



This course supports the assessment for Translational Research for Practice and Populations. The course covers 2 competencies and represents 2 competency units.

Introduction

Overview

Translational Research for Practice and Populations is a graduate level course that prepares you to lead changes in patient-centered care at the individual and population levels through professional nursing roles in nursing education and nursing leadership. Key skills needed for these roles include the ability to read, analyze, interpret, and synthesize research studies, with the ultimate goal of translating this new knowledge into nursing practice.

As you work through each week of learning in the course of study, you will learn how a nurse researcher identifies and defines nursing practice problems and questions, and how diverse methods uniquely answer them. You will develop skills in the efficient and comprehensive search of the literature for evidence to support practice changes and how to critically appraise the evidence collected. Synthesis and interpretation of the collected evidence helps to inform and support recommendations for practice changes based on the literature.

Nurse educators and leaders must translate or adapt new knowledge to a practice context. In this context, translation as a concept challenges an individual to convey ideas or information which are communicated in one language (the language of science and research) into a new language: the language of nursing practice. As a change agent in nursing education and nursing leadership, you will assume the role of translator; as such, you must have fluency in both languages. You already speak the language of nursing practice. This course will teach you the language of nursing science and prepare you to fulfill the expectations and challenges of the role of translator as you lead practice changes in patient-centered care.

Watch the following video for an introduction to this course: Welcome Video

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Competencies

This course provides guidance to help you demonstrate the following 2 competencies:

- **Competency 7000.1.1: Evaluating Comprehensive Literature Reviews**
The graduate evaluates comprehensive literature reviews for historical context, completeness, applicability, reliability, organization, and quality of information sources.
- **Competency 7000.1.7: Translation of Research in Evidence-Based Practice**
The graduate interprets evidence and evaluates its applicability to nursing practice.



Nursing Dispositions Statement

Please review our [Statement of Nursing Dispositions](#).

Course Instructor Assistance

While you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, course instructors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies, troubleshoot areas of deficiency, and guide you through the revision process if necessary. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course. The course is designed in a weekly paced format that permits students to work through the readings and assignments for the week. The content for each week is foundational and will help the student build knowledge in preparation for the performance assessment. Students are encouraged to work through each week and remain on task in an effort to complete the course in a timely manner.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.



- [Melnyk, B.M., & Fineout-Overholt, E. \(2014\). *Evidence-based practice in nursing & health care: A guide to best practice*\(3rd ed.\). Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 978-1-451-19094-6](#)
- [Schmidt, N. A. & Brown, J. M. \(2017\). *Evidence-based practice for nurses: Appraisal and application of research.* \(4th ed.\) Sudbury, MN: Jones and Bartlett Learning. ISBN: 9781284155471](#)

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Jones & Bartlett Supplemental Textbook Companion Site

The online content provided by Schmidt & Brown for *Evidence-Based Practice for Nurses: Appraisal and Application of Research* offers additional online learning materials, available for review prior to the final assessment:

- [Evidence-Based Practice for Nurses: Appraisal and Application of Research Companion Site](#)

Other Resources

Nursing Standards

You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website: [WGU Library Nursing E-Reserves](#)

WGU Library E-Reserves

This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the [Accessing WGU Library E-Reserves](#) page.

The following e-reserve materials will be used in this course:

- Schaffer, M. A., Sandau, K. E., & Diedrick, L. (2013). Evidence-based practice models for organizational change: Overview and practical applications. *Journal of Advanced Nursing*, 69 (5), 1197-1209. doi:10.1111/j.1365-2648.2012.06122.x

WGU Library Articles

The following WGU library articles will be used in this course. You will be directly linked to the specific readings required within the activities that follow.

- Baker, K. M., Clark, P. R., Henderson, D., Wolf, L. A., Carman, M. J., Manton, A., & Zavotsky, K. E. (2014). Research Series: Identifying the Differences Between Quality Improvement, Evidence-based Practice, and Original Research. *Journal of Emergency Nursing*, 40. 195-197. doi:10.1016/j.jen.2013.12.016



- Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: A step-by-step approach. *British Journal Of Nursing*, 17(1), 38-43.
- McDowell, D. S., & McComb, S. A. (2014). Safety checklist briefings: a systematic review of the literature. *AORN Journal*, 99(1), 125-137.e13. doi:10.1016/j.aorn.2013.11.015
- Riva, J. J., Malik, K. P., Burnie, S. J., Endicott, A. R., & Busse, J. W. (2012). What is your research question? An introduction to the PICOT format for clinicians. *Journal Of The Canadian Chiropractic Association*, 56(3), 167-171
- Whiting, L. (2009). Systematic review protocols: An introduction. *Nurse Researcher*, 17(1), 34-43.
- Wright, K., Street, P., & Gousy, M. (2011). Academic skills: Using literature to support your discussion. *British Journal of Nursing*, 20(2), 101-106.
- Yensen, J. (2013). PICO search strategies. *Online Journal of Nursing Informatics*, 17(3), 1-5.
- Younger, P. (2010). Using Google Scholar to conduct a literature search. *Nursing Standard*, 24(45), 40-46.

Pacing Guide

The pacing guide suggests a weekly structure for completing your learning activities. It does not represent a mandatory schedule. Following the pacing guide carefully will help you complete the course in the suggested timeframe.

Week 1

Introduction

Preparing for Success

Learning Resources

Pacing Guide

Evidence-Based Practice

Evidence-Based Practice Introduction

Read: ERB and Translation of Research

Reflect: Guidelines

Blocks for Evidence-Based Practice

Read: PCORO

Read: The Patient Model? Patient, Intervention, Comparison, and Outcome

Self-Check: PICO Models

Complete: Using the PICO Model

Complete: A and B of the Performance Task

Week 2

Translation: Evidence Critique

Comprehensive Literature Review

Read: Comprehensive Literature Review

Watch: Searching the WGU Library



Complete: Application of Techniques to Evaluate the Literature Review as a Component of Study

[Resource: Ranking the Evidence](#)

Complete: Analyzing Literature

Week 3

Translation: Evidence Summary

Developing the Evidence Summary

Review: Defining and Recommending Best Practices

Complete: C and D of the Performance Task

Week 4

Evidence-Based Practice: Leading Practice Change

Defining a Change Theory

Read: EBP and Translational Research Part II

Read: Investigate Models for Change

Complete: Consultation? Reality Check

Complete: E and F of the Performance Task

Week 5

Building Support for Practice Change

Barriers and Ethical Considerations

Reflect: Final Considerations

Complete: G, H, and I of the Performance Task

Submit completed Performance Task in Taskstream

Note: This pacing guide does not replace the course of study. Please continue to refer to the course for a comprehensive list of the resources and activities.

Getting Started

Welcome to Translational Research for Practice and Populations! This course is designed to prepare you to lead changes in patient-centered care at individual and population levels. Course competency will be demonstrated through a performance assessment where you evaluate the scientific literature available in an area of your interest and translate your findings into a proposal and implementation plan for improving nursing practice. Throughout this course you will study a variety of learning resources, complete tasks designed to improve your research skills, and complete aspects of the performance assessment. Begin your course work by examining the Pacing Guide to determine how to best structure your time. Review the Assessment Directions and Assessment Rubric to make sure you understand the final assessment requirements. Check the course announcements for useful messages about the course and contact your course instructors for assistance as questions arise.



Evidence-Based Practice: Introduction

In week one, key concepts for evidence-based practice are introduced along with ethical considerations as they relate to proposing a practice change within a health care setting.

Evidence-Based Practice: Introduction

This section focuses on key concepts for evidence-based practice and ethical considerations for translating research in nursing practice.

This topic addresses the following competency:

- **Competency 7000.1.7: Translation of Research in Evidence-Based Practice**
The graduate interprets evidence and evaluates its applicability to nursing practice.

This topic highlights the following objectives:

- Describe the key elements of ethical protections of human subjects in research.
- Discuss key concepts of evidence-based practice.
- Identify why patient-centered outcomes research (PCOR) is important in health care.
- Identify key stakeholders for the practice change.

Read: EBP and Translation of Research

The following readings and resources are provided to develop your knowledge of evidenced- based practice in nursing and support the objectives for week one of this competency.

Review the following chapters in *Evidence-Based Practice in Nursing & Health Care: A Guide to Best Practice*.

