Title of Project: Evidence based practice strategies for nursing and health care

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Coordinator, Graduate Program

Selection of QEP Goals
Goal 1: Students will develop knowledge of discipline-specific inquiry skills
Goal 2: Students will apply discipline specific inquiry skills from the classroom to resolve a specific question or problem
Goal 3: Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum.

Project Abstract
A nursing elective course will be implemented, placing students with nurse researchers in one of two clinical settings to actively engage them in real-world, faculty guided, clinically grounded nursing research. Clinical protocol development and implementation of translational research to advance evidence-based practice will be the focus of discipline-specific research activities. Students will either be placed in Project Link, the grant-supported College of Nursing (CON) initiative to expand access to health care to uninsured working of Lowndes County through collaboration with the Partnership Health Clinic, or to the research projects that are part of the nurse faculty consultation services provided to South Georgia Medical Center. Students will be actively guided by faculty and mentored to engage in various elements of ongoing research projects or program evaluation projects conducted in the two clinical settings, to include identifying researchable practice topics, framing research questions, performing research literature review, collecting and analyzing data, developing IRB applications, and prioritizing based on specific clinical problems. Students will generate evidence-based clinical questions, and collaborate with nurses and other health care professionals involved in clinical research projects to evaluate the impact of Project Link, to establish an evidence-based practice model for Project Link, or to...
study clinical problems based on needs they identify in the selected clinical settings, such as best protocols for nurse managed alcohol withdrawal care and identification of essential elements of cancer survivorship care. Students will share their work and the project outcomes in presentation formats that include posters and podium presentations of research findings, oral and written reports to committees, and refereed publications in nursing. Expected outcomes of this project include increased skills in qualitative and quantitative data collection specific to nurse-sensitive quality indicators, dissemination of research findings through presentation and via publication, increased positive attitude toward research and research roles for nurses, and increased interest in graduate nursing education.

**Project Narrative**

Evidence-based nursing has evolved into the standard for nursing practice – the hallmark of excellence in clinical practice, and it is therefore imperative that all nurses have a working knowledge of the principles and methods by which their practice can be driven by credible, scientifically verified and clinically relevant evidence rather than authority, trial and error, intuition, or other common ways of knowing. Nursing knowledge is derived from three primary sources: ethical principles, practice wisdom (clinical expertise), and scientific knowledge derived from research. Translational research includes two areas of translation. One is the process of applying discoveries generated during research in the laboratory, and in preclinical studies, to the development of trials and studies in humans. The second area of translation concerns research aimed at enhancing the adoption of best practices in the community (Jennings, 2004; Jones & Wells, 2007; Kirchhoff, 2004). This second application is the focus of nursing science as it relates to evidence based practice. Science, as a way of knowing, while basic to the practice of professional nursing, is often undervalued and under-learned. Nursing curricula have included research coursework since 1976, when the National League for Nursing set accreditation criteria prescribing this requirement (Estabrooks, 1999; Poston, 2002). The intention was not only to provide knowledge essential for professional practice – primarily the ability to read and interpret research literature, but to inspire nursing students to consider graduate study and nursing research careers. Unfortunately, with the exponential expansion of required content and skill mastery necessary for today’s nursing graduates, research remains a required and necessary, but mostly unappreciated course, the outcomes of which are viewed as obstacles to graduation rather than skills supporting excellence in practice (Clark, Standforth & Humphries, 2009; Harrison, Lowery & Bailey, 2006; Melnyk & Fineout-Oveholt, 2000; Porter & Mansour, 2003; Vessey, 2009).
Research and educational commentary on teaching research to undergraduate nursing students has provided evidence that the processes of mentoring, experience in field work, the ability to model nurse researchers and nurses in practice using research, and earlier introduction of nursing research concepts in the curriculum are variables favorably impacting student learning and student attitudes toward research (Porter & Mansour, 2003; Wheeler, Hardie, Schell & Plowfield, 2008). This proposal has been developed based on the following assumptions:

1. Evidence-based practice and translational research are models upon which excellence in professional nursing practice are based.
2. BSN nurses have a primary responsibility to contribute to a culture of health care that incorporates evidence based practice and the use of translational research.
3. Applying research methods to improve clinical practice will increase research knowledge and positive attitude toward research among undergraduate nursing students.
4. Interactions between undergraduate nursing students and clinical nurses implementing evidence-based practice through field research experiences will improve systems of care and collaboration skills among undergraduate nursing students.

