NURS 380: Research and Evidence Based Practice
One-Shot Lesson Plan

NURS 380 – Research and Evidence Based Practice
Prerequisite: NURS 340, NURS 374, NURS 375, NURS 376; OR NURS 305 and NURS 303. Majors only. Develops beginning research knowledge in relationship to health outcomes. Emphasis will be on quantitative and qualitative research as components of evidence-based practice. 3 Credits.

For this session students are already in groups and will have chosen a group research topic. These tend to be very practical research questions based on the premise of “What problems/issues/dysfunctions have you witnessed during clinicals that you think can be improved?” They are then supposed find and analyze evidence from research articles and present an evidence-based solution. The library session is constructed to assist students in identifying and locating evidence in the scholarly literature. Some student groups will change their topic during the third part of this session when they are searching for information and do not find enough information to make an evidence-based determination.

This is generally a 3-hour session.

Session Objectives
Hour 1: Students will be able to...
- ...discuss basic library information.
- ...identify what research articles are, and the reason for them.
- ...quickly determine if an article is a research article.
- ...differentiate between primary and secondary research articles.

Hour 2: Students will be able to...
- ...efficiently search library databases such as CINAHL, PubMed, and UpToDate.
- ....find the full text or request (ILL) any article of interest.
- ...use Google Scholar to find additional articles with the “Cited by function” and quickly locate the full text of articles found in bibliographies.
- ...sign up for a Refworks account and understand how RefWorks can be useful in organizing and citing evidence.

Hour 3: Students will be able to...
- ...identify primary and secondary research articles on a topic of interest.
- ...locate or request the full text of articles.
- ...create a shared space in RefWorks to share evidence

Materials Needed
- Librarian contact and informational handouts
- Abstract activity handouts
- Highlighters
### Activities

#### Hour 1

**Librarian**
Welcome students and discuss general information about the UNC Libraries
- We are here to help you succeed
- We are aware you did not come to UNC to become librarians; we are here to help you navigate the research process – and we don’t care if you need to ask us the same question twice or 20 times
- Any article you want, we will get for you; never pay money to get the full text of an article; this is why you pay library fees
- There is no question too big or too small – so ask; if we are not the right people to ask, we will help you find the right people (e.g., Writing Center)
- What the UL can help students with in broad strokes:
  - Identifying what information/research exists on a research topic in articles, books, and gray literature
  - Locate (get your hands on) those materials
  - Give credit to those who created the information (APA Style)

**Librarian & Students**
Open a Word document on the instructor’s computer to take notes while students are answering. This is generally a Q&A session where the librarian poses a question, students answer, and the librarian fills in any missing information/explanation
- Are there any questions you have right now? Any topics or issues you want to make sure I cover in this session? Are there any obstacles to completing library research that you’ve experienced?
- What is a research article? What is it based on? What is its purpose?
- Are all articles in a peer-reviewed journal research articles?
- What other types of articles are there in peer-reviewed journals?
- What are the sections in a research article?
- If you have an article in your hands, what is the quickest way to determine if it is a research article? (Look for a section called Method, Methodology, Methods, Design, Design & Procedure, Participants and Materials, etc.)
- What is the difference between Primary Research Articles (aka Original) and Secondary Research Articles (aka Systematic Reviews and Meta-Analyses)?
- Why are systematic reviews and meta-analyses more valuable than a single or even multiple primary research articles?

**Students**
Practice identifying research articles - open Abstracts on screen, go through them one by one asking students
- Is this a research article?
- If so, is it primary or secondary?
  1. Non-research
  2. Secondary research
  3. Primary research
  4. Primary research
  5. Secondary research
1. Ask students what this phenomena is: “SIDS”; they will probably only be able to identify a couple other names for the phenomenon.

2. Give students the other terminology for this phenomenon:
   a. SIDS
   b. Sudden Infant Death Syndrome
   c. Sudden Infant Death
   d. Sudden Baby Death
   e. Crib Death
   f. Cot Death

3. Explain tagging in library databases
   a. Assists in finding all the articles on a topic, no matter what terminology the authors use.
   b. Helps identify the best wording to use in a database.
   c. Helps weed out articles that only mention the term; it is only tagged with the term if it is a major component of the article.

---

**Hour 2**

**Librarian & Students**

Hands on – Verbally walk students through the process of setting up a RefWorks account (ask students who already have an account to open their account on a new tab)

Library website >> Databases A-Z >> R >> RefWorks (new version)

Explain that
   1. Students need to sign up with their Bearmail account
   2. They have to authenticate the account via their email, and the email from RefWorks often ends up in a spam folder

**Librarian & Students**

Hands on – Verbally walk students through the process of accessing the Nursing Library Guide

Library website >> Research guides >> Health Sciences >> Nursing

Then have students locate the tab “Find Journal Articles by Topic”

**Librarian**

Quick explanation: There are four databases that are the most useful to nursing students:

1. CINAHL (used to stand for Cumulative Index to Nursing and Allied Health Literature, but now is simply known as CINAHL) – is the premier nursing database in the world; most literature indexed in this database is in English, but not all
2. PubMed – the premier medical database worldwide
3. PsycINFO – the premier psychological literature database worldwide
4. UpToDate – an evidence based information tool for clinicians and practitioners.

CINAHL, PubMed, and PsycINFO are all very good databases for finding research articles. UpToDate does not index research articles, but the information is based on research.