- [Chapter 1: "Making the Case for Evidence-Based Practice and Cultivating a Spirit of Inquiry"](#)
- [Chapter 2: "Asking Compelling Clinical Questions"](#)
- [Chapter 3: "Finding Relevant Evidence to Answer the Clinical Question"](#)

Review the following chapters in *Evidence-Based Practice for Nurses: Appraisal and Application of Research*:

- [Chapter 1: "What is Evidence-Based Practice?"](#)
- [Chapter 2: "Using Evidence Through Collaboration to Promote Excellence in Nursing Practice"](#)
- [Chapter 16: "Transitioning Evidence to Practice"](#)

Additional reading and resource that you will find helpful:



- [Baker, K. M., Clark, P. R., Henderson, D., Wolf, L. A., Carman, M. J., Manton, A., & Zavotsky, K. E. \(2014\). Research Series: Identifying the Differences Between Quality Improvement, Evidence-based Practice, and Original Research. *Journal of Emergency Nursing, 40*. 195-197. doi:10.1016/j.jen.2013.12.016](#)

Reflect: Guidelines

As you explore the website listed below, make note of how the information provided relates to the content in the suggested reading. For this activity, reflect on how this resource supports evidence-based practice and how translation of this research can be applied to nursing practice.

- [Agency for Healthcare Research and Quality](#)

Research: The Building Blocks for Evidence-Based Practice

"The Patient-Centered Outcomes Research Institute (PCORI) helps people make informed healthcare decisions, and improves healthcare delivery and outcomes, by producing and promoting high integrity, evidence-based information that comes from research guided by patients, caregivers and the broader healthcare community." (PCORI Mission)

Patient-Centered Outcomes Research (PCOR) helps patients and their caregivers communicate and make informed healthcare decisions, allowing their voices to be heard in assessing the value of healthcare options. This research answers patient-centered questions such as:

- "Given my personal characteristics, conditions and preferences, what should I expect will happen to me?"
- "What are my options and what are the potential benefits and harms of those options?"
- "What can I do to improve the outcomes that are most important to me?"
- "How can clinicians and the care delivery systems they work in help me make the best decisions about my health and healthcare?"

In response to questions like these, PCORI endeavors to achieve the following:

- Assess the benefits and harms of preventive, diagnostic, therapeutic, palliative, or health delivery system interventions to inform decision making, highlighting comparisons and outcomes that matter to people
- Be inclusive of an individual's preferences, autonomy, and needs, focusing on outcomes that people notice and care about such as survival, function, symptoms, and health related quality of life
- Incorporate a wide variety of settings and diversity of participants to address individual differences and barriers to implementation and dissemination
- Investigate optimizing outcomes while addressing burden to individuals, availability of services, technology, and personnel, and other stakeholder perspectives

(courtesy PCORI)



Read: PCORI

The following readings are resources to help you gain an understanding of what PCORI does, the types of research they support, and the centrality of the patient in this important healthcare initiative.

- [The PCORI Methodology Report](#)

Review the PCORI website and examine the types of research that they support.

- [Patient Centered Outcomes Research Institute](#)

Read: The PICO Model-Patient, Intervention, Comparison, and Outcome

Clinical inquiry and sound nursing practice changes are guided by clear questions. In this course you will formulate a nursing practice change using the PICO model.

P.I.C.O. is an acronym:

- "P" stands for Patient Population/Disease Problem
- "I" stands for Intervention or Issue of Interest
- "C" stands for Comparison / Current Practice
- "O" stands for Outcome

Melnik and Fineout-Overholt describe five types of PICO questions: (1) intervention, (2) prognosis/prediction, (3) diagnosis or diagnostic test, (4) etiology, and (5) meaning. A meaning type of PICO question fits all qualitative research approaches whereas the other types fit quantitative research methods.

As you have learned through your exploration of PCORI above, you know that PICO is the recommended format for developing patient-centered or population-centered research questions. With the readings and activities below you will have opportunity to test the model using a practice or professional issue of interest. This activity will also help you as you begin to consider what you might want to focus on for your fieldwork and capstone courses!

Read the following chapter in *Evidence-Based Practice for Nurses: Appraisal and Application of Research*.

- [Chapter 3: "Identifying Research Questions"](#)

Review the following chapter in *Evidence-Based Practice in Nursing & Health Care: A Guide to Best Practice*.

