



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

SEMESTER HOURS: Three (3)

CONTACT HOURS:

CLINICAL HOURS: N/A

PREREQUISITES: Admission to the RN to BSN Completion Program

COURSE DESCRIPTION

This course introduces concepts and processes of nursing research as a means of acquiring and refining knowledge and skills to enhance integration of evidence-based nursing practice and the ability to be a consistent consumer of nursing research. Basic concepts, research principles, processes, and applications support development of critical-thinking and problem-solving skills as components of decision making, clinical judgment, and standards of nursing practice. The resulting quest for inquiry contributes to scholarship, interprofessional communication, illness prevention, population health, professionalism, and professional values.

Basic concepts, research principles, processes, and applications provide support for development of critical-thinking and problem-solving skills as components of decision making, clinical judgement and practice. The course introduces concepts and processes of nursing research as a means of acquiring and refining knowledge to enhance integration of evidence-based nursing practice.

FACULTY INFORMATION

Name: Pamela J. Haylock, PhD, RN, FAAN

Office Hours:

Hours available via e-mail: Monday-Friday 9:00 am to 9:00 pm

Hours available in person in your office: N/A

Hours available by appointment via office/home phone: Monday-Friday 9:00 am to 9:00 pm

Phone number: (830) 928-2989 – cell phone, voice mail and text messages are checked throughout the day

University E-mail: pamela.haylock@sulross.edu. Checked by noon each day.

STUDENT LEARNING EXPECTATIONS

Students enrolled in this course are expected to meet course objectives presented within the applicable framework of the Texas Board of Nursing (TBON), Disseminated Essential Competencies of Graduates from Texas Nursing programs (DEC's, 2011), the American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and the Quality and Safety Education for Nurses (QSEN) Knowledge, Skills and Attitudes (KSA) in this course.

LEARNING OUTCOMES

Students completing this course will be able to:

1. Demonstrate through discussion and written work how research and research methodologies have evolved over time.
(DEC's I-A 1,2,5) (Essential I)



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

2. Identify and discuss common research methodologies and analytics used in contemporary nursing research
3. Identify practice issues that can be or have been changed by analysis and implementation of research findings (DEC's II-B 1,2,3,8) (Essential II & VIII) (QSEN-Safety)
4. Discuss ideas for organizational and/or societal changes that are or may be influenced by research activity (DEC's III-C 1) (Essential VII)
5. Through writings and reported clinical observation, relate selected nursing theories to Evidence-Based outcomes (DEC's II-A 1,2,3) (Essential VII) (QSEN-EBP)
6. Evaluate quality of selected nursing research studies using critical appraisal techniques (Essential VI) (QSEN-QI)
7. Discuss the role of current technology to development of Evidence-Based Practice with different categories of patients/clients (DEC's III-C 2,3,4) (Essential III) (QSEN-EBP)
8. Evaluate a plan currently in use to reduce patient/client risk factors based on Evidence-Based data (DEC's III-F 1; IV-A 5) (Essential III) (QSEN-EBP)
9. Demonstrate, through the completion of course assignments, the ability to identify and access reliable online resources and quality health care sites (DEC's III C-5) (Essential IV)
10. Provide examples of research findings used to develop Evidence Based Practice for individuals, families, general populations, and communities. (DEC's III-F 7; IV-B1; IV-D 1.2.4) (Essential III, VI)

REQUIRED TEXTS:

1. LoBiondo-Wood, G., & Haber, J. (2018). Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice, 9th edition. St. Louis: Elsevier.
2. Publication Manual of the American Psychological Association. (2010) 6th ed. Washington, DC: APA 2010. ISBN:10:1-4338-0561-8.
3. American Nurses Association. (2015). *Code of Ethics for Nurses with Interpretive Statements*. (Available from <https://www.nursingworld.org/nurses-books/code-of-ethics-for-nurses>)

ASSIGNMENTS, GRADING & EXPECTATIONS

Learning activities are distributed over 8 weeks, focusing on advancing understanding of nursing research and its applications to the art and science of nursing and evidence-based practice. Since this is an on-line course, assignments included in each week will be synchronous and/or asynchronous, conducted and completed and submitted within a specified period. Each student must plan for sufficient time to read, examine, and complete learning activities, and prepare assignments designated for each week. A synchronous, scheduled time is designated by students and faculty to discuss questions and issues relating to assignments. The secret to success in this course is to come to all discussion groups prepared to discuss, debate and critique designated topics. Faculty serves as moderator or may assign a student to lead a discussion group. Relevant Power Point presentation and other resources may be placed in Blackboard folders.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

Discussion Board & Online Participation (40% of course grade):

Class Discussion Boards provide the online version of open discussion with class members and the course instructor – opportunities to explore, develop and articulate one’s perspectives around the week’s major content and explore trends and issues in professional nursing and health care delivery. Active participation in discussions (online or not), “listening to” and considering others’ perspectives are fundamental to professional socialization and included as required learning activities as occasions during which students experience thoughtful and respectful professional engagement.