**Librarian & Students**

Hands on – Ask students to open UpToDate and have them look up the same thing the librarian does: *e.g.*, otitis media with effusion
   - Choose one of the matches (for this example, maybe “otitis media with effusion in adults”)

---
- Ask students to scroll through the information, paying particular attention to the table of contents on the left to determine what type of information covered UpToDate articles.

Ask students to look up a pharmaceutical – prescription or OTC to demonstrate the type of information available.

<table>
<thead>
<tr>
<th>Librarian &amp; Students</th>
<th>Hands on – Ask students to return to Nursing LibGuide and access PubMed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Explain that the main search box works like a Google search</td>
</tr>
<tr>
<td></td>
<td>2. Have students log in (explain that PubMed is a completely free database they can use throughout their careers, but they need to sign in to access or request articles through the UNC system)</td>
</tr>
<tr>
<td></td>
<td>Sign into NCBI &gt;&gt; Username klawz, Password library &gt;&gt; Sign in</td>
</tr>
<tr>
<td></td>
<td>Verbally walk the students through a search while the complete the search in the database; complete the search on the projected instructor’s station one step behind the students so they can check their work and determine what they need to correct, if anything</td>
</tr>
<tr>
<td></td>
<td>3. Have students locate and access MeSH Database and type in “Swallowing Disorders”</td>
</tr>
<tr>
<td></td>
<td>4. Ask students what the proper terminology is for PubMed (Deglutition Disorders)</td>
</tr>
<tr>
<td></td>
<td>MeSH Database &gt;&gt; swallowing disorders &gt;&gt; Search &gt;&gt; Deglutition disorders &gt;&gt; Add to Search Builder &gt;&gt; Search PubMed</td>
</tr>
<tr>
<td></td>
<td>5. Ask students how many articles are tagged with Deglutition disorders</td>
</tr>
<tr>
<td></td>
<td>6. Have students repeat the same process with the idea stroke Click on PubMed icon to return to the main page &gt;&gt; MeSH Database &gt;&gt; stroke &gt;&gt; Search &gt;&gt; Click next to Stroke &gt;&gt; Add to Search Builder &gt;&gt; Search PubMed</td>
</tr>
<tr>
<td></td>
<td>8. Limit search</td>
</tr>
<tr>
<td></td>
<td>• Last 10 years</td>
</tr>
<tr>
<td></td>
<td>• Show additional filters &gt;&gt; Checkmark next to Ages &gt;&gt; Show &gt;&gt; 19-44 years</td>
</tr>
<tr>
<td></td>
<td>9. Have students scroll through the results and look for articles that have square brackets around the title; these articles are not in English</td>
</tr>
<tr>
<td></td>
<td>10. Have students look for the peer review filter (there won’t be one, as all journals that PubMed indexes are peer reviewed)</td>
</tr>
<tr>
<td></td>
<td>11. Have students choose an article Click on title of article &gt;&gt; Northern CO Full Text</td>
</tr>
<tr>
<td></td>
<td>Demonstrate to students: Northern CO Full Text when the article is available; Northern CO Full Text when the article is not available – and demonstrate how to Request an article (explain how requesting an article works)</td>
</tr>
<tr>
<td></td>
<td>12. Download one of the full text of one of the articles to the desktop</td>
</tr>
</tbody>
</table>
Librarian & Students  Hands on – Ask students to return to Nursing LibGuides and then access CINAHL
  1. Always select Advanced Search first
  2. CINAHL Headings is the tagging system in this database
  3. Do a quick search on anything, and then click “Show More” under “Limit To”
  4. Show – Research articles, Peer review, Ages, etc.
  5. Verbally walk students through a search as was done with PubMed

Librarian  Demonstrate Google Scholar to students:
  1. How to use citation information to find the full text of articles (Find It @ UNC with the title of the article)
  2. How to use the “Cited by” function to find more articles on the same topic that are more recent.
  3. Show students how to set up Google Scholar to recognize students as UNC affiliates so that they can use the Find It @ UNC function to get the full text of articles through Google Scholar.
  4. Show students where to find the video of these directions on the “Find Journal Articles by Citation” tab.

Librarian  Demonstrate uploading the article saved on the desktop into RefWorks
  • How RefWorks uses the metadata to create a citation
  • That students can read the article in RefWorks, take notes, make folders to organize, and create a folder and invite others to share (so that all students in the group can work off of one folder that includes all the articles they’ve found)
  • How to create a bibliography with the one article (proofread with students to determine if any corrections need to be made)
  • Tell students, when they copy the citations into their paper, they need to:
    o Capitalize any proper nouns
    o Change the font color to black
    o Change the font to Times New Roman, 12 point
    o Change the spacing so that is all double spaced with no extra spacing before or after the next citation

Library & Students  Have students return to the Nursing Guide and select the APA Style tab; ask students
  1. Does this guide help you format a title page in APA Style?
  2. Does this guide explain how to create text citations for an article that has more than eight authors?
  3. Does this guide demonstrate how to create a reference citation for an UpToDate article?
  4. Does this guide link you to instructional videos on RefWorks?

Hour 3
During this hour students search for research articles on their topics. The librarian walks the room circulates through the room to talk with students and inquire as to any problems they encounter and make possible suggestions. If it is a question on the topic, refer the students to the course instructor.