

**Fall 2013**  
**GS/ NURS 5500 3.0: Nursing Research Development and Knowledge Mobilization**  
**Course Outline**

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Office Hours: Email me to set up a time in person or by telephone. Please do not hesitate to contact me if you have questions or concerns. I try to respond within 48 hours from Mondays to Fridays. I do not look at email on weekends or on holidays.

This course is offered as a distance course using Moodle. Students require an active Moodle account to access it. **In addition one onsite class will take place on September 27, 2013 from 5 to 8pm.** This class will also be available for live web-based participation with the assistance of ADOBE Connect requiring students to have a microphone for their computers.

### **Calendar Course Description**

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.

**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

### **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 nursing practice and knowledge.

3. Systematically search and critically appraise the best available research/ evidence to answer researchable issues identified in nursing current practice. Examine whether the research/evidence on the researchable issue is rigorous and appropriate for mobilization into practice.
4. Evaluate various research methods and differentiate expected findings within the context of refined research questions.
5. Synthesize and articulate major contributions to research questions from different theoretical and methodological perspectives.
6. Critically examine the utility of several knowledge translation models/theories.
7. Critically explore interventions to effectively mobilize research into practice.
8. Evaluate various research methods for knowledge translation/mobilization research.
9. Demonstrate skill in collaborative scholarship and research planning.
10. Articulate consistent ethical processes/procedures.
11. Critically apply knowledge from previous courses including research and theory.
12. Develop a knowledge mobilization/translation research proposal.

### **Course Activities**

Students are expected to complete the class preparation prior to beginning to participate in the week/module's learning activities and discussion. Course preparation involves reading and understanding the course materials. Knowledge mobilization and knowledge translation/ mobilization research to inform nursing care and/or nursing administration/education and/ or policy will be the focus over the semester. Learning will follow a trajectory including, but not limited to, identification of researchable nursing issues/problems from current practice/leadership/education, identification and critical appraisal of evidence/knowledge (e.g. best practice guideline) to address the issues, and development of a research proposal to evaluate knowledge mobilization to address the issue.

Each week will start on Tuesdays and end on the following Monday. Each week questions for discussion will be posted on Moodle to explore course content. All students are expected to engage in the discussions on a weekly basis. You are encouraged to post during the weekdays, and avoid the weekends.

### **Academic Integrity**

Students are expected to adhere to York University's Guidelines on Academic Integrity. If you are found to have violated academic integrity, it could have serious consequences. Ignorance of the policy does not constitute a valid defense. Before you begin the course, please read the guidelines on the York University website:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

As Registered Nurses it is important you know that due to recent cases in the public of plagiarism by regulated professionals, the College of Nurses views academic dishonesty as professional misconduct. It is their opinion that these cases must be reported to them for investigation. If you are unsure how to properly cite in your papers, it will benefit you to review the materials made available by the library and the Writing Centre at York. The APA manual also contains a number of chapters designed to help you write scholarly papers and to cite correctly. For this reason, the APA manual is a required text for this class.

### **Required Text:**

Melnik, B.M. & Fineout-Overhold, E. (2011). Evidence-Based Practice in Nursing and Health: A guide to Best Practice 2<sup>nd</sup> Ed. Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN 978-1-60547-778-7

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: Author.

### **Recommended Texts:**

You will need to refer to a Nursing Research textbook to help you develop your research proposal throughout the course. You may need to consult more than one, depending on your project and your knowledge.

**Course Readings:** Required readings list will be posted for each week on Moodle. Required readings that are not in your required text will be available electronically through the York University Library. You may need to retrieve some recommended readings through inter-library loans which is easily arranged online through the York University Library system. Students are responsible for locating and accessing the resources required to support their focus of learning in the course.

### **Evaluation**

In this 3 credit course there are 3 assignments and a participation grade.