Students are expected to participate in discussion boards by posting (uploading) a minimum of one introductory initial comment by Wednesday of each week, observation(s) relating to the week’s Discussion Board topic AND a minimum of two (2) additional and substantial comments each week by Friday. Appropriate posts consist of responses to other students’ posts, replies, and feedback to faculty and other students’ comments or questions, suggested resources, identification of questions, practice dilemmas relevant to the topic, and potential new approaches to posted comments and questions.

Discussion board postings are to be written in a scholarly manner (complete sentences, correct spelling, grammar, punctuation), and include citations to relevant literature that supports statements and/or contribute to the discussion thread.

Written Assignments (3 Written assignments @ 10% of course grade each for 30% total):

Students will complete written assignments following the scholarly writing style guided by The Publication Manual of the American Psychological Association, (APA 6th Edition) – required text. All written assignments are double-spaced, use 12 point Times New Roman font, and at least 1” right and left margins. Papers are graded based on content (meeting stated assignment requirements), correct spelling, and application of appropriate grammar and punctuation. Each written assignment includes a reference list with full citation (according to APA). Rubrics for all assignments are included in this Syllabus. (Although having an APA resource manual can be helpful throughout the curriculum, the hard copy is relatively expensive, and it is possible to find many online resources that fully describe *the most common* APA style uses needed for written assignments – Perdue University’s OWL is one such accessible and free resource.)

Absence of plagiarism is a critical consideration in evaluation of written work. Plagiarism is a legal and ethical issue, and is a violation of truthfulness. It occurs when one takes another’s work, copyrighted or not, and passes it on as his or her own. (Fishman, 2011) Plagiarism is also a violation of Sul Ross State University ethics and policy. For more information, see: Fishman, S. (2011). *The Copyright Handbook: What Every Writer Needs to Know*. (11th ed). Berkeley, CA: Nolo Press.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

Quiz (5% each for 15% of final grade): Three 10-item quizzes will be completed over the 8 week course. Each quiz covers content included in the previous 2 weeks.

Final Examination, Week 8: Research Paper (15% of final grade): To be submitted at the conclusion of Week 8. Each student will create and submit a hypothetical research proposal applying course content, and his/her personal clinical and research interest.

COURSE EXPECTATIONS

Verbal and written assignments demonstrate the student's understanding and abilities to articulate application of content.

Any technical difficulties related to Blackboard Collaboration must be referred immediately to the IT resources and corrected as soon as possible. Call Tim Parsons, Office of Information Technology at (432) 837-8525.

Orientation to Course: Each student is expected to complete the course orientation before or during the first week of the term.

Purchase required texts before starting the course.

All written assignments are presented in American Psychological Association (APA, 2010) style.

Faculty and Student Picture and Biography:

- ✓ **Faculty** will submit a photograph (head-shot – even informal snapshots or “selfies” are acceptable) and summary of educational and professional experiences that prepared them to teach in respective courses. This information is to be posted online.
- ✓ **Students:** During the first week of class, each student must upload a photograph (head-shot) of themselves and post on the Discussion Board, a brief personal and professional biography including educational and clinical experiences and personal information to highlight why they are pursuing the BSN degree.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as mentor, resource, guide, coach and professional peer.
3. Our work and life experiences differ and enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize his or her time, learning goals, work schedules and family arrangements to fully participate in the course and assigned learning activities.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

6. Each member of the class uses computer technology competencies to access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- ✓ **Announcements** – Check announcements each time you log onto the course.
- ✓ **Course E-mail** – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- ✓ **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail: if e-mail access is not available, mobile phone or texting between the hours of 9 am and 6 pm when possible.
- ✓ **Assignments** – Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- ✓ **Writing and use of APA format** – All written assignments and discussion board postings must be submitted using the American Psychological Association (APA, 2010) Guidelines. <http://owl.english.purdue.edu/owl/resource/560/01>

USE OF TECHNOLOGY:

- Do not spend more than 15 minutes on any technical problem: seek help immediately:
- Contact the 24-7 Help Desk at: 1-888-837-2882.
- Uvalde OIT Department: 830-279-3045
- Eagle Pass OIT Department: 830-758-5010
- Del Rio OIT Department: 830-703-4818

ATTENDANCE AND PARTICIPATION:

- An online course requires participation in all areas for accurate evaluation of performance including responding to faculty requests or communications.
- Blackboard course platform has a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be used to verify student online participation.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that students read assigned readings prior to joining class discussions.
- If students have an emergency and cannot attend a class meeting or complete an assignment by the due date, student must contact faculty by phone, e-mail, or text as soon as possible and make arrangements to complete and submit assignments.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