- [Chapter 2: "Asking Compelling, Clinical Questions"](#)

Read the following articles:



- [Yensen, J. \(2013\). PICO search strategies. *Online Journal of Nursing Informatics*, 17\(3\), 1-5.](#)
- [Riva, J. J., Malik, K. P., Burnie, S. J., Endicott, A. R., & Busse, J. W. \(2012\). What is your research question? An introduction to the PICOT format for clinicians. *Journal Of The Canadian Chiropractic Association*, 56\(3\), 167-171](#)

Complete: Using the PICO Model

Using the [PICO Topic Worksheet](#), develop your nursing practice change topic. This activity will help you to develop your knowledge and skill in formulating clear practice change questions, and ensure the successful completion of aspects A, C and E of the course task. It will also help prepare you as you move towards your field experience and capstone project.

Complete the following in your notebook:

- Develop a PICO question based on what you now know about the model.
- Review/choose the appropriate PICO model as listed.
- Conduct a literature search relevant to your selected PICO question.

Be sure your response includes the following elements:

- Patient Population/Disease = age, gender, ethnicity, and disease or disorder (inclusion criteria for the project or study)
- Intervention or Issue of Interest = therapy or range of therapies, exposure to disease, prognostic factor A, and risk behavior
- Comparison intervention or Issue of Interest = alternative therapy, placebo, or no intervention or therapy, no disease, prognostic factor B, or absence of risk factor
- Outcome = outcome expected from therapy, risk of disease, accuracy of diagnosis, and rate of occurrence of adverse outcome.

Below are some PICO model examples:

Intervention Model

- In acutely ill geriatric patients (P),
- how does music therapy (I),
- compared to psychotropic medication (C),
- affect functional status (O)?

Prognosis/Prediction Model

- In acutely ill geriatric patients (P),
- how does music therapy (I),
- compared to psychotropic medication (C),
- influence/predict functional status (O)?

Etiology



- Are acutely ill geriatric patients (P),
- who have music therapy (I),
- compared with those without music therapy (C),
- at lower risk for/of functional decline (O)?

Meaning (Qualitative)

- How do acutely ill geriatric patients (P),
- with music therapy (I),
- perceive their ability to function (O)?

Self Check: PICO Models

Consider the following questions:

- How do your PICO questions look?
- Did the worksheet help you better define your question and help you focus your search for evidence in support of your question?
- How does the PICO model help you collect evidence in support of a practice change?

Complete: Task 1 Part 1

One of the key roles of the master's-prepared nurse is to lead practice change across the full spectrum of healthcare settings. Master's prepared nurses must be able to translate the existing body of knowledge around a phenomenon of interest (accessible through published research studies) to inform decision making related to nursing practice.

For the initial aspect of task completion, you will select a current nursing practice that requires change. You will need to provide a detailed description of the current practice, and discuss why the current nursing practice needs change. While making your choice, you may consider practice gaps, changing practice needs as identified by quality improvement data, clinical guidelines, or other methods used to identify the need for change.

Once you have defined your topic and written your introduction, describe the stakeholders that are involved with this change. Stakeholders are people or groups with a direct interest in the in the work of an organization. An example of stakeholders in a health care setting include physicians, health care providers, administrators, patients, families, ancillary personnel, and in some cases, members of the public. Your list of stakeholders may vary depending on your practice environment and your planned change. Utilize the skills and knowledge of your peers to identify the key stakeholders that will be impacted by this practice change. Refer to Box 16-2 on page 442 in [Chapter 16](#) of *Evidence-Based Practice for Nurses: Appraisal and Application of Research* for additional resource on stakeholder identification.

Identify the stakeholders for your project by asking the following questions:



- Who is directly affected by practice change?
- Who has the power and influence to impact the implementation of this practice change?
- What groups of people are directly or indirectly impacted by this practice change?
- Will this practice change create a shift in power and if so, who does this affect?

Complete the following aspect of XTT2: Translational Research: Task 1 parts A & B. Complete all aspects of the following sections:

- A. Topic selection
- B. Stakeholders

Translation: Evidence Critique

It is vital that the master's prepared nurse has a thorough understanding of techniques for performing and evaluating literature reviews. This section is focused on helping students understand how the literature review can serve the express purpose of translating research for practice.

Comprehensive Literature Review

A comprehensive literature review is an essential element when evaluating evidence for translation into practice. It provides the background needed to understand the purpose and significance of the research, identifies relevant theories and concepts, and demonstrates how the research builds on what is currently known about the field of study. The graduate-level nurse must know how to evaluate the quality of existing literature as part of a rigorous critique of evidence used to inform practice and improve patient outcomes.

