

NURS 380 Nursing Research for Evidence-Based Practice**Abilene Christian University****Spring 2014**

NURS 380

Wednesday: 8 – 11 am

3 credit hours

Classroom:

Dr. Susan Kehl, RN, PhD, CNE, Associate Professor of Nursing

Office:

Office Phone: (325) 674 2265

Cell Phone: (325) 280 1128 (Before 10 pm)

Email: susan.kehl@acu.edu

Fax:

Office hours:

ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

Course Description

Nursing Research introduces students to the knowledge, judgments, skills, and behaviors to initiate, analyze, and apply nursing research and evidence-based standards to nursing practice in health care environments.

Prerequisites

Completion of Level 1

Co-requisites

NURS 360, NURS 361, NURS 370, NURS 371

Course Purpose and Audience

Nursing Research is intended for junior Level II nursing students. The purpose of the course is to prepare future nurse graduates in research methodology and translation for the improvement of patient health outcomes with evidence-based safe and quality care and treatment.

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believe that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Teaching Philosophy and Christian Perspective

Faculty are responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believe that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believe that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources as a background for this course: The faculty invite the students to bring further resources in the semester discussion of faith in nursing practice.

Course Content

Content will include core concepts such as nursing research methodology and translation to professional practice, evidence-based practice, quantitative and qualitative processes, ethics and informed consent in nursing research, problems, purposes, hypotheses, literature review, theory and research frameworks, study designs, sampling, data collection, use of statistics, critical appraisal of research evidence, implementation and translation to practice, and introduction of outcomes research.

Student Goals

After successful completion of this course and as a novice to an advanced beginner, the student will understand and explore the application to nursing practice:

1. Apply and adapt basic clinical reasoning, and established evidence-based nursing competencies (knowledge, behaviors, judgments, skills, attitudes -KBJSA) to holistically address and prioritize multiple simple to complex patient (individuals, families, groups, communities, populations - IFGCP) preferences, values, and needs.

2. Engage patients (IFGCP) in their care decisions, and demonstrate effective communication and shared decision making with the interdisciplinary health care team for the achievement of the highest potential and safe patient health outcomes in complex systems.
3. Demonstrate knowledge for professional, legal, ethical, and regulatory standards for individual performance and system effectiveness for safe nursing competencies (KBJSA), implementing and evaluating the delegation of patient (IFGCP) care to others, and the efficient use and allocation of health care resources.
4. Apply basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to patients (IFGCP) to ensure safety and quality, the application of evidence-based leadership and management best practices, and the management of confidential information technology for seamless care and transition in complex health care systems.
5. Demonstrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
6. Explores the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient (IFGCP) advocacy, and participation in professional student nursing organizations.
7. Engages in self care and reflection to prepare for clinical demands, plans growth to professional competence, and understands the need to participate in life long career and professional development.

Topical Outline

1. Overview of research and evidence-based practice
 - a. Integrating processes of research and evidence-based practice
 - b. Research questions, hypotheses, and clinical questions
 - c. Gathering and appraising the literature
2. Processes and evidence related to qualitative research
 - a. Methodology of qualitative research
 - b. Design of qualitative research
 - c. Appraising qualitative research
3. Processes and evidence related to quantitative research

- a. Experimental and quasi-experimental design
- b. Non-experimental design
- c. Sampling
- d. Legal and ethical issues
- e. Data collection methods
- f. Reliability and validity
- g. Data analysis: Descriptive and inferential statistics
- h. Understanding research findings
- i. Appraising quantitative research
- 4. Application of research and evidence-based practice
 - a. Developing an evidence-based practice
 - b. Tools for applying evidence to practice
- 5. Seminar of selected nursing theorists and research articles
- 6. Scriptural perspectives of asking questions and problem solving
- 7. Professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence.

Texts and Online Learning Resources

Berry, C. A. & Yost, J. (2011). *Study guide for nursing research*. St. Louis: Mosby Elsevier.