RULES OF NETIQUETTE

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It applies primarily to interactions on the course Discussion Board, individual and group assignments, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Common courtesy and good manners are essential to scholarly discussions: use of proper grammar, punctuation, sentence structure, and correct spelling, are essential when participating in an online course.
3. Be helpful: do your part in an online class and/or in group work so that assignments can be completed according to the course schedule.
 - a. Use meaningful titles in the Subject line. For e-mail, include the course number.
 - b. Use the person’s name you are addressing as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.
4. Do not post anything too personal as all students in the class and your instructor will see what you write: the University archives all course materials.
5. Be courteous and respectful to students and faculty in the course.
 - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view;
 - b. Be mindful of the tone of your communications, sarcasm and subtle humor; one person’s joke may be another person’s insults;
 - c. Do not use all caps in the message box (it is considered shouting);
 - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep messages you post to the Discussion Board relevant to the course and assignment, and provide rationale including references as appropriate to support your perspectives.
7. Avoid duplication. Read previous discussions before you comment or ask a question as the information may have already been covered.
8. When posting a response, make sure you clarify the post to which you are responding.
9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
11. Try not to “lurk”, meaning you are just reading and not participating.
12. Quality of online communications/postings is important:
 - a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author’s name, year, and the work from which the quotation is taken. If you



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

- paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
- b. If the posting is going to be long, use paragraphs;
 - c. Do not overuse acronyms and abbreviations like you use in text messaging. Some participants may not be familiar with acronyms and abbreviations;
 - d. Once you submit your work, discussion, or e-mail, you cannot change what you have written. Just as you would proofread a formal paper, before posting:
 - ✓ Read what you have written for content;
 - ✓ Rethink what you have written for tone;
 - ✓ Reread what you have written for organization and coherence;
 - ✓ Revise what you have written for spelling, grammar, punctuation and mechanics.
13. Do not send large files: someone in your class may have a relatively slow internet connection or limited server capacity.
14. Be sure to use a reliable computer security system with functioning anti-virus software: check for viruses when sending and sharing files.
15. Be patient if you do not get an immediate response to your postings: others may be on a different schedule. If it is urgent, contact other students or faculty by e-mail, phone, or text.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.

2. **Summary of Measures for Evaluations:**

<u>Course Requirements</u>	<u>Percentage</u>
1. Discussion Board Participation	40%
2. Written Assignments	30%
3. Quizzes (3)	15%
4. <u>Final: Research paper</u>	<u>15 %</u>
Total	100

3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale

A = 90 – 100%	C = 75 – 79%
B = 80 – 89%	D = 70 – 74%
	F = 69% or below



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

COURSE SCHEDULE: (Subject to change by faculty)
NURS 3305 –NURSING RESEARCH AND APPLICATION

Week	Topics & Learning Outcomes	Required Readings References Resources *Unless otherwise noted, “chapters” refers to content in the required text.	Learning Activities, Assignments & Submission Dates
Module I <i>Who are We? Where are We Going?</i>			
Week 1 Jan 12-18	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> ▪ Overview of Course ▪ Review of Syllabus ▪ Assignments and Grading ▪ Florence Nightingale and Nursing Research ▪ Peer Reviewed Literature ▪ Introduction to Qualitative and Quantitative Research Methods <p style="text-align: center;">Learning Outcomes</p> <ol style="list-style-type: none"> 1. Describe historical trends in nursing research 2. Define evidence-based practice 3. Define quality improvement 4. Explain the relationship between research, EBP, QI 5. Explain differences between quantitative and qualitative research 6. Explain the difference between 	<ul style="list-style-type: none"> ▪ Complete online RN to BSN Program Orientation ▪ Complete “Use of Library Resources” overview ▪ Read: Textbook chapters 1, 2, 3, & 21 ▪ Read: Broome, M.E. (2010). Stewards of the discipline: the role of referees and peer review. <i>Nursing Outlook</i>, 58, 169-170. ▪ Read: Gennaro, S. (2017). Why do I do research? Why should you do research? <i>Journal of Nursing Scholarship</i>, 49, 359. ▪ Pearson A. (2014). Evidence synthesis and its role in evidence-based health care. <i>Nursing Clinics of North America</i>, 49:453-460. <p>Read Chapter 1 carefully. You will go back to this chapter often during the course.</p> <p><i>Note</i> on Textbook page 8 the Types of Research: this</p>	<p style="text-align: center;">Discussion Board</p> <p>1). Class Introductions Introduce yourself: Briefly describe your nursing education to date, current nursing practice role, your rationale and interest relating to achieving a BSN at this time, and your perception of how this academic pursuit will affect the way you practice nursing. Due: 1/15</p> <p>2) Post on the Discussion Board Identify and post one clinical practice procedure or policy (how or why something is or is not done in practice) about which you are curious as to its origin. Due: 1/15</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