The purpose of this proposal is to provide increased exposure to and practice with the use of research skills among undergraduate nursing students through participation in a nursing elective course. This purpose is consistent with the core knowledge and competency standards for preparation of new nurse graduates as set forth by American Association of Colleges of Nursing’s (AACN) Essentials of Baccalaureate Education under the associated Essential III: Scholarship for Evidence-Based Practice (AACN, 2008). Students will enroll in a 3.0 credit hour nursing elective course, Strategies for Evidence-Based Nursing Practice, designed to provide them the opportunity to acquire nursing research skills in data collection and management, data analysis and data interpretation, along with experience collaborating with nurses and other health care providers to implement evidence based practice. In this course, the traditional lines between classroom and clinical settings will be highly permeable as students engage in structured clinical research projects. Students will be recruited from junior and senior nursing majors. Course activities may include: 1) development of clinical questions, 2) summary of the research and other evidence informing nursing protocols of care, 3) collaboration in the development of evidence-based protocols, and 4) dissemination of findings based on field work.
Clinical Field Sites

Students participating in this undergraduate research project will have the unique opportunity to be actively guided by faculty as they engage in ongoing, clinically relevant research projects conducted in one of two dynamic practice/research sites that the CON is developing. At the conception of this QEP initiative, research projects will be in various stages of development; as such, students’ individual research socialization experiences will be unique and of an evolving nature. Students may begin working on a project after its initiation and leave before its conclusion. Success associated with this model has been described (Hughes & Morgan, 1994; Sneed & Strong, 1993). Students enrolled in the EBP course will be assigned to either Project Health Link (PHL) or the Faculty Nurse Researcher in Residence Project (FNR) and engage in meaningful research activities that will create synergy among clinical practice, research, and scholarly inquiry. With an expected course enrollment of 8 – 10 students per semester, a faculty-to-student ratio of 1:4 in the clinical field sites will allow for necessary mentoring and hands-on guidance in the unique clinical settings.

Project Health Link (PHL) is a federally funded grant initiative in which the CON is collaborating with Lowndes County Partnership for Health to increase access to health care services among the working uninsured of Lowndes County. Through support of staff, placement of advanced practice nurses in clinical practice, and assignment of undergraduate and graduate nursing students for clinical experiences, the CON is expanding access to health care services, initiating health promotion and health education programs, and implementing a comprehensive program evaluation and evidence-based practice model. Students will be guided by the faculty assigned to collect and analyze program evaluation data examining the variables indicative of nurse-sensitive care or to the faculty assigned to implement an evidence-based model of protocol development. Students will be guided in data collection, both quantitative and qualitative techniques, setting up and accessing computer databases, accessing electronic health records, and analyzing data using SPSS. Students will examine the three sources of evidence for practice: scientific literature, patient preferences, and clinical expertise unique to the setting. Students will have the opportunity to isolate and develop basic research questions such as, “Does this uninsured working population have characteristics which distinguish it from other populations? Do these characteristics inform priorities for care?” Students will also be guided in collaborating with nursing and medical staff to analyze the evidence supporting selected clinical protocols and plans of care. Students will be mentored by faculty in data collection techniques and have...
the opportunity to interview patients and clinical staff to identify patient preferences for care or explore indicators of nursing expertise.

The Faculty Nurse Researcher in Residence Project (FNR) is a developing initiative in which the CON is proposing to expand our existing consultative relationships with area health care organizations. Currently several faculty lend their expertise to area hospitals and health care organizations by serving on research committees and IRB’s, guiding the development of research projects and supervising research data collection and analysis. Our ultimate goal is to establish formal partnerships in which area health care organizations “buy out” a percentage of faculty time to serve as a “researcher in residence”. Faculty will be assigned one or two days a week to supervise research activities in the setting. A Health Care Research Interest Group will be formed, including other health-related disciplines at VSU, in order to advance interdisciplinary research and consultation activities. Both graduate and undergraduate student research and clinical consultation opportunities will be available through this infrastructure and via precepted assignments under the direct guidance of the faculty in residence. In this QEP undergraduate research project, students will be assigned to one of the faculty currently consulting with South Georgia Medical Center (SGMC) to allow active participation in ongoing research projects. Faculty will actively mentor students’ discovery of new knowledge guided by nursing’s scientific, culture, and ethical values. Students will have opportunities to attend clinical research meetings, identify appropriate applications of translational research in the clinical setting, collect and analyze clinical research data, participate in the development of clinical protocols development and data-based clinical decision making, disseminate research findings, and participate in the development of the Faculty-in-Residence initiative. Current projects include: Alcohol Withdrawal Nursing Protocols, the Cancer Survivorship Project, and Bioethics Mediation Model Development Project. We anticipate that during this project, not only will students develop knowledge informing clinical practice but they will identify data supporting specific decisions regarding the development of the Faculty-in-Residence Project.

