2015

NURS 502 Nursing Research

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Xavier University
School of Nursing
Syllabus: Nursing Research 2015

TITLE: NURS 502 Nursing Research
CREDITS: 3 Credits
LEVEL: Graduate
PREREQUISITES: Undergraduate course in statistics
FACULTY: Angela Strader MSN, RN,
Office: 112 Cohen Center stradera@xavier.edu
TELEPHONE: 513-745-3836
OFFICE HOURS: By Appointment
DAY/TIME: W 7-9:30 PM
CLASSROOM: Cohen 110

All classes will be archived and available for viewing through the following link:

COURSE DESCRIPTION: Exploration of modes of inquiry for systematic study of the application, use and evaluation of nursing innovations in clinical practice. Emphasis is placed on the identification and solution of clinical problems through scientific inquiry. Research is examined for evidence-based practices, which include a critical review of research studies, nurse's expertise and patient/family preferences. Discussion entails the importance of dissemination of research findings.

COURSE OBJECTIVES:
1. Discuss evidence-based practice as a practical approach to health care delivery in student’s specialty area and related theory-practice gap issues;
2. Describe nursing problems that are amenable to scholarly inquiry;
3. Use knowledge of research process and statistics to critically evaluate the scientific merit of research studies;
4. Recognize the relative strengths and weaknesses of various qualitative and quantitative research studies;
5. Synthesize theoretical and research literature related to an identified nursing problem in student’s specialty area and identify gaps and conflicts in available knowledge;
6. Evaluate the readiness of a research base for utilization in nursing practice using synthesized evidence of quantitative studies combined with qualitative findings, clinical judgment and contextual data;
7. Develop a proposal for implementing and maintaining an evidence-based practice change in student’s specialty area using clinical expertise, research findings and change theory;
8. Develop an outcome study for assessing the effectiveness of a practice change;
9. Communicate effectively an evidence-based practice change plan to implement in a practice setting.
TEACHING AND LEARNING STRATEGIES:
The nature of this course requires a varied approach to teaching and learning. A climate of inquiry, collegial debate, and sharing of resources is encouraged. Lecture/discussion, cooperative group work, Blackboard activities (computerized interactive technology), informal presentations, collegial critique, and audio-visual media are a sampling of strategies that will be used to facilitate student learning.

CLASS PARTICIPATION:
Each week the class will actively participate in a learning activity designed to assist the student in synthesizing and applying knowledge gained from readings to research discussion and assignments.

COURSE CONTENT:
I. Introduction to evidence-based practice, ethics in research and associated issues (Obj. 1&2)
II. Review of the Research Process, Statistics and Critical Analysis of the scientific merit of Quantitative and Qualitative Research Reports using critiquing criteria (Obj. 3&4)
   A. Problem identification
   B. Review of the literature and theoretical/conceptual connection between variables
   C. Research Questions/Hypothesis/Operational Definitions
   D. Choosing an Appropriate Design – Quantitative, Qualitative, Action Research, Mixed Methods
   E. Methods for Data Collection
   F. Choosing an Appropriate Tool.
   G. Issues of Validity and Reliability, Bias
   H. Sampling Theory/Sample Characteristics and representativeness of samples
   I. Statistics for Data Analysis
   J. Interpretation of data, conclusions and generalizations of findings
III. Synthesis of reports of research findings, conclusions and implications for practice (Obj. 5)
IV. Research and its use in Evidence-Based Practice (Obj. 6)
V. Development of Protocol for Evidence-Based Practice change (Obj. 7)
VI. Application of Research Principles to Evaluation of Nursing Innovations- Program Evaluation – Outcome and Intervention Studies (Obj. 8)
VII. Apply presentation principles to communication of evidence-based-practice model for organizational change (Obj. 9).