	<p>primary and secondary sources</p> <p>7. Defining features of peer reviewed and proprietary literature</p>	<p>information will be used in early assignments.</p> <p><i>Students may search, select, and read other articles and resources relating to Florence Nightingale. Below are suggested references that are included in Blackboard Course resource files.</i></p> <p>Read: Florence Nightingale and the Changing Face of Nursing – from <i>The Economist</i></p> <p>https://theworldin.economist.com/edition/2020/article/17519/florence-nightingale-and-changing-face-nursing?linkId=10000000976365</p> <p>Cohen IB. (1984). Florence Nightingale. <i>Scientific American</i>, 250(3):128-137.</p> <p>Light, K.M. (1997). Florence Nightingale and holistic philosophy. <i>Journal of Holistic Nursing</i>, 15(1): 25-40.</p> <p>McDonald L. (2001). Florence Nightingale and the early origins of evidenced-based nursing. <i>EBN Notebook</i>. 4:68-69.</p>	<p>3) January is the beginning of The Year of The Nurse and Midwife. What is this campaign about?</p> <p>Let’s Talk About Florence Nightingale: Is she more than “the lady with the lamp?” In what ways do she and her work remain relevant today?</p> <p>Initial Post Due: 1/15</p> <p>Final Post Due: 1/18</p>
<p>Module II</p>	<p style="text-align: center;">Theoretical Framework for Nursing Research & Qualitative Methodology</p>		
<p>Week 2</p>	<p>Topics</p>	<p>Read: Textbook chapters 4, 5, 6, 7</p>	<p>1) Assignment: Perform an Electronic Search for Peer-</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

<p>Jan 19-25</p> <ul style="list-style-type: none"> ▪ Use of nursing theories in practice and research ▪ Basic qualitative approaches to research ▪ Appraising qualitative research ▪ Linking qualitative research to evidence based practice <p>Learning Outcomes</p> <ul style="list-style-type: none"> ▪ Be able to perform a basic search of peer reviewed literature using available library resources and relevant data bases ▪ Be able to create an annotated bibliographic entry ▪ Demonstrate understanding of critiquing qualitative research literature. ▪ Explain how theory is used in nursing practice and research ▪ Describe approaches to qualitative research 	<p>Read: Lor, M., Backonja, U., & Lauver, D.R. (2017). How could nurse researchers apply theory to generate knowledge more effectively? <i>Journal of Nursing Scholarship</i>, 49(5):580-589.</p> <p>Read: Benoliel, J.Q. (2012). The interaction between theory and research. <i>Nursing Outlook</i>, 60, 272-279.</p> <p>Search, Select & Read: Scientific articles describing two (2) nursing theories. (Suggested theories listed in Chapter 4, Table 4-3)</p> <p>Read: Weinberg, D.B, Miner, D.C., & Rivlin, L. (2009). It Depends: Medical Residents' Perspectives on Working with Nurses. <i>Am J Nurs</i>, 109(7):34-42.</p> <p>Access, Read, and Apply: How to Prepare an Annotated Bibliography: The Annotated Bibliography. http://guides.library.cornell.edu/c.php?g=32342&p=203789</p> <p>Note: 1) Information made available by the Research & Learning Services</p>	<p>Reviewed research papers to identify studies relating to a clinical topic/question of your choosing. Identify and select 2 qualitative studies. Forward a pdf file of each article to course instructor.</p> <p style="text-align: center;">Discussion Board</p> <ol style="list-style-type: none"> 1. Share your search process and selected studies using the characteristics of a well-written review of the literature highlighted in Chapter 3, Box 3-4 (pg 71) of the textbook. Identify Database used, key words, rationale for selected search parameters, and results of your search processes. (Did you locate articles that match your interest? What might make your search more productive?) Include in your post, four (4) citations and an annotated bibliographic entry of each of your 2 articles that informs peers about your selected research reports. 2. Post citations of two (2) nursing theory articles you selected to read. Briefly describe a theory presented and the reason this theory either does or does not appeal to you. <p style="text-align: center;">Due: Initial Post – 1/22 Follow-up Post – 1/25</p>
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