This project will address all three outcomes of the QEP. Both quantitative and qualitative skills of inquiry specific to nursing and health care will be the focus of student activities. Emphasis on nurse-sensitive indicators is an especially important component of this project. Current debate regarding inadequate quality of health care, rising costs, medical errors and the inability to receive needed health care services has prompted the National Quality Form (NQF) to demand accountability for quality improvement and clinical excellence (Lang & Kizer, 2005; Vessey, 2009). Nursing sensitive indicators are outcomes which define the end results of nursing interventions and are indicators of problem resolution.
Evidence-Based Practiced Strategies for Nursing and Health Care

or progress toward problem or symptom resolution. Nursing-sensitive outcomes are defined as changes in health status upon which nursing care has had a direct influence. Variables affecting patient outcomes may include diagnosis, socio-economic factors, family support, age and gender, and the quality of care provided by other professionals and support workers. For example, in the case of uninsured working in this geographical region, it is unknown whether or not any of these factors are significant predictors of health or how they should be used in planning and implementing care. As such, in any given area of inquiry arising through this QEP proposal it must be recognized that manipulation of independent variables, in the classic sense, would not always be feasible or possible. Nonetheless, specific indicators that will be examined during this project include: 1) Symptom control and change in symptom severity, 2) functional status, 3) knowledge of condition and treatment, 4) patient satisfaction with care, 5) unplanned emergency department visits, 6) unplanned hospital readmissions, and 7) strength of treatment alliance (International Council of Nurses, 2009; National Institutes of Health, 2009).

Students will be immersed into active field experiences, mentored by nurse faculty and other nurses involved in clinical and program research to resolve critical questions impacting the care of patients in either a community-based setting or an acute care setting. There is a range of human activity not easily understood using positivistic approaches—thus limiting student experiences in this project to experimental designs with manipulated independent variables and established dependent variables is inconsistent with nursing’s holistic philosophy and perspective. As such, students will be guided in selecting a research design approach, inquiry technique, and analytic procedure best suited to the particular project in which they are immersed. Projects may lend themselves to qualitative approaches, observational research, descriptive analyses, action research designs, and correlational techniques. Students will have opportunities to explore data (univariate, bivariate, and multivariate) at multiple levels and work with common techniques including descriptive statistics, correlation, t-test, regression, and ANOVA. Findings of student research will directly impact clinical care and the health and welfare of citizens of south Georgia.

As students develop clinical questions and derive relevant nursing protocols their work will be recognized in local, regional and possibly national forums. Students will have the opportunity to share their work and that of their practice colleagues through presentations to advisory boards, research interest groups, nursing and medical administrators, university audiences and at professional meetings. PowerPoint, poster, and podium presentations will be used to communicate the findings and activities of this project. In addition, it is expected that students will produce abstracts as appropriate and further collaborate with faculty to publish their findings in professional journals.
Project Evaluation
The evaluation of this project reflects expected outcomes related to individual student performance and clinical protocols resolution. Student performance will be formally evaluated within the scope of the assignments and evaluation included in the Evidence-Based Nursing course elective (see attachment A: Proposed Nursing Elective Course Syllabus). Expected student aggregate outcomes include increased interest in and anticipated enrollment in graduate study within five years of graduation, increased positive attitude toward research as a nursing role, dissemination of research findings through presentation and via publication, and increased positive perceptions of nursing research among clinical partners in the community.

Sustainability
This project has the potential to be sustained as a permanent part of the nursing electives offered in the CON and as a natural outgrowth of the refinement of the evaluation of our Faculty Practice Plan and the Faculty in Residence Project. The growth and development of our graduate programs will be linked to the success of recruiting students directly from the BSN program. We believe this project will have significant impact on the recruitment to the Doctor of Nursing Practice Program (proposal forthcoming in 2010).