- #1. 30% -Individual paper on nursing issue, search for best evidence, knowledge mobilization (Due **October 14, 2013**).
- #2. 20% -Group presentations on a nursing issue, best evidence, knowledge translation/mobilization project (**One per week starting November 4, 2013**)
- #3. 40% -Individual knowledge translation/mobilization research proposal (Due **December 6, 2013**).
- #4. 10% -Participation- 1 page individual participation paper (Due **December 6, 2013**). While you may suggest a grade, I reserve the right to award a different grade if the quality and evidence in your postings, along with the number of postings do not support your self evaluation.

**#1- Individual Assignment**—Identifying evidence for knowledge mobilization to address a nursing issue/problem—30% - **Please submit your paper on the Moodle site. You may be required to submit your paper through TurnItIn – Late papers will be subject to penalty per FGS policy!!**

In this paper students will:

1. Identify a **researchable** nursing issues/problem from current practice/leadership/education. Locate the issue within a brief practice/leadership/education **nursing scenario to provide context** to the issue. Write a researchable question that you want answered regarding the issue. Use the PICO/PS format to develop your develop your researchable question.

2. 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.
3. Discuss the quality of the 'best evidence identified' making sure to describe what criteria were used to determine the quality of the evidence (make sure you reference the critical appraisal tool you used);
4. Describe how and how well the best evidence you identified answers your researchable nursing issue; and
5. Would you mobilize the best evidence you identified into practice? Discuss the rationale for your decision. Support your rationale with the literature.

Follow APA rules. The paper will be 6 to 8 pages double spaced (12 font) of text. The cover page, references and appendices will not count as part of the 6 to 8 pages.

**NOTE:** For your final paper, you can develop a knowledge translation/mobilization research proposal focused on implementation of best evidence identified in paper #1 (Of course this would depend on whether you decide the evidence identified is worth implementing).

**Rubric for Assignment #1**  
**Grading Criteria Individual Paper and Praxis Project Marking Guide**  
GRADE \_\_\_\_\_

Mark	Criteria	Comments
12%	<p style="text-align: center;"><b>a) Ideas/Substance</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Recognizes some complexity or may acknowledge contradictions, qualifications, or limits and follow out logical implications</li> <li>- 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.</li> <li>- Conclusions are compelling, pull paper together</li> </ul>	
5%	<p style="text-align: center;"><b>b) Organization &amp; Coherence</b></p> <ul style="list-style-type: none"> <li>- Introduction outlines the purpose of paper and how paper is organized</li> <li>- Ideas flow logically &amp; clearly between identified researchable nursing issue, systematic search for the best evidence, critical analysis of evidence, utility of evidence to answer researchable question.</li> <li>- Arguments supported with students perspectives and the literature</li> <li>- Sophisticated transitional sentences</li> <li>- 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</li> </ul>	
3%	<p style="text-align: center;"><b>c) Support</b></p> <ul style="list-style-type: none"> <li>- Uses evidence appropriately and effectively</li> <li>- Citations illustrate links between the process/intervention proposed and evidence</li> <li>- Provides sufficient evidence and explanation to be convincing.</li> <li>- Creative integration of your own ideas with the authors cited</li> </ul>	

3%	<b>d) Style</b>	
	<ul style="list-style-type: none"> <li>- Chooses words for precise meaning and appropriate level of specificity.</li> <li>- Sentences are varied, yet clearly structured and carefully focused, not long and rambling</li> </ul>	
2%	<b>e) Mechanics</b>	
	<ul style="list-style-type: none"> <li>- Almost entirely free of spelling, punctuation, and grammatical errors.</li> <li>- Uses APA correctly</li> <li>-Adhere to page number</li> </ul>	

**#2. Group Assignment: Students will form groups (maximum of 4 members) for this assignment.** Most research today is done in teams, with each member having a different role. One will oversee the whole as PI. Others may take on the job of being lead on qualitative or quantitative parts of the project, or being a content expert. There may be other specific areas of expertise in real world studies where decision makers and gate keepers are often included.