		<p>Cornell University Library Ithaca, NY, USA</p> <p>2) Permission is granted by the Research & Learning Services of Cornell University Library to reproduce and adapt this Guide it for our use.</p>	<p>Written Assignment</p> <p>Using <i>Critical Appraisal Criteria</i> (LoBiondo-Wood and Haber, chapter 6, p 120-121, and the format used for the Critique in chapter 7, p 136-143) write a critique of the Weinberg <i>et al</i> qualitative study. Summarize your responses to the following questions:</p> <ol style="list-style-type: none"> 1) Is there enough evidence to be derived from this study for it to be useful in practice? 2) Is additional study warranted? 3) What additional questions do you have after reviewing this study? 4) How might you design a follow-up study? 5) In what ways could you apply this study's findings to your practice setting, or your own practice? <p style="text-align: center;">Due: 1/25</p> <p style="text-align: center;">Quiz #1: Due 1/25</p>
Module III Clinical Guidelines			
Quantitative Research Design & Methodology			
<p>Week 3 Jan 26- Feb 1</p>	<p>Topics</p> <ul style="list-style-type: none"> ▪ Quantitative Research & Design ▪ Theoretical framework ▪ Linking of Research Question and Literature Review 	<p>Read: Textbook Chapters 8, 9, 10,11</p> <p>Read: Levinson, W., Born, K., & Wolfson, D. (2018). Choosing Wisely Campaigns: A work in progress. <i>Journal of the American Medical</i></p>	<p>Discussion Board</p> <ol style="list-style-type: none"> 1. After reading the research vignette that provides an introduction to Part III (pp 146-148) conduct a literature search to find practice applications and/or changes in practice guidelines or revisions to the Braden Scale <u>since its</u>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

	<ul style="list-style-type: none"> ▪ Process of establishing clinical guidelines. <p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Identify the purpose of research design 2. Be able to apply critiquing criteria to reports of quantitative research 3. Discuss the purpose of the literature review for development of EBP and QI 4. Describe process of creating clinical guidelines. 	<p><i>Association</i>. Published Online: April 19, 2018.</p> <p>American Academy of Nursing. (2018). Choosing Wisely. A Campaign of the ABIM Foundation. 25 Things Nurses and Patients Should Question.</p> <p>To complete Discussion Board Part 2: Select from the articles posted in Blackboard Resources on Clinical Guidelines – or locate a Guideline that is of particular interest to you.</p>	<p>inclusion in the National Pressure Ulcer Advisory Panel in 2009. Discussion board posts of 150 words will convey your findings to peers: include APA citations, pertinent information, and your thoughts about new information.</p> <p>Due: Initial Post 1/29 Follow-up Post 2/1</p> <ol style="list-style-type: none"> 2. Search for, identify, and post annotated bibliographic entries for 2 clinical guidelines that are relevant to your current or preferred practice setting. Is this a guideline in use in your practice setting? Why or why not? <p>Due: Initial Post 1/29 Follow-up Post 2/1</p> <p>Written Assignment #1: Search the literature for a report of a quantitative study relating to your area of expertise and/or interest. Using Quantitative Research <i>Critical Appraisal Criteria</i> (Lo-Biondo-Woods & Haber, Chapter 8 p 162) write a critique of a selected quantitative study. As a conclusion to your critique, state your opinion of the generalizability of the study (can findings be generalized? Why or why not?).</p> <p style="text-align: right;">Due: 2/1</p>
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

Week 4	Topics	Read: Chapters 12, 13	Discussion Board
<p>Feb 2 – Feb 8</p>	<ul style="list-style-type: none"> ▪ Sampling ▪ Legal & Ethical Issues <p style="text-align: center;">Learning Outcomes</p> <ol style="list-style-type: none"> 1. Identify purposes of sampling 2. Define <i>population</i>, <i>sample</i>, and <i>sampling</i> 3. Discuss the importance of inclusion and exclusion criteria 4. Compare advantages and disadvantages of nonprobability and probability sampling strategies 5. Identify subject populations that require special legal & ethical considerations 6. Identify essential elements of informed consent 7. Describe the IRB role in the research review process. 	<p>Read: Jones DS, Grady C, & Lederer SE. (2016). “Ethics and Clinical Research” – The 50th Anniversary of Beecher’s Bombshell. <i>NEJM</i>, 374(24):2393-2398</p> <p>Read: Brandt AM. (1978). Racism and research: The case of the Tuskegee Syphilis Study. <i>The Hastings Report</i>, 8(6):21-29</p> <p>Read: Phillips J & Malone B. (2014). Increasing racial/ethnic diversity in nursing to reduce health disparities and achieve health equity. <i>Public Health Reports</i>, 129(2): 45.-50.</p> <p>Read: Narayan, MC: (2019). Addressing implicit bias in nursing: a review. <i>The American Journal of Nursing</i>, 119(7): 36-43.</p> <p>Read: ANA – Code of Ethics for Nurses with Interpretive Statements. (2015)</p>	<ol style="list-style-type: none"> 1. Describe sampling as described in a quantitative study you’ve selected: identify rationale for using that population, exclusion and inclusion criteria, and the type of sampling strategy applied. Are participants in the sample similar to your own patients, and consequently, would the study findings apply to your clinical practice? 2. Discuss opinions and reactions to the readings focusing on racial and ethnic diversity, and implicit bias in nursing. 3. Describe the process of informed consent as it applies in your clinical practice. <p style="text-align: center;">Due: Initial post 2/5 Follow-up post 2/8</p> <p>Written Assignment #3</p> <p>Based on your study of ethical and legal issues, your knowledge of health care provided in your practice setting, a search of relevant literature, and provisions of the <i>Code of Ethics for Nurses</i>, identify, describe and discuss a potential or actual legal or ethical dilemma</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

