

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
Fall 2014**

<u>COURSE NUMBER:</u>	NUR 4165
<u>COURSE TITLE:</u>	Nursing Research
<u>COURSE FORMAT:</u>	Live
<u>CREDIT HOURS:</u>	3 credits
<u>COURSE SCHEDULE:</u>	Mondays 5pm-8pm
<u>PLACEMENT IN CURRICULUM:</u>	Required course
<u>PREREQUISITES:</u>	STA 2023 or equivalent, Admission to BSN Program
<u>COREQUISITES:</u>	None
<u>FACULTY:</u>	Name and credentials: Title: Office Location: Phone: E-mail
<u>OFFICE HOURS:</u>	Day of week X-X PM

COURSE DESCRIPTION:

The focus of this class is to explore the relationship between theory, research, and practice. Fundamental principles of the research process including ethical and cultural considerations will be examined. Students will search and critically appraise nursing research studies.

COURSE OBJECTIVES: Upon completion of NUR 4165, the student will be able to create caring nursing responses in:

Becoming competent

1. Explain the role of research in the development of nursing knowledge. (PO 2, 3, 6; Essentials III, VI, VIII).
2. Explain the relationships among nursing theory, nursing research, and nursing practice. (PO 2, 3, 6, 8; Essential III).

3. Identify types of nursing research according to philosophical and theoretical underpinnings. (PO 2, 3, 6, 8; Essential I).
4. Explain the basic elements of the research process. (PO 2, 3, 6; Essential III).

Becoming compassionate

5. Examine ethical and cultural considerations in research that involves human subjects. (PO 2, 3, 4, 5, 6, 8; Essential I, III, VIII).

Demonstrating comportment

6. Describe the BSN-prepared nurse's role in research as a member of an interprofessional team. (PO 1, 2, 3, 4, 5, 6, 8, 11; Essentials III, VI).

Becoming confident

7. Demonstrate skills to search for and to locate nursing research using various technological resources. (PO 1, 2, 3, 6, 7; Essential I, III).

Attending to conscience

8. Discuss the historical development of nursing research. (PO 2, 3, 6; Essential VIII).
9. Identify types of nursing research according to philosophical and theoretical underpinnings. (PO 2, 3, 6; Essential I).

Affirming commitment

10. Critically appraise selected nursing studies. (PO 1, 2, 3, 6; Essentials III).

TEACHING LEARNING STRATEGIES

Lecture, nursing situations, written assignments, group presentations, discussions, examinations, and enrichment activities.

GRADING AND EVALUATION METHODS:

Assignment/Activity	Percentage of Final Grade
Attendance /Group Critique	10%
Nursing Situation	10%
Presentations	10%
Exams (3) (10% each)	30%
Literature Search/Evidence Table	40%

GRADING SCALE: A grade below C is not passing in the Undergraduate program.

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0 – 59 = F

REQUIRED TEXTS:

- Polit, D.F., & Beck, C.T. (2009). *Essentials of Nursing Research: Appraising Evidence for Nursing Practice* (7th ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN: 978-0-7817-8153-4
- Schmidt, N.A., & Brown, J.M. (2012). *Evidence-based practice for nurses: Appraisal and application of research* (2nd ed.). Sudbury, MA: Jones & Bartlett Learning.

RECOMMENDED TEXTS:

- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

TOPICAL OUTLINE:

1. Definition nursing research (Essentials III, VI, VIII)
 - a. Role of nursing research in evidence-based practice
 - b. History of nursing research
 - c. Research as a source of nursing knowledge development
 - d. Use of research as a source of evidence for safe, quality practice
 - e. Identifying nurses' roles in research and membership in interprofessional research teams
2. Nursing situations as a foundation for the study of wholeness of person, holistic nursing practice and nurse caring (Essentials I, III)
3. How to conduct a literature search using appropriate technological methods and appraise research (Essentials III, IV)
4. Nursing research process for qualitative and quantitative studies including (Essential III)
 - a. Identification of a problem
 - b. Theoretical and conceptual frameworks
 - c. Problem statement/aim/research question/hypothesis
 - d. Conceptual and theoretical frameworks

- e. Research design
- f. Ethics
- g. Sampling
- h. Data Collection
- i. Data Analysis
- j. Review of findings

5. Implications of research in practice and for future research (Essential III)

COURSE ASSIGNMENTS:

Attendance and Group Critique

Attendance will be taken each week. In order to earn the points for the day, the student must be on time, stay for the entire class, and actively participate in class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the instructor.

An important skill for all nurses is to have the ability to critically evaluate research. Just because research is published, it does not mean that it is good or strong research. One of the objectives of this course is to learn the skills to critique research. This skill will be used throughout the course and demonstrated in your assignments.

