

GUIDED PRACTICE

Class: NURS 128

Date assigned: 9/12/2019

Date due: 9/19/2019

Time estimate to complete this assignment: 45 minutes

Overview/Introduction

What is this lesson about? Why do we care?

As professionals in healthcare, it is our responsibility to remain up to date with the latest research evidence to guide our practice. This lesson will help you to begin to determine the type and quality of evidence to use to do that.

Learning Objectives

Basic objectives

List 3-5 learning objectives that you expect students to be able to master on their own before class.

Before the start of this class, students will be able to:

LO1: Identify levels of research evidence using evidence hierarchy.

LO2: Define key terms associated with health research methods.

LO3: Recognize sub-headings and components of a research article.

LO4: Describe the purpose of each component of a research article.

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering.

LO4: Perform critical appraisal of a research article using a guide.

LO5: Analyze strengths and weaknesses of a study based upon critical appraisal criteria.

LO6: Develop clinical practice recommendations based upon critically appraised evidence.

Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

Read Chapters 4 & 5 of the textbook and the linked article by Lown & Hawkins (2017). It is recommended that you scan the article first for the overall purpose and content followed by a more thorough, detailed evaluation.

2. Give a “playlist” of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

Watch: How to Critically Appraise a Research Article: <https://www.youtube.com/watch?v=ikuVmCtBvF0>

Exercises: Please complete by 9/19/2019 @ 12pm before the start of class.

- Give a method for students to submit their work online BEFORE the face to face class meeting. Google forms, SurveyMonkey, and tools in your LMS will all work. Alternatively, give them instruction on what completed work to bring to class as an entry ticket.
- The submitted work should demonstrate students’ mastery of the basic learning objectives.

Complete the reading quiz in Canvas.

Questions?

Contact me via email at michelle.hampton@sjsu.edu if you have any questions.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: NURS128

Date assigned: 9/19/2019

Date due: 9/21/2019

Time estimate to complete this assignment: (Note that this is advanced practice, so is expected to take longer than a preparatory assignment – but not TOO long! Keep it reasonable.) 15-20 minutes

Learning Objectives

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

LO4: Perform critical appraisal of a research article using a guide.

LO5: Analyze strengths and weaknesses of a study based upon critical appraisal criteria.

LO6: Develop clinical practice recommendations based upon critically appraised evidence.

Activities & deliverables

- Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.
- Describe what students should turn in, by when.

In a journal post, respond to the following prompts:

Search for a research study in your area of clinical interest.

Summarize the key points of the article.

Identify 2-3 significant weaknesses of the study that could have possibly affected the results.

Analyze the study's appropriateness for application in your clinical environment and any barriers there could be to its implementation as evidence-based practice.

Resources:

- Give a “playlist” of resources to help students complete the assignment.

Refer to MacDermid article for critical appraisal criteria that applies to the type of study you select.

PubMed tutorial for searching the database:

https://www.nlm.nih.gov/bsd/disted/pubmedtutorial/020_020.html

Questions?

Give a way for students to get help.

If you have questions or get stuck on this assignment, e-mail me for help: michelle.hampton@sjsu.edu.
Enjoy!

Flipped IN-CLASS Lesson Plan Template- Workshopping it!

Topic or concept:

Critical appraisal of a research topic

Basic objectives for preparatory work:

At the conclusion of this class, students will be able to:

LO1: Identify levels of research evidence using evidence hierarchy.

LO2: Define key terms associated with health research methods.

LO3: Describe the purpose of each component of a research article.

Advanced objectives for classwork & after class work:

LO4: Perform critical appraisal of a research article using a guide.

LO5: Determine strengths and weaknesses of a study based upon critical appraisal criteria.

LO6: Propose clinical practice recommendations based upon critically appraised evidence.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	15 minutes	Take a collection of several different types of research studies (one for each level of the evidence pyramid). Have students take turns reading the abstract and ask the group to identify where it falls in the evidence pyramid. Discuss distinctions of the study types and why systematic reviews/meta-analyses are at the top of the pyramid and why expert opinion is at the bottom. What do we mean by best evidence?	Collection of appropriate studies with clear abstracts. Image of the evidence pyramid or transcribe onto dry erase board. Enter the study authors and type of study next to appropriate level of the pyramid.
Middle of period	10 minutes	Identify key components of a research article. Explain IMRAD structure.	Slides to illustrate key questions answered in each section.

Middle of period	10 minutes	Review elements as demonstrated by a selected sentence(s) in the study and explain how that answers the question(s) essential for the introduction, methods, results, discussion, and conclusions.	Students must read a study assigned before class, so they are familiar with the study overall before discussing individual components.
Middle of period	20 minutes	Demonstrate critical appraisal of the study using an appropriate guide for the type of study. Explain the rationale for determinations made about the study based upon the questions and make a final recommendation about the perceived value and utility of the evidence.	Students have read the study previously. Give copies of the critical appraisal guide.
middle of period	30 minutes	Work in pairs or groups of to critically appraise a second study.	Students have read the second study prior to arriving at class as well.
middle of period			
End of period	15 minutes	Discussion / report out on critical appraisal activity. Identify strengths and weaknesses, respond to questions.	

Flipped BEFORE CLASS Work Plan Template

Basic learning objectives	Activity and rationale	Instructions to students
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify common research terms. 2. Describe the purpose, methods, and results of a research study. 	<p>Reading to prep for the in class activities.</p>	<p>Read the two assigned articles and text chapters 4 and 5.</p>

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Critically examine a research study for its potential clinical application. 	<p>Complete a reflection paper to process the in-class work and the critical appraisal completed at the end of class.</p>	<p>Write for 10-15 minutes (approximately 1 typed, double-spaced page) reflecting on your overall recommendation for clinical practice based upon the research study critically appraised in class. Support your decision to implement or not implement this as evidence-based practice based upon specific aspects of the critical appraisal.</p>