			<p>encountered in your own practice, and suggest ways such a dilemma might be resolved.</p> <p>Due: 2/8 Quiz #2: Due 2/8</p>
Module IV	Quantitative Study Design & Analysis		
<p>Week 5</p> <p>Feb 9- Feb 15</p>	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> ▪ Data Collection Methods ▪ Reliability ▪ Validity ▪ Data Analysis ▪ Generalizability <p style="text-align: center;">Learning Outcomes</p> <ol style="list-style-type: none"> 1. Differentiate between descriptive and inferential statistics 2. Define four levels of measurement 3. Describe frequency distributions 4. Describe the concept of probability as it applies to analysis of data 5. Define “null hypothesis” and how it is used in research 6. List and describe commonly used statistics found in published nursing research 	<p>Read: Textbook chapters 14, 15, 16</p>	<p style="text-align: center;">Discussion Board</p> <p>Using your selected published quantitative research reports, describe the data collection method(s) used and its reliability and validity.</p> <p>Is the data collection method consistent with the study’s aim? State your opinion of its contribution to the strength of evidence derived from the study.</p> <p style="text-align: center;">Due: Initial Post 2/12 Follow-up Post 2/15</p>
<p>Week 6</p>	<p style="text-align: center;">Topics</p> <p>Understanding research findings</p>	<p>Read: Chapters 17, 18</p>	<p style="text-align: center;">Discussion Board</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

<p>Feb 16- Feb 22</p>	<p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Understand and apply research findings 2. Determine whether study results are objectively reported 3. Define and differentiate “results” and “discussion” sections of a research article 4. Describe use of tables and figures in a research report 5. Identify the purpose of recommendations in a study report 6. Discuss how strength, quality, and consistency of evidence in a study report findings relate to results, limitations, generalizability & applicability to practice 	<p>Read: Greenhalgh, T., Annandale, E., Ashcroft, R., Barlow, J., Black, N., Bleakley, A., ... & Checkland, K. (2016). An open letter to The BMJ editors on qualitative research. <i>British Medical Journal</i>, 352(i563).</p>	<ol style="list-style-type: none"> 1. Describe your perception of the degree to which your selected Quantitative Research article adheres to recommended critical appraisal guidelines (Chapter 18, Table 18-1, p 317-320). 2. After reading <i>The Open Letter to the BMJ editors on qualitative research</i>, what ideas about the controversy over the value of qualitative VS quantitative research and the editors’ decision would you like to convey to the <i>BMJ</i> editorial board? <p style="text-align: center;">Due: Initial Post 2/19 Follow-up Post 2/22</p> <p style="text-align: center;">Quiz #3: Due 2/22</p>
<p style="text-align: center;">Module V</p>	<p style="text-align: center;">Application of Research in Evidence-Based Practice</p>		
<p>Week 7 Feb 23- Feb 29\</p>	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> ▪ The interactions of theory, research and clinical practice <p style="text-align: center;">Objectives</p> <ol style="list-style-type: none"> 1. Be able to develop a focused clinical question using PICO 2. Describe four fundamental types of clinical categories 	<p>Read: Research Vignette Part IV (pg 360-363) & Chapters 19, 20, 21</p>	<p>Discussion Board</p> <ol style="list-style-type: none"> 1. Develop and post one focused clinical question arising from your own practice using PICO 2. Which clinical category best describes your clinical question and what is your rationale for identifying that category?



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

	<ol style="list-style-type: none"> 3. Identify one’s own level of information literacy and personal strategies to improve information literacy 4. Describe potential value of a Cochrane review 5. Describe application of evidence-based practice in a current clinical setting 6. Identify strategies to enhance evidence-based practices in one’s current clinical setting 7. Describe and differentiate Quality Improvement Vs Clinical Research Projects 		<p>3. What key words would you use to guide your literature search?</p> <p style="text-align: center;">Due: Initial Post 2/26 Follow-up Post 2/29</p> <p style="text-align: center;">Written Assignment #3</p> <p>Use SQUIRE Guidelines (Chapter 21, p 429-430, Table 21.7) to critique a journal article reporting a QI project.</p> <p style="text-align: center;">Due: 2/29</p>
Module VI	Historical Research & Methodology		
<p style="text-align: center;">Week 8</p> <p>March 1- March 7</p>	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> ▪ Nursing Research using historical methods ▪ Nursing history and contemporary role development <p style="text-align: center;">Learning Outcomes</p> <ol style="list-style-type: none"> 1. Describe how historical research contributes to development of health policy. 2. Describe how nursing history contributes to one’s 	<p style="text-align: center;">Read: * Required reading</p> <p>*D’Antonio, P. & Fairman, J. (2010). History Matters. <i>Nursing Outlook</i>, 58, (2), 113-114.</p> <p>*Fairman, J., D’Antonio, P. (2013). History counts: how history can shape our understanding of health policy. <i>Nursing Outlook</i>, 61, 346-352.</p> <p>*Janesick, V.J. (2007). Oral history as a social justice project: Issues for the qualitative researcher. <i>The Qualitative Report</i>, 12(1): 111-121.</p>	<p style="text-align: center;">Discussion Board</p> <p>Pick 2 of the 4 <i>Selected Readings</i> and post annotated bibliographic entries of these two articles. Describe your rationale for your selection and your opinion of these papers.</p> <p style="text-align: center;">Due: Initial Post, 3/4 Follow-Up Post 3/77</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

