	<ul style="list-style-type: none"> - Demonstrates in-depth knowledge and understanding of best evidence identified (e.g. BPG) -Clearly describes how the KT model is used - Clearly describe a plan for implementing evidence based practice. -Clearly demonstrate how the process (Assessment and implementation) will engage the practice community to integrate evidence, -Well integrated analysis-synthesis of theoretical ideas, research, KT model and other relevant knowledge -Relevant information included in speakers notes -Group self evaluation demonstrates excellent ability to critique strengths and weaknesses of presentation (10-12)	<ul style="list-style-type: none"> Demonstrate some understanding of evidence identified, and its related focus -Somewhat describes how the KT model is used - Some description of a plan for implementing evidence based practice. -Address some elements of the process (Assessment and implementation) that will engage the practice community to integrate evidence, -Good combination of analysis-synthesis between theoretical ideas, research, KT model and other relevant knowledge -Speaker's notes are lacking in information -Group self evaluation demonstrates some ability to critique strengths and weaknesses of presentation (8-10)	<ul style="list-style-type: none"> Fails to demonstrate knowledge and understanding of evidence identified and its related focus -No model used to guide proposed research - No description of a plan for implementing evidence based practice. -No demonstration of how the process (Assessment and implementation) that will engage the practice community to integrate evidence is not clear. -The presentation is opinion based with little or no supporting research/theory basis. -speakers notes are scant and confusing. -Group self evaluation demonstrates little to no critique of strengths and weaknesses of presentation (2-0)
Originality (8)	<ul style="list-style-type: none"> - Great originality is apparent in the conceptualization/interpretive approach to topic /proposed plan in the group discussion -Creative use of material/media -Advanced use of technology to clearly inform regarding how to be most effective in implementing the change, and how to evaluate the process and effectiveness of the implementation plan. -Use creative ways to engage the class and elicit feedback from their ideas (7-8)	<ul style="list-style-type: none"> -Some originality apparent in conceptualization/interpretive approach to topic /proposed plan in the group discussion -Some creative use of material/media -Proficient use of technology to clearly inform how to be most effective in implementing change, and how to evaluate the process and effectiveness of the implementation plan. -Some creative ways to engage the class and elicit feedback from their ideas (6)	<ul style="list-style-type: none"> Repetitive or with little or no originality in conceptualization/ Interpretative approach to topic -Use of material/media lack imagination -ineffective use of technology (3-0)

<p>Clarity (5)</p>	<p>-Presentation is logically developed from introduction to conclusion -Flows well with good transitions between topics/ideas -Points of view are clearly articulated -Precise and concise use of language in slides and notes -No major errors in grammar, spelling or APA format (5-4)</p>	<p>-Logic can be followed but better transitions between ideas are needed -Points of views are discernable -Slides and notes could be more precise and/or concise -Few errors in grammar, spelling or APA (3)</p>	<p>-Presentation is choppy and disjointed -point of view is unclear -Clumsy use of language, overly busy slides and notes -Major errors in grammar, spelling or APA (2-0)</p>
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III. Individual Scholarly paper: *Knowledge mobilization research proposal*

The purpose of this assignment is the development of a knowledge mobilization/translation research proposal. For example, you could evaluate the effectiveness of specific knowledge mobilization strategies to promote uptake of nursing evidence (such as a Best Practice Guideline) into practice.

Format: 10 to 12 pages doubles spaced (font 12) and follow the format outline by a relevant funding agency such as the Canadian Institute of Health Research (CIHR). References and appendices are not included in the page count.
 Refer to Chapter 29 in Polit and Beck 9th edition, especially pages 711-716.

An abstract (maximum 300 words) summarizing your proposal must also be submitted. The abstract forms the second page, after the title page, of the proposal (value 5 points).

Grading Criteria

Mark	Criteria	Comments
<p>20%</p>	<p>a) Ideas/Substance - Demonstrates sophistication of thought. -Includes all components of a research proposal (including but not limited to review of the literature leading to identification of a knowledge gap, research objective and clearly written research question/s, appropriate research design, discussion (with rationale) of research methods including sampling frame, measurement tools, data analysis strategies, significance and relevance of the study, ethical considerations, knowledge dissemination plan and timeline.) You do not need to include a budget. - Communicates central ideas clearly - Recognizes some complexity or may acknowledge contradictions, qualifications, or limits and follow out logical implications - Illustrates connections between readings, synthesis of literature , research methods planned - Rationale provided for decisions made in the proposal -Includes a dissemination plan</p>	

10%	<p>b) Organization & Coherence</p> <ul style="list-style-type: none"> - Introduction outlines the purpose of proposal -Proposal flows logically e.g. Introduction, Literature review, Conceptual framework, Research Questions, Research Design, Sample, Data Collection Instruments and Methods, Analysis methods, Relevance/Significance of the research to be done. - Guides the reader through the chain of reasoning or progression of each step in the proposal - Significance of the study is compelling 	
5%	<p>c) Support</p> <ul style="list-style-type: none"> - Uses evidence appropriately and effectively - Citations illustrate links between the process/intervention proposed and the evidence to be mobilized. - Includes all parts of/ elements within proposal (different grants require different elements to address within their proposal) -Provides sufficient evidence and explanation to be convincing. - Creative integration of your own ideas with the authors cited 	
3%	<p>d) Style</p> <ul style="list-style-type: none"> - Chooses words for precise meaning and appropriate level of specificity. -Uses appropriate academic terminology throughout the proposal - Sentences are varied, yet clearly structured and carefully focused. 	
2%	<p>e) Mechanics</p> <ul style="list-style-type: none"> - Almost entirely free of spelling, punctuation, and grammatical errors. - Uses APA formatting correctly -Adheres to page limit 	