LoBiondo-Wood, G. & Haber, J. (2011). *Nursing research: methods and critical appraisal for evidence-based practice*, 7th ed. St. Louis: Elsevier Mosby.

Evolve. (2010). *Student resources*. Retrieved at <http://evolve.elsevier.com/LoBiondo>

Course Activities

The student will be assigned weekly readings which are reinforced by written reflective and discussion. Class preparation of reading, audio/ video podcasts, and blog assignments will be required for active participation within the class time frame. Class time will be spent in faculty and guest lecture, discussion, in class projects, and video presentations. Student mastery of content will be assessed by a variety of individual and group projects, and course exams.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains core concepts of research methodology and translation to practice, qualitative research, quantitative research, and the application of evidence-based best practices.	Exams, concept maps, case studies, written reflection, papers, e portfolio	Exams and written assignment averages greater than or equal to 80/100.
The student explains concepts related implementing evidence-based practice in health care environments.	Exams, concept maps, case studies, written reflection, papers,	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student designs a qualitative study.	Exams, concept maps, case studies, written reflection, papers,	Score is greater than or equal to 8/10 or 80/100.
The student designs a quantitative study.	Exams, concept maps, case studies, written reflection, papers	Score greater than or equal to 80/100.
The student designs patient outcome study.	Exams, concept maps, case studies, written reflection, papers,	Score greater than or equal to 8/10 or 80/100
Affective Competency Statements		
The student expresses a personal view of the Christian perspectives of questioning and problem solving.	Written assignments, class assignments	Score greater than or equal to 80/100
The student describes philosophies of the professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence.	Written assignments, class assignments	Score greater than or equal to 80/100

Final Course Grading Scale

900 to 1000 points = A

800 to 899 points = B

700 to 799 points = C

600 to 699 points = D

Below 600 points = F

Graded Course Elements

4 Unit Exams (100 points each; 50 questions each)	400 points
5 Quizzes (10 questions, 2 points each)	100 points
5 in class activities (10 points each)	50 points
5 blog activities (10 points each)	50 points
Theorist Poster Presentation	100 points
Qualitative Design Paper/Presentation	100 points
Quantitative Design Paper/Presentation	100 points
Appraisal Assignments	100 points
Total	1,000 points

Policies

Attendance and Participation

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. If a student accumulates more than 2 unexcused absences, an appointment with faculty is required for assistance to cover missed content. After the 3rd unexcused absence, the student is at risk for failure of the course. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site

<http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

The first instance of cheating in any course will result in a 0 for the assignment. A second incident will result in an F in the course, and dismissal from the program.

Dress Code

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Assignments

Exams

The unit exams will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for excused absences (see attendance policy). A grade of B or higher is recommended for successful completion of all program requirements.

Quizzes

Five online quizzes will be given from the semester. The content for the quizzes will come from the reading, audio podcasts, and handouts.

Class Activities

Students will work in groups of 3 or 4 on in class activities that will provide opportunities to prepare for course exams. Student s will be assigned case studies, or will select a creative format (concept map, diagram, mnemonic, or role play) to demonstrate relationships and nursing application of content assigned for class time. The highest scores for 5 activities will contribute to the total course points. See **Appendix A for rubric.**

Appendix A: In Class Assignment Rubric

Rubric Component	2 points	1 points	.5 points	0
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Identifies and summarizes all components of the problems/questions at issue.	Accurately identifies the problems/questions and provides a well-developed summary.	Accurately identifies the problems/questions and provides a brief summary.	Identifies the problem/questions and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
Identifies and assesses the quality of supporting data/evidence with list of references	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion with list of references	Examines evidence and questions the quality. Distinguishes between fact and opinion with list of references.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
Identifies and considers the influence of the context* on the issue	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify or consider any contextual issues.
Demonstrates higher level thinking by interpreting critical points of issues discussed	Accurately identifies the critical points of issues and provides robust discussion of multiples ideas of the issues	Accurately identifies the critical issues and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists information.	
Identifies and evaluates conclusions, implications, and consequences	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions.	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary. Total: 5	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area. Total: 2.5	Does not identify or evaluate any conclusions, implications or consequences. Total: 0

	Total: 10			
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Blog Assignments

Blog assignments will be posted on the course website. Students are required to address questions substantially for at least 5 of the postings. See Appendix B for rubric.

