

Research Critique

5 pages | 1042 words

This paper will review a quantitative study comparing the outcomes of physicians that use sterile versus nonsterile gloves during simple soft tissue lacerations repairs in the Emergency Room. It will address the protection of human participants, their risks/benefits, and a review of the study's data collection, data analysis, and problem statement along with an interpretation of its findings. Article

The article is from 2004, and was published in the Annals of Emergency Medicine. It's entitled "Sterile Versus Nonsterile Gloves for Repair of Uncomplicated Lacerations in the Emergency Department: A Randomized Controlled Trial". Protection of Human Participants

A random sampling of patients were taken from populations that presented to multi-center emergency rooms in the Toronto area, with simple soft tissue lacerations that required suture repair. Of the 1,100 people approached, 902 gave voluntary consent to participate in the study. Of those, 86 were excluded for a final total of 816. There were 245 patients who refused to participate, with 40% being children (the study enrolled any patient over the age of one). There was suggestion that the large amount of children who "refused" participation was related to "parental anxiety of entering their child into the study" (Perelman et al., 2004, p. 363). Specific physical, psychological, social or economic risks to patients were not addressed in this article, but a patient information sheet was given to participants before they signed the consent. The handout provided background information on wound management, infection, and the rationale for the study. There were no immediate or direct benefits for patients to be involved in this study. The protocol, patient consent form, and all other related information during this trial were reviewed and approved by the ethic and review boards of all facilities involved. Data Collection

Patients that arrived to one of three large community ER's in the Toronto area, with a wound that was viewed to meet criteria, were provided written information on the rationale of the study and asked to participate. Inclusion criteria were addressed by a physician or resident that included assessing for complexity of laceration, location on the body, and if it had occurred within 3 hours from patient's arrival. A signed a consent was obtained and data was collected through completion of a checklist noting the patient's age, sex, site of laceration, type of injury, time of injury, time of injury from the time of repair, and technique of repair. The patient was given a self-addressed, pre-stamped envelope that was to be completed by the physician who took the sutures out.

This physician filled out an explicit questionnaire using specific guidelines on wound assessment (pus, erythema, fever,) their clinical impressions (infection vs. no infection), and their management plan (topical/oral/IV antibiotic use, or need for referral to wound specialist). The follow up physician was unaware of which gloves were used in initial repair of the wound. The returned questionnaires were coded to collate with the initial assessment forms. There are several independent and dependent variables in this study. They include: not being able to run an equivalency trial related to the large sample size...

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**Joanne Profetto-McGrath, Denise F.
Polit, Cheryl Tatano Beck**

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professionals

Nursing Research Secrets Kathleen S. Oman, Mary E. Krugman, Regina M. Fink, 2003 Focused and concise this text provides essential information about how to select a research topic how to get started where to go for funding who to include on your research team how to collect reliable data how to analyze your data and formulate valid conclusions and where to submit your results for publication The questions and answers address all of the major areas of research with emphasis on practical time saving tips that explain the various stages of the research process and facilitate publication in journals and presentation at conferences Nurses in all fields will find the informal tone enjoyable and the information valuable

Conducting and Reading Research in Health and Human Performance Ted A. Baumgartner, Clinton H. Strong, 1998 [A Clinician's Guide to the Critique and Utilization of Nursing Research](#) Linda Ree Fraelich Phillips, 1986

Resources for Nursing Research Cynthia Clamp, Stephen Gough, 1999-09-20 Fully revised and updated the third edition of this invaluable bibliography of sources of literature for nurses includes over 2760 entries 64 per cent of which are new This comprehensive yet concise guide is designed for convenience and ease of use and covers all aspects of nursing and allied health research with accessible and informative entries compiled within three sections The first covers the process of literature searching libraries and tools print and electronic for accessing literature In the second methods of inquiry are presented The final section discusses issues surrounding nursing research The book includes an extended section on electronic sources as well as many web site addresses and is design

Research Methods for Oral Health Professionals Michele Leonardi Darby, Denise M. Bowen, 1980 *Research Into Practice* Patrick Crookes, Sue Davies, 1998 This guide aims to provide a user friendly guide to research skills for nursing students It focuses on the skills of research appreciation and application which are distinct from the skills necessary to undertake research It prepares the reader to access critically evaluate understand and use research based literature within the multidisciplinary context of modern health services and emphasizes the range of sources of knowledge which inform nursing practice

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U.S. Government Research & Development Reports, 1970 [Nursing Research](#) Geri LoBiondo-Wood, Judith Haber, 2002 This comprehensive critical appraisal tool examines the roles of research in nursing the processes of qualitative and quantitative research the application and analysis of nursing research and evidence based practice Interactive learning aids throughout the book such as research articles critical thinking challenges and critiquing criteria help readers master important material and learn to apply the principles of research to nursing practice

Sociological Abstracts Leo P. Chall,1998 **Reading, Understanding, and Applying Nursing Research** James A. Fain,1999 This new combination text and workbook offers a comprehensive approach to evaluating and applying nursing research It introduces the student to the process and explains why nursing research is important to the profession The text covers the 11 steps of the research process to show what is being done and why it is important in the process It will enable the student to critically review published research and apply useful research findings to his her practice *Applied Linguistics* ,1980 The Psychology Student Writer's Manual Jill Mackay Scott,2002 This second edition is designed to help students improve writing and learn psychology It offers practical information on writing style for psychology conducting research in psychology and writing assignments as well as library research and special challenges and opportunities of distance learning **Researching and Writing in the Humanities and Arts** Christine A. Hult,1996 Researching and Writing in the Humanities and Arts is an interdisciplinary research text that introduces you to research processes used in the humanities and the arts **Research Report** ,1978 *Coping with Difficult Teachers* Angela Victoria Woodhull,1996 A guide for high school and college students Part I of this book introduces the general principles of effective communication and gives practical advice on dealing with difficult interactions in the student teacher relationship apathetic teachers know it alls vendetta graders and slave drivers amongst others The emphasis is on positive attitudes pragmatic solutions and applied psychology aimed at conflict resolution Part II examines the pros and cons of higher education and its relationship to employability with an important chapter on the hazards of graduate school Part III discusses sexual harassment what it is and how to deal with it and includes ten case studies Written in an easily accessible style often citing students real life stories Dr Woodhull presents the student s side the teacher s side and the practical solution as well as how not to handle the problem The student learns to be an effective communicator by speaking in information mode rather than voicing personal opinions and is taught how to breathe life and creativity into boring assignments earning the teacher s respect without compromising personal ideals

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