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370-04 Introduction to Nursing Research

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**Xavier University
College of Nursing
Spring 2020
Writing Flag Course
Syllabus**

Course Number and Title: NURS 370, Introduction to Nursing Research
Number of Credits: 3 credits, Theory Clock hours = 45
Pre-Requisites: Math 116 Elementary Statistics or Math 156 General Statistics (note: a grade of “C” or better must be earned in statistics)

Course Description:

Focus on the analysis and utilization of nursing research literature to facilitate holistic nursing care of individuals, families, and communities. The use of the principles and methods of research as a means for developing critical reasoning vital to professional judgment is emphasized. Research is examined for evidence-based practices that addresses research findings, the nurse’s expertise and patient/family preferences. Discussion entails the importance of dissemination of research findings.

Core Curriculum Learning Outcome:

Students find, evaluate, and logically convey information and ideas in written and oral presentations. (SLO 2a in Core Curriculum)
(Meets writing flag core course requirement).

Course Objectives:

1. Value nursing research as a component of personal and professional growth.
2. Read, interpret, evaluate and discuss reports of research for applicability to nursing practice.
3. Communicate effectively with colleagues about reported research as it relates to nursing practice problems.
4. Discuss legal and ethical issues related to nursing research.

Faculty, sections, times, location:

Section 01 Thursday 1:00-3:30, Cohen Center room 193
Carlene Galanopulo, MSN, RN
Email: galanopulo@xavier.edu, Phone 513-745-3875
Office: Cohen Center

Section 02 Tuesday 4:30-6:59, Cohen Center room 110

Carlene Galanopulo, MSN, RN

Email: galanopulocm@xavier.edu, Phone 513-745-3875

Office: Cohen Center

Section 03 Thursday 4:30-7:00, Cohen Center room 110

Carlene Galanopulo, MSN, RN

Email: galanopulocm@xavier.edu, Phone 513-745-3875

Office: Cohen Center

Section 04 Thursday 4:30-7:00, Cohen Center room 187

Michelle Hinderer, MSN, MBA, RN

Email: hindererm@xavier.edu

Section 05 Tuesday 4:30-6:59, Cohen Center room 143

Susan Schmidt, PhD, RN, CNL

Email: schmidt@xavier.edu, Phone: 513-745-3815

Office: HUB, Room 104

Text: Polit, Denise, Beck, Cheryl. Essentials of Nursing Research – Appraising Evidence for Nursing Practice. Wolters Kluwer. Ninth Edition. ISBN 9781496351296. **Course Point edition**

Publication Manual of the American Psychological Association – Sixth Edition

Instructional Methods:

Lecture, class discussion, in-class group work, quizzes, CoursePoint, videos, and reading assignments including those relevant to population health.

Summary of Content:

Weekly content may vary based on textbook used and faculty member teaching course.

Methods of Evaluation

Specific methods of evaluation may vary based on faculty member teaching course. However, writing is a substantial part of the course work and the scholarly papers will comprise a minimum of 30% of the total course grade as required by the ‘writing flag’ criteria. It is essential each student learns to critically read, appraise, and synthesize the best practice for addressing a nursing practice problem found in research studies. A minimum of three writing assignments are required to meet this outcome and the writing flag

criteria associated with this course. Feedback on assignments from faculty will guide the student on improvement in writing as well as discussions in class and critique of research in class activities that involve writing. As research studies are examined throughout the semester, writing styles of different authors will be critiqued for clarity and synthesis as well as critique of research methodology and principles taught during class.

Also required will be one-on-one appointments with the faculty for reviews of your preliminary paper assignments to assist you with writing feedback. Those meetings may occur during class time, depending upon schedule availability.

Methods of Evaluation:

Attendance/Participation	5%
Discussion Board	5%
CITI Training	5%
Bibliography Assignments	10%
Quizzes	15%
Paper	35%
Presentation	5%
Final Exam	20%
TOTAL	100%

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	75-76
F	<60

***Grades will be rounded to the nearest whole number from the hundredth's position of the decimal. Grades below 75 will not be rounded.**

Attendance Policy:

All students have something of value to contribute to the class as well as to the education of others. It is our professional responsibility to share the benefit of our knowledge with our colleagues. Thus, **attendance and participation in the class is expected**. Should it be necessary to be absent from class, **it is the student's responsibility to inform the course faculty member of needed absences prior to the class meeting**. Any in-class quizzes/assignments/activities that are missed due to an unexcused absence cannot be made up.

Missed/late Assignment Policy:

Students are responsible for turning in all assignments on time unless another arrangement is made with approval from faculty. There is an automatic 5% reduction in the grade for a late assignment. Additionally, another 10% will be reduced from the grade each day thereafter. After 3 days the assignment falls to zero.

Professionalism:

Class members are expected to participate in an atmosphere of respectful collegiality in the class setting. Individual discussions should be handled outside of class time. All students are welcome to visit the course faculty member during office hours or by appointment with questions, concerns, or suggestions.