This topic addresses the following competency:

- **Competency 7000.1.1: Evaluating Comprehensive Literature Reviews**
The graduate evaluates comprehensive literature reviews for historical context, completeness, applicability, reliability, organization, and quality of information sources.

This topic highlights the following objectives:

- Apply evidence-based practice and translational research to identify a proposed practice change.
- Identify the purpose of a literature review in translational research.
- Classify types of evidence available to support practice change.
- Conduct a literature review around a proposed practice change.
- Create an evidence table to support the literature review.
- Develop an evidence summary based on the findings in the literature and the evidence table.
- Provide a recommendation for best practices based on the evidence summary.

Read: Comprehensive Literature Review



A literature review is an essential element of every research article. The readings below provide you with an overview of the purpose of a literature review and methods used by researchers to create a literature review. While you are not expected to actually submit a literature review, you will need to know how to search the literature to find evidence and research that informs best practice. You should also be able to evaluate the quality of this evidence.

The readings will provide you with new and classic information about the essential elements of a literature review and will also highlight ways to locate and collect research literature and other sources of appropriate and relevant evidence, and important information you need in order to evaluate the quality of a literature review.

Read the following chapters in *Evidence-Based Practice for Nurses: Appraisal and Application of Research*.

- [Chapter 4: "Finding Sources of Evidence"](#)
- [Chapter 15: "Weighing in on the Evidence"](#)

Read or review the following chapters in *Evidence-Based Practice in Nursing & Health Care: A Guide to Best Practice*.

- [Chapter 3 \("Finding Relevant Evidence to Answer Clinical Questions"\)](#)
- [Chapter 4 \("Critically Appraising Knowledge for Clinical Decision Making"\)](#)
- [Chapter 7 \("Integration of Patient Preferences and Values and Clinician Expertise Into Evidence-Based Decision Making"\)](#)
- [Chapter 8 \("Advancing Optimal Care With Rigorously Developed Clinical Practice Guidelines and Evidence-Based Recommendations"\)](#)

Read the following articles on locating sources of evidence:

- [Cronin, P., Ryan, F., & Coughlan, M. \(2008\). Undertaking a literature review: A step-by-step approach. *British Journal Of Nursing*, 17\(1\), 38-43.](#)
- [Younger, P. \(2010\). Using Google Scholar to conduct a literature search. *Nursing Standard*, 24\(45\), 40-46.](#)

Read the following articles on appraising the literature:

- [Whiting, L. \(2009\). Systematic review protocols: An introduction. *Nurse Researcher*, 17\(1\), 34-43.](#)
- [Wright, K., Street, P., & Gousy, M. \(2011\). Academic skills: Using literature to support your discussion. *British Journal of Nursing*, 20\(2\), 101-106.](#)
- [Appraisal of Guidelines for Research & Evaluation \(AGREE II\)](#)

Watch: Searching the WGU Library

Review the following tutorial video: Using Mesh/Cinahl Headings in the WGU Library



Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Search the [WGU Library](#) integrated search for articles using MESH/Cinahl Headings

Complete: Application of Techniques to Evaluate the Literature Review as a Component of a Study

This activity will help you to analyze the literature review section of a research study. Read the following study and answer the questions below.

- [McDowell, D. S., & McComb, S. A. \(2014\). Safety checklist briefings: a systematic review of the literature. *AORN Journal*, 99\(1\), 125-137.e13. doi:10.1016/j.aorn.2013.11.015](#)

Answer the following questions about the literature review section of the article:

1. Does the introduction demonstrate the need for the review?
2. Is the problem clearly and concisely identified?
4. Is the purpose of the review clearly stated?
5. Is the review adequate in terms of the range and scope of ideas, opinions, and points of view relevant to the problem?
6. Is the review well organized and synthesized?
7. Does the review provide for critical appraisal of the contribution of each of the references?
8. Does the review conclude with a summary of the literature with implications for practice?

Resource: Ranking the Evidence

Read the following in *Evidence-Based Practice for Nurses: Appraisal and Application of Research*.

- [Chapter 15: "Weighing In on the Evidence"](#)

There are many different types of evidence ranking systems. However, each ranking system evaluates the quality of the research being critiqued, the quantity of research relating to the effect of the research, sample size, and the influence of the research, and the consistency of the research, where similar findings are present in like research studies.