Appendix B Rubric for Blog Assignments

Summarizes argument accurately	Misses the point; does not understand claim, reasons, and support (1 point)	Partially identifies claim, reasons, and support (2 points)	Identifies claim, reasons, and support; perhaps not maintaining questions emphasis (4 points)	Accurately identifies claim, reasons, and support without oversimplifying or distorting (5 points)
Includes essential information	Does not distinguish introductory information from argument; includes unneeded examples (1 point)	Does not distinguish introductory information from argument; perhaps includes unneeded examples (2 points)	Includes a little background or an unneeded example or two (4 points)	Excludes introductory information and unneeded examples (5 points)

Theorist Poster Presentation

Students will work in pairs to prepare the poster presentation of the essential concepts of a nursing theory or framework with an analysis of the application of the theory in a research study. **See Appendix C for the Oral Communication Rubric**

Quantitative Design Presentation

Students will work in groups of 3-4 to design a quantitative research project related to nursing practice. **See Appendix D for the Inquiry and Analysis rubric.**

Qualitative Design Presentation

Students will work in groups of 3-4 to design a qualitative research project related to nursing practice. **See Appendix D for the Inquiry and Analysis Rubric**

Appraisal Assignments

Students will complete 5 appraisal exercises related to corresponding research articles from the online research library by the text publisher. **See Appendix D for the Inquiry and Analysis Rubric.**

Rubrics adapted from:

Pierce, W. (2006). Designing rubrics for assessing higher order thinking. Retrieved from

<http://academic.pgcc.edu/~wpeirce/MCCCTR/Designingrubricsassessingthinking.html>

Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1	Course/Syllabus Orientation Chapter 1 Read and audio pod cast	Course Orientation Group assignments Integrating Processes of research and Evidence-based practice for safe and quality care	Activity 1
Week 2	Chapters 2,3 Read and audio pod cast Blog Assignment 1	Discussion of Blog Assignment 1 Research questions, hypotheses, and clinical questions Gathering and appraising literature	Quiz 1
Week 3			Exam 1
Week 4	Chapters 4,5,6 Read and audio pod cast Blog assignment 2	Blog Assignment 2 Introduction to qualitative research Qualitative approaches to research Appraising qualitative research	Activity 2
Week 5	Chapters 7,8 Read and audio pod cast Blog assignment 3	Blog Assignment 3 Introduction to quantitative research Experimental and quasi-experimental designs	Quiz 2 Activity 3
Week 6			Exam 2
Week 7	Read Chapters 9,10,11 Read and Audio	Blog Assignment 4 Nonexperimental designs	Quiz 3

	pod cast Blog assignment 4	Sampling Legal and ethical issues, informed consent	
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 8	Read Chapters 12,13 Blog Assignment 5 Read and Audio pod cast	Blog Assignment 5 Data collection methods Reliability and validity	Quiz 4 Activity 4
Week 9			Exam 3
Week 10	Read Chapters 14,15,16 Read and Audio pod cast	Data analysis: Descriptive and inferential statistics Understanding research findings Appraising quantitative research	Quiz 5
Week 11	Read Chapters 17,18 Read and audio pod cast	Developing an evidence-based practice Tools for applying evidence to practice	Activity 5
Week 12			Exam 4
Week 13		Theorist Poster Presentations	
Week 14		Quantitative Design Presentations Appraisal assignments	

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 15		Qualitative Design Presentations Appraisal assignments	
Week 16			