Social Media:

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Facebook, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook or handbook policy addendum for more information and to view the Social Media Policy <http://www.xavier.edu/nursing/current-students.cfm>

Academic Honesty – XU Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of

computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. **All work submitted for academic evaluation must be the student's own.** Certainly, the activities of other scholars will influence all students. However, **the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.** Penalties for violations of this policy may include one or more of the following: a 0 (zero) for that assignment or test, an "F" in the course, and/or expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

In addition to The Academic Honesty Policy of Xavier University, the American Nurses' Association's Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout **ALL** of their coursework. *If you have any question as to whether or not you are appropriately citing a reference or are unclear as to what plagiarism encompasses, please meet and discuss with your faculty member.*

Office of Academic Support

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or danielss3@xavier.edu. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

Students with Disabilities Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Office of Disability Services at 745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.

Caveat

The schedule and procedures in this course are subject to change in the event of extenuating circumstances as well as class learning needs.

Flag writing course- approved 2015

**Xavier University
College of Nursing
Spring 2020
Calendar
Writing Flag Course**

Syllabus calendar Spring 2020

Week/First day of week	Topics	Polit & Beck Reading	Pre-class activity	In-class activity
Week 1				
January 13	<ul style="list-style-type: none"> • Syllabus • Syllabus Calendar • Orientation to CoursePoint platform <ul style="list-style-type: none"> ○ Nursing institute • Accessing journals <ul style="list-style-type: none"> ○ Google Scholar and Xavier Library ○ Research Gate ○ Pub Med • The Writing Center at Xavier University • Population Health 		<p>CoursePoint:</p> <ul style="list-style-type: none"> • Interactive module 1.05, 1.06, 1.07, 1.08 • Scholarly writing in nursing 	CoursePoint – online version of CoursePoint

Week/First day of week	Topics	Polit & Beck Reading	Pre-class activity	In-class activity
Week 2				
January 20	<ul style="list-style-type: none"> • Introduction to Research and EBP • Fundamentals of EBP • Finding and Reviewing Research Evidence in Literature • Key Concepts and steps in qualitative and Quantitative • Critiquing and reading research articles <ul style="list-style-type: none"> ○ Annotated Bibs vs. References 	<p>Ch.1, 2, 7</p> <p>pp. 1-19 pp. 20-36 pp. 107-118</p> <p>pp. 60-72</p>	<p>Critiquing guidelines</p>	<ul style="list-style-type: none"> • Discuss your topic of interest • Define your topic of interest
Week 3				
January 27	<p>PICO question:</p> <ul style="list-style-type: none"> ○ 1 quantitative question ○ 1 qualitative question <ul style="list-style-type: none"> ▪ Not PICO <p>Guest Presenters</p>	<p>Ch. 6</p> <p>pp. 92-102</p>	<p>CoursePoint:</p> <ul style="list-style-type: none"> • Appendix A: 329-336 <ul style="list-style-type: none"> ○ Example 3: Critical thinking questions p. 104 	<p>CoursePoint:</p> <ul style="list-style-type: none"> • Appendix A: 329-336 <ul style="list-style-type: none"> ○ Example 3: Critical thinking questions p. 104 • Appendix B: 337-345 <ul style="list-style-type: none"> ○ Example 4: Critical thinking questions p. 104

Week/First day of week	Topics	Polit & Beck Reading	Pre-class activity	In-class activity
			<ul style="list-style-type: none"> • Appendix B: 337-345 <ul style="list-style-type: none"> ○ Example 4: Critical thinking questions p. 104 <p>Critiquing guidelines</p>	
Week 4				
February 3	Off Campus Search and collect 5 articles for topic associated with final paper. Must have both qualitative and quantitative articles Complete Descriptive annotated bibs (5)	Ch. 4 pp. 60-76		
Week 5				
February 10	Research problems, Questions & Hypotheses	Ch. 3, 6 pp. 41-59 pp. 92-102	<ul style="list-style-type: none"> • Topic of Interest Defined • Cochrane • National Guidelines and Clearinghouse (Coursepoint) • AHRQ • PCORI 	CoursePoint: <ul style="list-style-type: none"> • Appendix A: 329-336 <ul style="list-style-type: none"> ○ Example 3: Critical thinking questions p. 104 • Appendix B: 337-345 <ul style="list-style-type: none"> ○ Example 4: Critical thinking questions p. 104

Week/First day of week	Topics	Polit & Beck Reading	Pre-class activity	In-class activity
			Critiquing guidelines	<ul style="list-style-type: none"> • Descriptive Annotated Bibliographies due Quiz #1
Week 6				
February 17	Theoretical and Conceptual Frameworks	Ch. 8 pp. 122-136	<p>CoursePoint: Supplemental chapter resources chapter 8. (theoretical & conceptual models)</p> <p>CoursePoint:</p> <ul style="list-style-type: none"> • Critiquing Guidelines <p>Access 1 of the reference articles at the end of the chapter, scan (cursory reading) and bring to class.</p>	<ul style="list-style-type: none"> • <u>Part I Paper due: Introduction and Major Concepts and Themes (5 pages); must include title page and reference page and citations.</u> • Summarize in group what the theoretical or conceptual framework was for the chosen article and how it applied (use the critiquing guidelines) • Choose 1 of your qualitative articles and identify the theory. • Read articles for theoretical frameworks/conceptual models