To better understand the research you have assembled for your proposed practice change, you will need to evaluate each article based on the type of research design that is described in your source article. Various research designs yield various strengths of evidence.

For explanations on the difference between quantitative and qualitative research design read Schmidt and Brown (2015): [Chapter 7: "Quantitative Designs: Using Numbers to Provide Evidence"](#) and [Chapter 9: "Qualitative Designs: Using Words to Provide Evidence"](#)

Finally, after you consider the strength of evidence for each article, it is important to determine if the evidence from the article is applicable to your proposed practice change. The information provided to you below is the evidence table material you will use to rank your evidence. Click on the



hyperlinks in the sections to examine examples of evidence located at each level. If the research findings are informative and the strength of evidence suggests a higher ranking on the evidence hierarchy (with meta-analysis being the highest; or Level I), you should include the evidence in support of your proposed practice change.

Strengths of Evidence and Evidence Hierarchies:

The evidence hierarchy leveling system includes seven levels. Each level of strength has an associated study type. After reviewing the sections for each level, click on the hyperlinks to examine examples of evidence for that level.

Strength: Level I;

Hierarchies: Meta-Analyses, Systematic Reviews, Integrative Reviews, National Practice Guidelines

This level includes the following hierarchies: research designs of meta-analyses, systematic reviews, integrative reviews, or EBP guidelines which are developed from systematic reviews and housed in national repositories. [Level I Examples](#).

Strength: Level II

Hierarchy: Randomized Controlled Trial (RCT) and Experimental

This level represents evidence from studies using a true experimental design. [Level II RCT Example](#)

Strength: Level III

Hierarchy: Quasi-Experimental

This level represents evidence obtained from experimental studies without randomization. [Level III Quasi-Experimental Example](#).

Strength: Level IV

Hierarchy: Nonexperimental

This level represents evidence from well-designed nonexperimental designs such as retrospective, case-control, cross-sectional, cohort-comparison, prospective, descriptive, and correlational single studies. [Level IV Nonexperimental Examples](#).

Strength: Level V

Hierarchy: Metasynthesis

This level represents evidence from systematic reviews of studies using qualitative methods. [Level V Metasynthesis Example](#).

Strength: Level VI

Hierarchy: Single Qualitative Study



This level represents single studies using a qualitative research method. [Level VI Single Qualitative Studies Examples](#).

Strength: Level VII
Hierarchy: Expert Opinions

This level represents materials from a variety of nonresearch based-evidence and generally consists of reports of expert committees and/or opinions of authorities on the subject. The evidence from this level includes: specialists' opinions, case studies, practice guidelines, narrative reviews, editorials, regulations, legislation, and program outcome data/QI projects. [Level VII Expert Opinion Examples](#).

Sources:

- [Melnyk, B.M., & Fineout-Overholt, E. \(2014\). *Evidence-based practice in nursing & health care: A guide to best practice* \(3rd ed.\). Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 978-1-451-19094-6](#)
- [Schmidt, N. A., & Brown, J. M. \(2017\). *Evidence-based practice for nurses: Appraisal and application of research. \(4th ed.\)*. Sudbury, MN: Jones and Bartlett Learning. ISBN: 9781284155471](#)

Complete: Analyzing Literature

As you review articles you have retrieved in the search process, it is important to keep a record of relevant information you have read in some type of a database. A data table/grid is one of the most common approaches to organizing and summarizing evidence. This table is an excellent resource as you work to provide a thorough and scholarly critique of your evidence. In addition, the table provides you with the basis to develop a full evidence summary in support of your practice change.

For this activity, take each of the research articles you have gathered in support of your practice change and use the supplied table to provide a critique of each article. This document is used to keep track of the evidence as you review it using the evidence leveling structure from the previous section.

Download the following document: [Critical Appraisal Tool for Summarizing/Critiquing Research Articles](#)

Self Check Activity

Prepare for completion of the next aspects of your performance assessment by completing your research critique. This information will be used to help you build your evidence summary next week.

Translation: Evidence Summary



During this week, you are going to be reviewing the evidence critique completed from last week and summarizing this evidence in support of your practice change.

Developing the Evidence Summary

As a master's-prepared nurse, you are expected to be able to read and critique research to determine if the evidence is statistically significant, clinically relevant, and scientifically sound. With this knowledge, master's prepared nurses have the ability to develop a summary of the research critique in support of best practices and practice change.