**Group Assignment a presentation to entire class—20% - (one group per week starting November 4, 2013).** This assignment builds on the knowledge you developed in the first assignment. However you are now put into a research team situation and must together 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. Presentations will:

- Identify a researchable nursing problem or issue and locate it within a nursing scenario to provide context. **No one is to use the same nursing issue identified in individual papers or your planned individual research proposal for the Group Presentation;**
- 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 that your group has developed;
- Submit a one page group self evaluation of your presentation and week’s facilitation including feedback from your classmates: **due the Monday following your presentation;** and
- Each group member is to submit a one paragraph summary of his/her contributions to the group’s presentation with the one page group self evaluation: due the Monday following your presentation week;

This assignment will provide each of you with some of the theoretical and literature background to develop your own research proposals.

After posting the presentation, the group will lead a discussion about the nursing issue, the best evidence found, whether the evidence is rigorous enough to justify change in practice, the proposed plan to mobilize the evidence into practice and the knowledge translation model used to guide the process. The discussion should facilitate academic discourse on the issue, evidence and KT strategies presented.

I highly recommend putting your presentation on PowerPoint 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. The discussions will take place between Wednesday and the following Tuesday.

#### 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.

## Assignment #2

### The following Rubric is the Criteria for evaluation of the On-line group presentation

Criteria	Excellent	Good/Satisfactory	Unsatisfactory
Substance (12)	<ul style="list-style-type: none"> <li>- Demonstrates <b>in-depth</b> knowledge and understanding of best evidence identified (e.g. BPG)</li> <li>-Clearly describes how the KT model is used</li> <li>- Clearly describe a plan for implementing evidence based practice.</li> <li>-<b>Clearly</b> demonstrate how the process (Assessment and implementation) will engage the practice community to integrate evidence,</li> <li>-<b>Well integrated</b> analysis-synthesis of theoretical ideas, research, KT model and other relevant knowledge</li> <li>-<b>Relevant</b> information and references included in speakers notes</li> <li>-Group self evaluation demonstrates excellent ability to critique strengths and weaknesses of presentation (10-12)</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate <b>some</b> understanding of evidence identified, and its related focus</li> <li>-Somewhat describes how the KT model is used</li> <li>- <b>Some</b> description of a plan for implementing evidence based practice.</li> <li>-Address <b>some</b> elements of the process (Assessment and implementation) that will engage the practice community to integrate evidence,</li> <li>-<b>Good combination</b> of analysis-synthesis between theoretical ideas, research, KT model and other relevant knowledge</li> <li>-<b>Speaker's notes are lacking</b> in information</li> <li>-Group self evaluation demonstrates some ability to critique strengths and weaknesses of presentation (8-10)</li> </ul>	<ul style="list-style-type: none"> <li>-Fails to demonstrate knowledge and understanding of evidence identified and its related focus</li> <li>-No model used to guide proposed research</li> <li>- No description of a plan for implementing evidence based practice.</li> <li>-No demonstration of how the process (Assessment and implementation) that will engage the practice community to integrate evidence is not clear.</li> <li>-The presentation is opinion based with little or no supporting research/theory basis.</li> <li>-speakers notes are scant and confusing.</li> <li>-Group self evaluation demonstrates little to no critique of strengths and weaknesses of presentation (2-0)</li> </ul>
Originality (8)	<ul style="list-style-type: none"> <li>- <b>Great</b> originality is apparent in the conceptualization/interpretive approach to topic /proposed plan in the group discussion</li> <li>-<b>Creative</b> use of material/media</li> <li>-<b>Advanced</b> 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.</li> <li>-Use creative ways to engage the class and elicit feedback from their ideas (7-8)</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Some</b> originality apparent in the conceptualization/interpretive approach to topic /proposed plan in the group discussion</li> <li>-<b>Some</b> creative use of material/media</li> <li>-<b>Proficient</b> 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.</li> <li>-Use some creative ways to engage the class and elicit feedback from their ideas (6)</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Repetitive</b> or with little or no originality in conceptualization/ Interpretative approach to topic</li> <li>-Use of material/media lack imagination</li> <li>-ineffective use of technology (3-0)</li> </ul>
Clarity (5)	<ul style="list-style-type: none"> <li>-Presentation is logically developed from introduction to conclusion</li> <li>-Flows well with good transitions between topics/ideas</li> <li>-Points of view are clearly articulated</li> <li>-Precise and concise use of language in slides and notes</li> <li>-No errors in grammar, spelling or APA format (5-4)</li> </ul>	<ul style="list-style-type: none"> <li>-Logic can be followed but better transitions between ideas are needed</li> <li>-Points of views are discernable</li> <li>-Slides and notes could be more precise and/or concise</li> <li>-Few errors in grammar, spelling or APA (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Presentation is choppy and disjointed</li> <li>-point of view is unclear</li> <li>-Clumsy use of language, overly busy slides and notes</li> <li>-Major errors in grammar, spelling or APA (2-0)</li> </ul>