Budget Narrative
The budget proposed for this project reflects those costs necessary to recruit and support activities of undergraduate nursing students and faculty to implement a nursing elective in evidence-based nursing and health care practice.

Faculty course release: One faculty will be reassigned to teach the nursing elective course in spring 2011 and fall 2011. $2,500 will be used in spring and fall to hire a part time clinical faculty to cover the clinical teaching assignment of the faculty so that the faculty can focus on the nursing elective course delivery which will include class and seminar instruction and supervision of research activities in field sites. Due to a recognized shortage of nursing faculty, an amount of $2,500, rather than VSU’s current policy of budgeting $2,300 for part-time faculty salary, has been established in budgeting for clinical adjunct faculty in the discipline of nursing. $12,922 is requested to cover summer teaching assignment for a faculty to implement this course during the summer as we run nursing major coursework
throughout the year. One course with two clinical sections will be offered during summer. Dr James Humphrey will be responsible for students placed in Project Health Link (summer salary $7202 / fringe benefits $1253) and Dr Maura C Schlairet will be responsible for students placed at South Georgia Medical Center (summer salary $5720 / fringe benefits $995.28).

**Graduate Assistant:** A graduate assistant will be hired to assist the faculty involved in the delivery of this nursing elective course, coordinating collaboration with two clinical sites, and managing the coordination of the research site preceptors. The graduate assistant will also assist in the evaluation of student performance in selected course requirements. The graduate assistant will oversee the establishment of the Undergraduate Nursing Student Research Resource Room.

**Undergraduate Student Stipend:** $250 will be given to each student completing the EBP Nursing Elective and disseminating research findings (i.e., submission of abstract) as incentive to participate in the considerable field work necessary to collect and analyze data and to travel to field sites for data collection, in addition to their already heavy clinical schedules (our students usually spend Wednesdays and Fridays in classes and all day Monday and Tuesdays and some Thursdays in clinical). Students will be required to analyze data on campus in the Undergraduate Research Lab and to attend clinical collaboration meetings on the weekends and in the evenings. These funds will defray the costs of ordering and copying research articles, and materials to prepare reports and poster presentations.

**Faculty Travel:** Funds are requested to assist in sending participating faculty to professional meetings to present the findings of this project. At least three professional presentations will be expected to be delivered on this project. In addition, faculty will be supported with these funds to accompany students to present the project to at least one national forum. Any travel costs exceeding the requested amount will be absorbed by traditional faculty travel budget in the CON or through campus funding as appropriate for faculty whose papers are accepted for presentation.

**Undergraduate Student Travel:** $500 is requested to support student travel (car mileage) to area clinical sites for the three semesters of the project. The project coordinator will work closely with Budget Services in advance of purchasing travel for students to ensure items can be purchased and protocols are followed. Any funds not used in this category will be used to augment faculty travel reimbursement to clinical field sites.
**Equipment:** Two laptop computers will be purchased to be used for all field data collection. All patient data will be retained only on these computers and the single storage disk in the CON in order to maintain security on protected patient information. The CON will pay for SPSS site licenses and any software needed to maintain the clinical database, the electronic health records and/or the references for the protocols development. Agendas and minutes of all meetings will be archived on these computers to provide continuous, consistent access to project data for all participating faculty and students over the life of this project. The Project Coordinator has contacted Mr Joe Newton to (a) establish appropriate laptop specifications that meet campus IT standards and (b) project expected costs. Additionally the Coordinator will work closely with the Division of IT in advance of purchase of equipment (i.e., laptops and SPSS software) to ensure items can be purchased using available educational / state discounts and VSU policies and procedures for purchasing are followed.