This topic addresses the following competencies:

- **Competency 7000.1.1: Evaluating Comprehensive Literature Reviews**
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- **Competency 7000.1.7: Translation of Research in Evidence-Based Practice**
The graduate interprets evidence and evaluates its applicability to nursing practice.

This topic highlights the following objectives:

- Apply evidence-based practice and translational research to identify a proposed practice change.
- Identify the purpose of a literature review in translational research.
- Classify types of evidence available to support practice change.
- Conduct a literature review around a proposed practice change.
- Create an evidence table to support the literature review.
- Develop an evidence summary based on the findings in the literature and the evidence table.
- Provide a recommendation for best practices based on the evidence summary.

An evidence summary provides detailed information about the credibility of the research. When beginning to build your evidence summary, you will determine if the research you have selected for the practice change is truly applicable and reliable. As you develop your evidence summary, you will make decisions-based on your critique of the evidence-about whether to include the research findings (inclusion) as a part of your practice change or discard the research findings (exclusion). These decisions demonstrate your ability to determine the applicability and credibility of the available evidence in support of your practice change.

Some important tips to remember when developing an evidence summary:

- Each study must be discussed separately.
- Highlight the research design and methods, the study findings or conclusion, and how they relate to your practice change topic.
- Refer to each study by author name using correct APA citation.
- It should be very clear how each study supports your practice change intervention.



- Each study in the summary must relate to each other conceptually. Using words such as "likewise, the authors of ABC had similar findings" or "in contrast to" helps to link the concepts together. This is what makes a cohesive evidence summary.

Review: Defining and Recommending Best Practices

Review your evidence summary. The overall objective of developing an evidence summary is to summarize the research you have collected to support your proposed practice change in the simplest terms possible. Your purpose is to identify and describe the specific aspects of the research findings that apply to your best practice recommendations. These recommendations can take the form of an implementation plan for changing policy, defining new clinical guidelines, curriculum, or refining a process or procedure that is outdated.

Completing your Task

For this aspect of the task, you are asked to write an evidence summary in support of your proposed practice change. To do this, you will need to write a narrative summary that describes and links your evidence to your proposed recommendations for best practice.

Complete the following aspect of XTT2: Translational Research: Task 1. Complete all aspects of the following sections:

- C. Evidence Critique
- D. Evidence Summary

The evidence critique should include full APA citation for at least 5 sources. Evidence strength will range from Level VII (lowest) to Level I (highest). Evidence hierarchy will reflect the research methodology (expert opinion [lowest] to meta-analysis [highest]). Refer to the decision tree for leveling evidence to learn more about this.

Example Evidence Critique:

1. Tricco, A. C., Cogo, E., Holroyd-Leduc, J., et al. (2013). Efficacy of falls prevention interventions: Protocol for a systemic review and network meta-analysis. *Systematic Reviews, 2*(38). doi: 10.1186/2046-4053-2-38

Level I: Systematic Review

Evidence-Based Practice: Leading Practice Change

In week 4, the focus is on reviewing your evidence and making a determination on the appropriate change theory to frame your practice change.

Defining a Change Theory



The focus of this week is the continuation of your reading on evidence-based practice. Take a moment to reflect on the evidence you have assembled and think about how this evidence has shaped your practice change. Is there a framework for change that is emerging from the evidence? Was a particular change theory used? If not, take a moment to consider available practice change models and the manner in which you would promote your practice change within your nursing situation.

This topic addresses the following competency:

- **Competency 7000.1.7: Translation of Research in Evidence-Based Practice**
The graduate interprets evidence and evaluates its applicability to nursing practice.

This topic highlights the following objectives:

- Identify why patient-centered outcomes research (PCOR) is important in health care.
- Describe key concepts involved with translating evidence for informing a practice change.
- Identify an appropriate model to guide a practice change.

Read: Readings in EBP and Translation of Research Part II

Read the following chapter in *Evidence-Based Practice for Nurses: Appraisal and Application of Research*.