	<p>sense of professional heritage and identify.</p> <p>3. Identify the 6 steps in doing historical research.</p>	<p>*Lewenon, S.B. (2011). Historical research method. In H.J. Speziale & D.R. Carpenter (Eds.), <i>Qualitative research in nursing: Advancing the humanistic imperative</i> (5th ed., pp. 225-248). Philadelphia, PA: Lippincott.</p> <p>Selected Readings:</p> <p>Lusk, B., Keeling, A.W., & Lewenson, S.G. (2016). Using nursing history to inform decision-making: infectious diseases at the turn of the 20th century. <i>Nursing Outlook</i>, 64, 170-178.</p> <p>Wall, B.M. (2013). The role of Catholic nurses in women’s health care policy disputes: a historical study. <i>Nursing Outlook</i>, 61, 367-374.</p> <p>Lusk, B. (2005). Prelude to specialization: US cancer nursing, 1920-50. <i>Nursing Inquiry</i>, 12(4):269-277.</p> <p>Scannell-Desch, E.A. (1996). The lived experience of women military nurses in Vietnam during the Vietnam War. <i>Journal of Nursing Scholarship</i>, 28(2):119-124.</p>	<p style="text-align: center;">Final Exam</p> <p>Applying course content, submit a hypothetical research proposal based on personal clinical practice and research interests. Five (5) double-spaced pages minimum, plus one page for references. (outline to be provided by course faculty)</p> <p style="text-align: center;">Due: March 7</p>
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

DISCUSSION BOARD RUBRIC

CRITERIA	PERFORMANCE INDICATORS			
	PROFICIENT	COMPETENT	SUBSTANTIVE AREA FOR IMPROVEMENT	UNSATISFACTORY WORK
<p><u>Content</u> Relevance of information in the posting to the assigned questions and demonstrates student learning.</p>	<ul style="list-style-type: none"> ✓ Responds to discussion questions with a clear understanding of the focus of study in the module. ✓ Posting & responses meet all the requirements of the discussion instruction. <p style="text-align: center;">25 points</p>	<ul style="list-style-type: none"> ✓ Responds to discussion questions but with minor confusion about the focus of study in the module. ✓ Posting & responses meet most of the requirements of the discussion instructions. <p style="text-align: center;">23 points</p>	<ul style="list-style-type: none"> ✓ Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Or ✓ Provides some answers but fails to respond to discussion questions as directed. ✓ Posting & responses meet some of the requirements of the discussion instructions. <p style="text-align: center;">20 points</p>	<ul style="list-style-type: none"> ✓ The discussion questions are not answered. Or ✓ Responses have no connection to the questions. ✓ Posting & responses meet few/none of the discussion instructions. <p style="text-align: center;">0 points</p>
<p><u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).</p>	<ul style="list-style-type: none"> ✓ Thoughts are logically organized at the paragraph level without errors in SGP. <p style="text-align: center;">15 points</p>	<ul style="list-style-type: none"> ✓ Thoughts are logically organized at the paragraph level with no more than 3 SGP errors. <p style="text-align: center;">13 points</p>	<ul style="list-style-type: none"> ✓ Thoughts are logically organized at the paragraph level with no more than 4 SGP errors. &/Or ✓ Thoughts show limited logical organization between ideas. <p style="text-align: center;">12 points</p>	<ul style="list-style-type: none"> ✓ Thoughts show no logical organization in the paragraph &/Or ✓ Postings contain more than 4 SGP errors. <p style="text-align: center;">0 points</p>
<p><u>Engagement</u> Engages in discussion through use of thoughtful replies to postings of other students.</p>	<ul style="list-style-type: none"> ✓ Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner. <p style="text-align: center;">20 points</p>	<ul style="list-style-type: none"> ✓ Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner. <p style="text-align: center;">17 points</p>	<ul style="list-style-type: none"> ✓ Gives a limited reply to peers in a respectful manner. <p style="text-align: center;">15 points</p>	<ul style="list-style-type: none"> ✓ No replies to any postings. &/Or ✓ Replies are clearly disrespectful. <p style="text-align: center;">0 points</p>
<p><u>CITATIONS/APA</u> Ideas are supported by proper citation and use of references following APA format.</p>	<ul style="list-style-type: none"> ✓ Postings incorporate citations and references following APA format with no more than 1 error <p style="text-align: center;">20 points</p>	<ul style="list-style-type: none"> ✓ Postings incorporate citations and references following APA format with no more than 2 errors. <p style="text-align: center;">18 points</p>	<ul style="list-style-type: none"> ✓ Postings incorporate citations and references following APA format with no more than 3 errors. <p style="text-align: center;">16 points</p>	<ul style="list-style-type: none"> ✓ Postings include 4 or more errors in APA format. <p style="text-align: center;">0 points</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