**Internal Contributions:**

The CON is not asking for support to develop the proposed nursing elective. Dr. Schlairet and Dr. Hufft have drafted this course and plan to move the course through the academic committees on campus for approval during fall 2009 and spring 2010. The CON will assume responsibility for identifying and preparing space within Martin Hall to be used for the Undergraduate Student Research Resource Room and will assume costs of furniture, computer, software and research references. This space will be available to the BSN students involved in this and other research projects for data entry, retrieval, data analysis, and meetings. The CON will absorb any travel costs not covered by the funds provided to this project. Most of the student field research assignments will be precepted by faculty who are already supported through other external grants (HRSA Project Link), reducing the direct costs of direct clinical oversight. The CON will also be responsible for related supplies (paper, printing, etc.) for the project.
### Student Learning Outcomes Assessment

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Performance Criteria</th>
<th>Contingency Plan</th>
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<tbody>
<tr>
<td>1. Students will generate compelling clinical questions impacting the care of selected populations in South Georgia.</td>
<td>Students will develop focused clinical questions inclusive of background and foreground considerations. The evidence-based practice (EBP) questions will be graded by the course faculty using a rubric identifying essential components of clinical questions.</td>
<td>Due in week 3</td>
<td>Instructor of course</td>
<td>Students will use the PICO format to complete the development of EBP questions based on clinical problems, questions, or existing protocols in one of two settings: Partnership Health Clinic or South Georgia Medical Center.</td>
<td>If student achievement results are high, request top 10% allow their work to be archived as exemplars for future cohorts. If student achievement results are low, then review, re-teach topic.</td>
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<td>2. Students will critically appraise and prioritize sources of research evidence for nursing protocols.</td>
<td>Students will generate, analyze, and/or interpret a summary of relevant literature related to selected clinical problems. Submission of early drafts of written assignment will be encouraged to promote formative feedback. This written assignment will be graded using a rubric by the course faculty.</td>
<td>Due in week 6</td>
<td>Instructor of course</td>
<td>Students will access research literature and, depending on phase of project in which the students enter the course, will 1) collect (i.e., field work), critique and summarize the evidence, 2) interpret the power of the evidence, and/or 3) translate the evidence into recommendations for nursing protocols.</td>
<td>If student achievement results are high, request top 10% allow their work to be archived as exemplars for future cohorts. If student achievement results are low, then review, re-teach topic.</td>
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<tr>
<td>3. Students will document patient concerns and choices; nursing clinical judgment; and setting-specific resources for EBP among selected populations with specific health care issues.</td>
<td>Students will analyze non-research based evidence for clinical protocols. Written analysis will be evaluated by the course faculty using a rubric.</td>
<td>Due in week 8</td>
<td>Instructor of course</td>
<td>Collaborating with the Project Health Link Program Evaluator and/or the Project Health Link EBP Protocols Development faculty OR with the scholar in residence for the EBP Project at SGMC, students will implement data collection strategies to identify and summarize non-research based evidence for clinical practice. Students consider incorporating action research involving collection and analysis of quantitative data. A written data analysis, including discussion of nature of evidence (i.e., experience vs. expertise) will be completed.</td>
<td>Work individually with students based on rubric-guided review to reinforce concepts and/or re-teach topics. Request top 10% of students allow their work to be archived as exemplars for future cohorts.</td>
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<td>4. Students will promote EBP through dissemination of research findings impacting clinical care.</td>
<td>Students will disseminate findings of translational research strategies and models to address the gap between nursing research and nursing care. An assessment form for podium and poster presentations of abstracts will be used to assess the quality and effectiveness of the presentation.</td>
<td>End of semester</td>
<td>Instructor of course</td>
<td>Students will present outcomes of research activities, in abstract format as appropriate, supporting establishment of EBP in nursing. Initial presentations will occur in classroom setting and then at selected venues (National Student Nurses Association meetings; Georgia Association of Nursing Students Convention; Southern Nursing Research Association Meetings; Association of Clinical Research Professionals Meetings; Georgia Nurses Association Convention; Local)</td>
<td>If Presentation Assessment Form scores are low (graded ≤ 75%), work individually with students to help them understand where their difficulties are and to learn required information. Revise syllabus for future sections of course to address most common difficulties. If achievement results are robust, seek permission to archive allow their work (i.e., posters, slides) as exemplars for future cohorts.</td>
</tr>
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</table>
5. Students will develop positive attitude toward EBP through utilization of translational research techniques.

Students will work collaboratively as resource agents (i.e., community of scholars) for students enrolled in core nursing research course. Students will work collaboratively as resource agents (i.e., community of scholars) for students enrolled in core nursing research course.

Week 1 & week 15

Instructor of course and CON faculty

Attitude Toward Nursing Research instrument (pre and post-testing format utilized). If student attitudes scores are low, then review concerns with cohort and consider revising syllabus for future sections of course to address most common difficulties. If student attitude scores are high, consider early discussion of graduate education opportunities.