- [Chapter 16: "Transitioning Evidence to Practice"](#)

Access the [WGU Library E-Reserves](#) and read the following article:

- Schaffer, M. A., Sandau, K. E., & Diedrick, L. (2013). Evidence-based practice models for organizational change: Overview and practical applications. *Journal of Advanced Nursing*, 69(5), 1197-1209. doi:10.1111/j.1365-2648.2012.06122.x

Read: Investigate Models for Change

Promoting change within a health care setting can often be challenging and create unrest with staff nurses and those stakeholders that are impacted by the change. Defining a practice change management plan will provide a solid framework to planning and stakeholder engagement.

Read the following article: [Kotter's 8-Step Change Model](#)

Read the following pages about the Change Curve Model and Kotter and Cohen's Model of Change in *Evidence-Based Practice in Nursing & Health Care: A Guide to Best Practice*:

- Pages 319-322 in [Chapter 14: "Creating a Vision and Motivating a Change to Evidence-Based Practice in Individuals, Teams, and Organizations"](#)



Complete: Consultation-Reality Check

Meet with your nurse manager or director and ask for an example of how a new procedure or project has been put into practice in your unit. Use the Kotter's Model for Change as a guide for your questions. Identify areas of similarity and difference between the project implementation and the Kotter's model. Determine whether the success or the failure of implementation might be related to use of a model for change.

Also discuss methods of engagement used by the manager for assisting individuals with change. What model was used for this process and was it effective?

Complete: Task 1

Complete the following aspects of XTT2: Translational Research: Task 1. Complete all aspects of the following sections:

- E. Recommended Best Practice
- F. Identify Practice Change Model

Building Support for Practice Change

Congratulations, you have made it to the last week of this course. In this week, you will explore the impact of your practice change within your specific health care environment or your particular nursing situation. You will now define the potential barriers that could stall your practice change and review the ethical considerations associated with this practice change.

Barriers and Ethical Considerations

In week 5, the focus shifts to completing your practice change proposal and exploring how this change will impact the health care setting. Identification of potential barriers to successful practice change and ethical considerations are paramount this week and should be reflected in your proposal.

This topic addresses the following competency:

- **Competency 7000.1.7: Translation of Research in Evidence-Based Practice**
The graduate interprets evidence and evaluates its applicability to nursing practice.

This topic highlights the following objectives:

- Describe the key elements of ethical protections of human subjects in research.
- Identify key stakeholders for the practice change.
- Identify an appropriate model to guide a practice change.
- Discuss possible barriers to successful implementation of a practice change.



- Apply evidence-based practice and translational research to identify a proposed practice change.

Building support for practice change can be challenging and often requires thorough planning. Over the last five weeks, you have had the opportunity to define a practice change that is supported by the evidence in the literature. During this process of development, you have explored best practices and made recommendations for implementing best practices related to your phenomenon of interest.

It is now time to pull all your information together and compose a logical and fluent document that describes your practice change proposal. Follow the task prompts throughout the course of study and develop a proposal that represents your recommendations for your proposed practice change. Remember to format your proposal in accordance with APA's latest edition, provide in-text citations, and a separate reference page that provides complete citations of the research used to support your proposal.

Reflect: Final Considerations

As you write your proposal, consider the potential barriers to successful practice change and the ethical implications of your practice change. What are the potential barriers to successful practice change? Read pages 431-435 from section "Barriers to Connecting Research and Practice" *up to* section "16.2 Creating Change" in [Chapter 16](#) of Schmidt and Brown. As you read, think about the problems and barriers that might be encountered during the implementation of your practice change.

Consider your stakeholders as you move toward the final development of your proposal. Have you developed a stakeholder engagement plan? Does this plan promote the involvement of your stakeholders in the change as effort to gain support and move forward?

Finally, are the recommendations for this change ethical? Are you comfortable with the proposed practice change and would you be willing to defend this change to your colleagues?

- To help you answer these questions and expand your understanding of ethical issues related to the planning and implementation of evidence based practice change, read the discussion on ethics in [Chapter 16](#), page 443 of your Schmidt and Brown text.
- You may also refer to the [Code of Ethics for Nurses](#) from the ANA for additional discussion of ethics relating to nursing practice.

Complete: Task Submission

Congratulations on your positive progression in this course. This has been an incredible journey! Now is the time to make any reasonable revisions to your task and prepare for submission.

Complete the following aspects of XTT2: Translational Research: Task 1. Complete all aspects of the following sections and submit completed task:



- G. Barriers to Successful Implementation
- H. Identification of Ethical Concerns
- I. Sources

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. You are now ready to submit your completed performance assessment.