<p>Literature/Evidence Ideas are supported by student-conducted search of the literature – outside of required course material.</p>	<p>✓ Postings and replies are supported by more than <u>two</u> outside references in addition to required readings. 20 points</p>	<p>✓ Postings and replies are supported by <u>one</u> outside reference in addition to required readings. 18 points</p>	<p>✓ Postings and/or replies are <u>only</u> supported by required readings. 16 points</p>	<p>✓ Postings and replies are not supported by any evidence. 0 points</p>
<p>Total Points</p>	<p>90-100</p>	<p>80-89</p>	<p>75-79</p>	<p>0</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020

NSG 3305 – RUBRIC FOR SUBMITTED WRITTEN WORK

CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	SUBSTANTIVE AREAS OF IMPROVEMENT	UNSATISFACTORY WORK
<p>Activity/Process</p> <p>Course objectives that guide the assignment are clearly addressed. Literature support of content is provided Comments show understanding of concepts which are significant to the assignment Application to practice is included if applicable. Non-applicability of content is included.</p> <p style="text-align: center;">Points</p>	<ul style="list-style-type: none"> ✓ All aspects of the assignment are complete and presented clearly, with imagination. ✓ Evidence of incorporation of content from literature is clear ✓ Exceeds expectations <p style="text-align: center;">50 Possible Points</p>	<ul style="list-style-type: none"> ✓ Conditions of assignments are complete ✓ Explanations are clear. ✓ Guidelines of assignment are met without extras. ✓ Meets expectations without exceeding them <p style="text-align: center;">45 Possible Points</p>	<ul style="list-style-type: none"> ✓ Work is lacking in completeness, and clarity of explanation ✓ Provides little evidence that concepts related to the assignment were understood, or explained in relationship to topic. <p style="text-align: center;">42 Possible Points</p>	<ul style="list-style-type: none"> ✓ Timeliness, completeness and/or satisfactory address of topic is lacking. ✓ Seems to “just do” task without taking in significance. <p style="text-align: center;">40 Possible Points</p>
<p>Process</p> <p>Follows guidelines provided for assignments. Completes and turns in work on time. Clarifies questions about assignments. Submissions are presented in grammatically correct form, with citations provided in APA format</p>	<ul style="list-style-type: none"> ✓ Timely submission of work product in format requested. ✓ Product shows imagination and consideration of factors beyond specific assignment guidelines. ✓ Clarification of assignments is timely and appropriate. ✓ Work product is free of grammatical errors. ✓ Citations are appropriately referenced. <p style="text-align: center;">40 Possible Points</p>	<ul style="list-style-type: none"> ✓ Timely submission of work product in format requested. ✓ Product meets assignment guidelines without exceeding them. Work is adequate. ✓ Clarification of assignments is timely and appropriate. ✓ Very few errors on final work. ✓ Citations are mostly correct. <p style="text-align: center;">35 Possible Points</p>	<ul style="list-style-type: none"> ✓ Time management is at time a problem. ✓ Work generally on time. ✓ Work does not always meet criteria for completeness in addressing the topics assigned. ✓ Does not always seek clarification from appropriate source. ✓ Citation format needs attention. ✓ Does not seem to be checked for errors. <p style="text-align: center;">33 Possible Points</p>	<ul style="list-style-type: none"> ✓ Work is late or incomplete. ✓ Guidelines are poorly followed. ✓ Topic is superficially addressed. ✓ Misunderstanding of assignment is apparent and not resolved and consequential loss of grade points. ✓ Work product has many errors, incorrect or missing citations for the assignment. <p style="text-align: center;">30 Possible Points</p>
<p>Application to Practice</p> <p>Either in written or oral presentation shows how the information from the exercise can be applied to practice</p>	<p>Identifies uses for information that extend beyond simple changes in routine practices.</p> <p style="text-align: center;">10 Possible Points</p>	<p>Identifies ways in which specific information can be used</p> <p style="text-align: center;">9 Possible Points</p>	<p>Minimal demonstration of thought given to application to practice</p> <p style="text-align: center;">4 Possible Points</p>	<p>Weak if any application</p> <p style="text-align: center;">0 Points</p>
<p>TOTAL POSSIBLE POINTS - 100</p>	<p>90-100</p>	<p>80-89</p>	<p>75-79</p>	<p>70-74</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2020