Required Textbooks:

Washington, DC: American Psychological Association
ISBN: 1-4338-0561-8

Recommended:
ISBN: 978-1-60547-708-4
EVALUATION METHODS:
See COURSE SCHEDULE/TOPICAL OUTLINE for due dates

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<tr>
<th>STRATEGY</th>
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<th>DESCRIPTION</th>
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<tr>
<td>PICOT Question &amp; Search Strategy</td>
<td>10%</td>
<td>Development of clinical question in PICOT format with subsequent search strategy using appropriate databases identifying primary sources of evidence <strong>Assignment will be evaluated using the PICOT QUESTION &amp; SEARCH STRATEGY RUBRIC</strong></td>
</tr>
<tr>
<td>Table of Evidence</td>
<td>10%</td>
<td>Completed Table of Evidence demonstrating evidence critical appraisal/grading using appropriate tool <strong>Table of Evidence will be evaluated using TABLE OF EVIDENCE RUBRIC</strong></td>
</tr>
<tr>
<td>Research Paper Part 1 –</td>
<td>20%</td>
<td>Paper part 1 includes PICOT, search strategy, significance and synthesis of the literature summary statement with clinical recommendations <strong>Paper will be evaluated using the EBP RESEARCH PAPER PT 1 RUBRIC</strong></td>
</tr>
<tr>
<td>Project POSTER Presentation</td>
<td>20%</td>
<td>Demonstrate content mastery by presenting an evidenced based project in POSTER format to peers and faculty in a professional, organized, and objective manner. <strong>Poster will be evaluated using the EBP RESEARCH POSTER RUBRIC</strong></td>
</tr>
<tr>
<td>Research Paper Part 2 – FINAL PAPER</td>
<td>25%</td>
<td>Evidence-Based Practice Change and Program Evaluation Proposal PART 2 to include elements of paper part 1 plus recommendation for practice change and program evaluation proposal. <strong>Paper will be evaluated using the EBP RESEARCHFINAL RUBRIC</strong></td>
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<tr>
<td>Informed Participation – prep for class</td>
<td>10%</td>
<td>Students should read the material and complete any assignments PRIOR to class. Students are expected to come to class prepared to participate in discussion and class activities. <strong>See INFORMED PARTICIPATION RUBRIC for details</strong></td>
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<td>TOTAL</td>
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**ALL PAPERS ARE TO BE TYPEWRITTEN, DOUBLE SPACED, AND CONFORM TO APA STANDARDS FOR STYLE.**

**Attendance Policy**
Reasonable attendance at all class meetings is expected. If a student is unable to attend a class the responsibility of missed class content is the sole responsibility of the student. Tests and written assignments may include content covered in class or in assigned readings.
Grading Scale:

- 100 – 94% A
- 93 – 90% A-
- 89 – 87% B+
- 86 – 83% B
- 82 – 80% B-
- 79 – 76% C+
- 70 – 75% C
- 69.4-0% F

**NOTE:** For University prerequisite course where the faculty uses a +/- grading scale, the school of nursing considers a C- (1.67 quality points) to be within the D range. Rounding of percentages: Round up if equal to or greater than .5; or round down if less than .5.

**Caveat:**
The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

**Attendance Policy**
Reasonable attendance & promptness are expected for all classes. **If the student must be absent due to illness or family circumstances, please e-mail the professor before class.** Class participation is expected and appreciated. If a student is unable to attend a class the responsibility of missed class content is the sole responsibility of the student. Tests and written assignments may include content covered in class or in assigned readings.

**Academic Honesty:** Please refer to the Xavier University catalog (on line) and the Department of Nursing Student Handbook. Plagiarism will not be tolerated and is subject to disciplinary action.

**Civility:** Civility and respect are expected in all correspondence (verbal and written) with professor, guest speakers, and peers. Incivility or disrespect to professor or peers will not be tolerated and will be subject to disciplinary action.

**Cell Phones & Pagers:** Are to be turned off during class time.

**Scholarly Writing:** All papers must be typed, well written using correct citations, spelling and grammar, and must follow APA (6th Ed.) guidelines. **If the student needs assistance, please schedule an appointment at the James A. Glen Writing Center.**

**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 is 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 for more information and to view the Social Media Policy. [http://www.xavier.edu/nursing/current-students.cfm](http://www.xavier.edu/nursing/current-students.cfm)