**#3. Individual Assignment –develop a *Knowledge mobilization research proposal* worth 40% - December 6, 2013 by midnight- submit through Moodle Assignments**

Develop a knowledge mobilization/translation research proposal for example to evaluate the effectiveness of specific knowledge mobilization strategies to promote uptake of nursing evidence (such as a Best Practice Guideline) into practice. The proposal should be 8 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.

Recommendation: Keep it simple. Don't try to write a proposal that uses multiple interventions to mobilize a complex best practice guideline into practice.

**#3 Assignment: Research Proposal  
Grading Criteria Proposal Paper Marking Guide  
GRADE**

Mark	Criteria	Comments
20%	<p><b>a) Ideas/Substance</b></p> <ul style="list-style-type: none"> <li>- The proposal demonstrates sophistication of thought.</li> <li>-The proposal 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.</li> <li>- Communicates central ideas clearly</li> <li>- Recognizes some complexity or may acknowledge contradictions, qualifications, or limits and follow out logical implications</li> <li>- Illustrates connections between readings, synthesis of literature , research methods planned</li> <li>- <b>Rational</b> provided for decisions made in the proposal</li> <li>-The proposal will include a dissemination plan</li> </ul>	
10%	<p><b>b) Organization &amp; Coherence</b></p> <ul style="list-style-type: none"> <li>- Introduction outlines the purpose of proposal</li> <li>-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.</li> <li>- Guides the reader through the chain of reasoning or progression of each step in the proposal</li> <li>- Significance of the study is compelling</li> </ul>	
5%	<p><b>c) Support</b></p> <ul style="list-style-type: none"> <li>- Uses evidence appropriately and effectively</li> <li>- Citations illustrate links between the process/intervention proposed and the evidence to be mobilized.</li> <li>- Includes all parts of/ elements within proposal (different grants require different elements to address within their proposal)</li> <li>-Provides sufficient evidence and explanation to be convincing.</li> <li>- Creative integration of your own ideas with the authors cited</li> </ul>	
3%	<p><b>d) Style</b></p> <ul style="list-style-type: none"> <li>- Chooses words for precise meaning and appropriate level of specificity.</li> <li>-Uses appropriate academic terminology throughout the proposal</li> <li>- Sentences are varied, yet clearly structured and carefully focused, not long and rambling</li> </ul>	
2%	<p><b>e) Mechanics</b></p> <ul style="list-style-type: none"> <li>- Almost entirely free of spelling, punctuation, and grammatical errors.</li> <li>- Uses APA correctly</li> <li>-Adhere to page number (most CIHR proposal are 9 pages space, 12 font).</li> </ul>	

**Participation—10% - due at the end of the course, i.e. December 6, 2013 through Moodle Assignments). You may be required to submit your paper through TurnItIn**

Participation in the online discussion is critical to your learning. Participants are required to engage weekly in online scholarly dialogue related to the module, readings and your peer group presentations. Depth of critical analysis of the readings, integration of additional literature as indicated, original (self) postings and engagement with postings of peers and the course professor, and critical application of topics under discussion to related to nursing practice education are considered in self and faculty evaluation of on-line participation. Evidence supporting the assigned grade is to be provided by students. Students will submit a proposed grade with arguments using examples (guided by the grading criteria bellow) to support your involvement. This will be no longer than one page double space (font 12). See next page for grading criteria.

**#4 Assignment: Participation in online discussion grading criteria**

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

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