6. Students will demonstrate increased interest in graduate nursing education.

Students will develop a portfolio of evidence documenting evolution of research skills supporting ability to study/research at the graduate level in nursing. Portfolios will be evaluated by the course faculty using a rubric.

Week 1 & week 15

Instructor of course

Instrument to capture interest in graduate nursing education (i.e., MSN, NP, CNL, EdD, DNP, PhD) within 5 years of BSN graduation. Pre and post-testing format utilized. Encourage early submission of portfolio to allow for feedback. If student achievement results are high, ask for permission to archive a portfolio as an exemplar for future cohorts. If student achievement is low, work individually with students to help them understand where their difficulties are and to learn required information. Revise syllabus for future sections of course to address most common difficulties.

Program Assessment

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activity</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Performance Indicator</th>
<th>Contingency Plan</th>
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<tbody>
<tr>
<td>1. Create an elective translational research course in nursing.</td>
<td>Investigate courses at other universities to compare course descriptions, objectives, syllabi, etc. Discuss feasibility with colleagues. Examine current undergraduate offerings for courses that could be adapted as research-intensive.</td>
<td>Completed by end of second semester</td>
<td>CON QEP Coordinator and faculty participating in QEP program</td>
<td>Develop sample course syllabi, complete new course form, complete curriculum change forms.</td>
<td>If complete, add to course offerings. If not complete, incorporate elements into existing courses.</td>
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<tr>
<td>2. Recruit students for a translational research course elective in nursing.</td>
<td>Advertise during CON academic advising sessions. Advertise in freshman seminars and in pre-nursing advising sessions. Email to all students in major and to all pre-nursing students.</td>
<td>Begin at end of first semester</td>
<td>CON QEP Coordinator</td>
<td>Register 8 - 10 students per semester in the EBP course to promote a faculty : student ratio of 1 : 4 in the clinical field sites.</td>
<td>If low then expand network.</td>
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<tr>
<td>3. Host College of Nursing Research Symposium to showcase student research to community of interest.</td>
<td>Identify and invite plenary speaker. Organize student poster presentation. Create undergraduate student research award.</td>
<td>Spring 2012</td>
<td>CON QEP Coordinator and faculty participating in QEP program</td>
<td>Register at least 20 attendees. Administer opinion surveys to attendees.</td>
<td>If low then publicize. If high, consider opportunities for networking with symposium participants to develop new research sites and relationships.</td>
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<tr>
<td>4. Recruit students for graduate nursing education.</td>
<td>Begin discussion during CON advising for graduation sessions. Email to all students in major. Advertise during Nursing Research Symposium.</td>
<td>Week 1 (time 1), week 15 (time 2), and upon graduation (time 3)</td>
<td>CON QEP Coordinator</td>
<td>Instrument to capture interest in graduate nursing education.</td>
<td>If low then expand network.</td>
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<td>Personnel:</td>
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<td>Adjunct Cost for Course Release</td>
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<td>Faculty Summer Salary</td>
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<td>Undergraduate Students stipend</td>
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<td>Faculty Summer (17.4%)</td>
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<th>TOTAL PROJECT COST:</th>
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Note: Projects are not required to include all of the categories above, alter as needed.


Evidence Based Nursing, Health Sciences Library, University of North Carolina-Chapel Hill http://www.hsl.unc.edu/Services/Tutorials/EBN/index.htm


Healthlinks: University of Washington Health Sciences Libraries http://healthlinks.washington.edu/ebp

Basic Introduction to EBP Resources http://healthlinks.washington.edu/hsl/classes/evidence/

EPB Tools Summary http://healthlinks.washington.edu/ebp/ebptools.html


Introduction to Evidence-Based Medicine, Duke University Medical Center Library (not nursing-specific) http://www.hsl.unc.edu/services/tutorials/EBM/index.htm


University of Iowa Hardin Health Sciences Library: Evidence Based Practice http://www.lib.uiowa.edu/hardin/eb.html

University of Minnesota: Evidence-Based Nursing http://evidence.ahc.umn.edu/ebn.htm

Using Information Resources...Nursing: Evidence-Based Practice http://www.lib.odu.edu/libassist/tutorials/nursing/section6/index.html

Contains a very useful diagram of the Haynes Model of Hierarchy of Pre-Processed Evidence that links type of resource with it might be found.