IV. Weekly Participation on Discussion Forum

Students are required to engage weekly in online scholarly dialogue related to the module, readings and your peer group presentations. In order to receive full marks, a relevant posting is expected for the majority of the course, ie. 10 of the 12 weeks. Your grade will be based upon the 1) depth of critical analysis of the readings, 2) integration of additional literature as indicated, 3) original (self) postings and engagement with postings of peers and the course professor, and 4) critical application of topics under discussion to related to nursing practice, education or research 5) ability to lead a discussion during a selected week.

Evidence supporting the assigned grade is to be provided by students. Students will submit a proposed grade with arguments using several examples (guided by the grading criteria) to support your involvement. Page limit: no longer than one page double space (font 12).

Grading Criteria

Criteria	Exceeds Standard (2 marks)	Meets Standard (1 – 1.5 mark)	Below Standard (0 - .5 marks)
Participation (3)	<ul style="list-style-type: none"> • Contributes to each opportunity for discussion and suggests other sources of information • Posts insightful comments and questions that prompt further discussion 	<ul style="list-style-type: none"> • Contributes to each opportunity for discussion 	<ul style="list-style-type: none"> • Does not participate during one of the weeks
Application of content (3)	<ul style="list-style-type: none"> • Content of readings and additional materials are incorporated into the discussion • Readily offers new interpretations of discussion material 	<ul style="list-style-type: none"> • Content of readings are incorporated into the discussion 	<ul style="list-style-type: none"> • Discussion contains no reference to content of readings • Short perfunctory postings
Level of analysis (3)	<ul style="list-style-type: none"> • Responses demonstrate analysis, synthesis and evaluation from a variety of sources • Critiques the work of others • Offers an occasional divergent viewpoint 	<ul style="list-style-type: none"> • Responses demonstrate analysis and synthesis of content from readings and other sources 	<ul style="list-style-type: none"> • Responses are superficial or lack synthesis of content from readings
Supports learning of others (2)	<ul style="list-style-type: none"> • Usually interacts with and supports learning of others 	<ul style="list-style-type: none"> • Occasionally interacts with and supports learning of others 	<ul style="list-style-type: none"> • Does not interact with and support learning of others

Course Schedule and Reading Assignments***additional readings to be posted weekly**

Date	Course Topics	Reading sources (Textbook)
Wk.1-Jan.4, 2018	<ol style="list-style-type: none"> 1. Introductions and course overview of course 2. Making the case for 3. Evidence-based practice 4. Expected outcomes for patient care 	<p>Melnik & Fineout-Overholt (M. & F. course text) Chapters 1 & 2: Getting Started on evidence-based Practice (EBP) and asking researchable clinical questions</p> <p>Appendix A: PICOT template</p>
Wk.2-Jan. 11, '18	<ol style="list-style-type: none"> 1. What is relevant evidence? 2. Searching for reliable evidence 3. Critical appraisal of Knowledge for decision making 	<p>M. & F. (course text) Chapter 3-search strategies & 4-critical appraisal</p>
Wk. 3 Jan. 18,'18	<ol style="list-style-type: none"> 1. Critical appraisal of Quantitative evidence 2. Impact upon clinical decision-making 	<p>M. & F., Chapter 5, 19 Quantitative research designs and types of evidence; Appendix B: Rapid critical Appraisal of quantitative evidence</p>
Wk. 4 Jan. 25,'18	<ol style="list-style-type: none"> 1. Critical Appraisal of Qualitative evidence 2. What is the impact upon Clinical decision-making 3. Valuing both types of evidence 	<p>M & F. (Course text), Chapter 6; Appendix B: Rapid Critical Appraisal of Qualitative evidence; Appendix D: appraisal of Qualitative evidence</p>
Wk. 5 Feb1. ,' 18	<ol style="list-style-type: none"> 1. Review of course content to date 2. Appraisal of selected current quantitative & qualitative research 	<p>Journal References to be assigned</p>
Wk. 6 Feb. 8, '18	<ol style="list-style-type: none"> 1. Implementing evidence into practice: patient preferences and clinician expertise 2. Advancing optimal care: 	<p>M. & F. Chapter 7 & 8</p>

	Clinical practice Guidelines	
Wk. 7 Feb.15 , '18	1. Implementation Models M& F. Chapter 13	
Feb. 19	Reading week: no assignments	
Wk. 8 March 1, '18	1. Changing practice cultures 2.	M. & F., Chapter 12 & 14
Wk. 9 March 8, '18	Teaching EBP in Academic and Clinical Settings	M. & F. Chapter 15 & 16
Wk. 10 March 15,'18	1. Knowledge mobilization strategies 2. Research Ethics	M. & F. Chapter 22
Wk. 11 March 22, '18	1. Sustainability; ARCC Model & EBP Mentors	M. & F. Chapter 17
Wk. 12 March 29, '18	1. Dissemination of evidence Through oral and written Forums 2. Final Class-Wrap up & Course Evaluation	M. & F, Chapter 18;posters, Presentations and abstracts

Acknowledgement:

This course outline is adapted from the original develop by Professor Christine Kurtz-Landy.