To help build this skill, you are going to work in groups to critique one single research study that is assigned to you by the instructor. During class you will participate in a group activity that focuses on the research topic being covered in class that week. Each group will submit one copy of the activity, and this will be graded and returned to you for use in the group presentation.

Presentation

At the end of the semester each group will create do an oral presentation on their critique. One group grade will be assigned for this project. It is expected that all members contribute equally to the assignment.

Nursing Situation

Identification of nursing problems or issues occurs during nursing situations. For this paper you will describe a nursing situation which led you to question nursing practice. These questions can include: a) Is this the safest and most accurate way to do this procedure?; b) What is this experience like for the patient?; c) What factors contributed to this situation?; and d) What can be done differently in this situation to improve patient outcomes? The situation can come from your own experience as nurse or an experience you had with a family member or friend who was going through a health situation. The paper must include the description of one specific situation between the nurse (you) and the nursed (patient, family member, friend).

The paper should include:

- a. A short introduction describing the main topic of the paper.
- b. A detailed description of the nursing situation.

- c. A conclusion that brings into focus the problem that was identified. The conclusion should answer to the following question: What evidence is needed to solve this problem? The evidence will be derived from research.

This paper needs to be presented in the format of a professional paper including title page, margins, font size and grammar as described in the 6th edition of the APA Manual of Style. No references are required for this paper. If you choose to include references, all work must be properly cited per the 6th edition of the APA Manual of Style and a reference page must be included. The maximum length of this paper should be two pages.

Literature Search and Evidence Table

For this assignment you will be asked to identify and submit five (5) current (less than 5 years old) scholarly NURSING RESEARCH articles related to an area of interest and identified nursing problem. These articles are to be complete reports of a single research study. **Literature reviews, program evaluations, psychometric evaluations, systematic reviews and meta-analysis or meta-synthesis are not acceptable for this assignment.** You will need to determine if the article fits the criteria of being a report of a single research study. If the articles do not meet the criteria, you will be asked to identify additional articles.

The articles must be from a scholarly, peer-reviewed nursing journal.

For example: Nursing Research, Journal of Nursing Scholarship, and Applied Nursing Research **ARE** scholarly nursing journals. Nurse Practitioner, Advance for Nurses, Nursing Spectrum and Nursing Standard are **NOT** scholarly nursing journals.

An evidence table is a table that is used to outline the major components of a research study. The table is used when evaluating research for evidence-based practice. For this assignment you will identify the specific research components of the five research articles you have chosen and fill in the information on the table. The template for the table will be provided to you. As we cover the content in class, you will be asked to fill in the corresponding content on the table. This will be checked three times during the semester.

Exams (3)

Exams are intended to be learning experiences that review and integrate student learning. Three exams will be given. These may be a combination of multiple choice questions, short answer, and true and false questions. Material included in the exam content is derived from required texts, assigned readings, and unit activities.

BIBLIOGRAPHY

- Burston, P.L., & Stichler, J.F. (2010). Nursing work environment and nurse caring: Relationship among motivational factors. *Journal of Advanced Nursing*, 66(8), 1819-1831. doi: 10.1111/j.1365-2648.2010.05336.x
- Giuliano, K.K., & Polanowicz, M. (2008). Interpretation and use of statistics in nursing research. *AACN Advanced Critical Care*, 19(2), 211-222. doi:10.1097/01.AACN.0000318124
- Hudacek, S.S. (2008). Dimensions of caring: A qualitative analysis of nurses' stories. *Journal of Nursing Education*, 47(3), 124-129. doi: 10.3929/01484834-20080301-04
- Ingham-Broomfield, R. (2008). A nurses' guide to the critical reading of research. *Australian Journal of Advanced Nursing*, 26(1), 102-109. <http://www.ajan.com.au/>
- Melnyk, B.M., & Fineout-Overholt, E. (2010). *Evidence-based practice in nursing and healthcare: A guide to best practice (2nd ed.)*. Philadelphia: Lippincott Williams & Wilkins. ISBN-13: 978-1605477787
- Merrill, A.S., Hayes, J.S., Clukey, L., & Curtis, D. (2012). Do they really care? How trauma patients perceive nurses' caring behaviors. *Journal of Trauma Nursing*, 19(1), 33-37. doi:10.1097/JTN.ObO13e318249fcac
- O'Connell, E. & Landers, M. (2008). The importance of critical care nurses' caring behaviors as perceived by nurses and relatives. *Intensive and Critical Care Nursing*, 24, 349-358. doi:10.1016/j.iccn.2008.04.002
- Polit, D.F. (2010). *Statistics and data analysis for nursing research (2nd ed.)*. Upper Saddle River, NJ: Pearson. ISBN: 0-13-508507
- Tappan, R.M. (2011). *Advanced nursing research: From Theory to Practice*. Sudbury MA: Jones & Bartlett Learning. ISBN: 978-0-7637-6568-2

COURSE POLICIES AND GUIDELINES

1. Attendance: Attendance/class activities points will be awarded each week. In order to earn the full amount of points, the student must be on-time, stay for the entire class, and fully participate in all in-class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the instructor. A student who misses a class is responsible for content presented during an absence.