Week/First day of week	Topics	Polit & Beck Reading	Pre-class activity	In-class activity
Week 7				
February 24	ONLINE & OFF CAMPUS <ul style="list-style-type: none"> • Ethics in Research <ul style="list-style-type: none"> ○ CITI Training ○ Video case ○ Interactive modules ○ Post your articles 	Ch. 5 pp. 77-87	ONLINE	
Week 8				
March 2	<ul style="list-style-type: none"> • Research and Design Methods Quantitative <ul style="list-style-type: none"> ○ Quantitative Sampling and Data Collection in Quantitative studies 	Ch. 9, 10 pp. 137-160 pp. 161-182	CoursePoint: <ul style="list-style-type: none"> • NCLEX style chapter questions for chapter 9, • Critiquing guidelines 	CoursePoint: <ul style="list-style-type: none"> • Critical Thinking activity, example 2, Appendix A • Critiquing guidelines and answering the questions. • Go to: Canvas assignment for link and instructions • CoursePoint: Video Research Case 5: End of life decisions • CoursePoint:

Week/First day of week	Topics	Polit & Beck Reading	Pre-class activity	In-class activity
				Interactive Modules, 3.1, 3.5, 3.6
Week 9				
March 9	Spring Break week			
Week 10				
March 16	EXTENDED SPRING BREAK WEEK			
Week 11				
March 23	Quantitative <ul style="list-style-type: none"> • Quant: <ul style="list-style-type: none"> ○ Interpretation of clinical significance ○ Reliability and validity ○ Type 1 and 2 errors 	Ch. 14, 15 pp. 227-259 pp. 260-276	CoursePoint: <ul style="list-style-type: none"> • Interactive Modules: <ul style="list-style-type: none"> ○ 4.01 Descriptive Statistics & ○ 4.02 Inferential Statistics • Read your quantitative articles before class and identify the statistics, and 	Quiz #2 Read quantitative articles for statistics and interpretations. Report out on 2 of your quantitative articles.

Week/First day of week	Topics	Polit & Beck Reading	Pre-class activity	In-class activity
			interpretation of the statistics. Verify in the chapters and using the critiquing guidelines that the articles do both accurately.	
Week 12				
March 30	Research and Design Methods Qualitative Sampling and Data Collection in Qualitative studies Complete Evaluative annotated bibs (5)	Ch. 11, 12 pp. 183-197 pp. 198-212	<ul style="list-style-type: none"> • NCLEX style questions chapter 11 CoursePoint <ul style="list-style-type: none"> • Video Case Study 12 Diabetic foot ulcer 	<ul style="list-style-type: none"> • Qualitative articles: <ul style="list-style-type: none"> ○ Look at your qualitative articles and identify the design and method of sampling ○ Discuss adequacy <p>Evaluative Bibs due FRIDAY APRIL 3 @ 2:00PM</p>
Week 13				
April 6	Attend April 6 Conference Cintas Center – “Tomorrows Health Care – Today” no class on April 7			<p><u>Part II of Paper: 5 pages, Critique of Research and Completed Table to be included in the Appendix - see assignment; redo Part I and</u></p>

Week/First day of week	Topics	Polit & Beck Reading	Pre-class activity	In-class activity
				<p><u>address comments to earn back 80% of points taken off, turn in Part I rewrite with Part II</u></p> <p><u>PART II OF THE PAPER IS DUE WEDNESDAY APRIL 8TH</u></p>
Week 14				
April 13	<p>Qualitative Analysis</p> <ul style="list-style-type: none"> • Qualitative: <ul style="list-style-type: none"> ○ Trustworthiness ○ Triangulation ○ Transferability ○ Credibility ○ Dependability 	<p>Ch. 16, 17 pp. 277-293 pp. 294-309</p>	<ul style="list-style-type: none"> • Qualitative: Video Case Study 16: BSN programs 	<p>Read Qualitative articles for Trustworthiness. Report out on 2 articles.</p>
Week 15				
April 20	<p>Mixed Methods Systematic Review: Meta-analysis and meta-synthesis</p>	<p>Ch. 13, 18 pp. 213-226 pp. 310-327</p>	<p>CoursePoint</p> <ul style="list-style-type: none"> • Video Case Study 13 Professional Attire 	<p>Quiz #3 quantitative and qualitative design methods sampling, and analysis</p>

Week/First day of week	Topics	Polit & Beck Reading	Pre-class activity	In-class activity
			<ul style="list-style-type: none"> • Video Case Study18 CAUTI • Review Core Measures in Coursepoint+ 	
Week 16				
April 27	Presentation			<p><u>Part II Paper Rewrite Due: Address comments made on Part II to earn back 80% of points taken off</u></p> <p>Final Paper due: Pull the whole paper together, i.e. all three Parts, Reference page and Appendix, follow guidelines.</p> <p>FINAL PAPER DUE DATE is Friday May 1st @ 2:00PM</p>
May 3	Final Exam			