2. Exams: Exams will be given at the beginning of class (see Course Schedule). The student must be present for the examination. Failure to be present for a scheduled exam will result in a "0" for the examination unless arrangements are made with the instructor PRIOR to the exam.

3. Assignments: Written assignments are due by midnight on the date specified on the course schedule. One point per day for one week will be deducted from all work that is submitted after the announced due date. No assignments will be accepted after one week from due date. If the student is unable to submit work on the designated date, arrangements must be made with the course instructor BEFORE the due date to avoid the late penalty.

All papers must be submitted to SafeAssign PRIOR to submitting to Blackboard for a grade. **If SafeAssign identifies a problem with citations, THESE MUST BE CORRECTED PRIOR TO SUBMITTING THE PAPER to Blackboard for grading.** Failure to make these corrections may constitute plagiarism and could result in a failure of the paper and/or the course.

All assignments must be submitted via Blackboard as a .doc or .docx file by the specified due date. Unless specifically instructed by the faculty, **NO ASSIGNMENTS WILL BE ACCEPTED BY EMAIL.** Assignments submitted only through email will not be graded unless specifically instructed to submit via this route by the faculty.

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a "recycled" assignment as an original work will receive a grade of zero on the assignment and be charged with violation of Academic Integrity, Policy 4.001.

4. Use of Electronic and Personal Communication Devices in the classroom. In order to enhance and maintain a productive atmosphere for education personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions. Students who are in violation of this may be asked to leave the class and not earn the points for that day.

5. Email: FAU email is recognized as the only email system that may be used for course correspondence. It is the responsibility of each student to periodically check their FAU email as important class information may be sent via this route.

In addition to being a portal for assignments, Blackboard will be utilized as a form of communication. Course announcements will be posted on Blackboard rather than through email. It is the student's responsibility to periodically check the board for class updates/clarifications. If the faculty needs to contact an individual student concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Blackboard.

All course requirements and objectives must be met in order to earn a passing grade.

COURSE SCHEDULE

Date	Topic	Readings	Assignment/Activity
Week 1	Course Introduction and Requirements Introduction to Nursing Research and Evidence-Based Practice	Polit and Beck Chapter 1	
Week 2	Fundamental of Evidence-Based Practice, Key Concepts in Research	Polit & Beck Chapters 2 & 3	
Week 3	Reading and Critiquing Research Reports Ethics In Research	Polit & Beck Chapters 4 & 5	Nursing Situation due
Week 4	Research problems, questions, and hypotheses	Polit & Beck Chapter 6	
Week 5	Literature Reviews: Finding and Reviewing Research Evidence	Polit & Beck Chapter 7	Exam #1
Week 6	Conceptual/Theoretical Basis of a Study	Polit & Beck Chapter 8	5 Research articles due
Week 7	Quantitative and Qualitative Research Designs	Polit & Beck Chapters 9 & 10	
Week 8	Spring Break No Class		
Week 9	Sampling Plans	Polit & Beck Chapter 12	Evidence table due for review
Week 10	Data Collection Plans	Polit & Beck Chapter 13	
Week 11	Measurement and Data Quality	Polit & Beck Chapter 14	Exam #2
Week 12	Statistical Analysis of Quantitative Data	Polit & Beck Chapters 15	Evidence table due for review
Week 13	Rigor and Interpretation in Quantitative Research	Polit & Beck Chapter 16	
Week 14	Qualitative Analysis Trustworthiness and Integrity in Qualitative Data	Polit & Beck Chapters 17 & 18	Final Evidence Table due
Week 15	Class Presentations		
Week 16	Class Presentations		
Week 17	Exam #3		Exam #3 Please bring a blue scantron to class

COLLEGE OF NURSING POLICIES

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:

[http://nursing.fau.edu/index.php?
main=3&nav=526](http://nursing.fau.edu/index.php?main=3&nav=526)

c). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard

to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. USE OF STUDENT COURSE MATERIAL The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

April 2012