



**St. Luke's School of Nursing
at Moravian College**
Bethlehem, Pennsylvania



Nursing 316: Applied Research*
Spring 2006

Michele August-Brady, RN, DNSc
Associate Professor, Nursing

Maryellen Dye, RN, PhD, CRNP
Assistant Professor, Nursing

Email: augustm@moravian.edu
Office: Comenius 401

Email: dyem@moravian.edu
Office: Hamilton 101

Phone: (610) 625-7864
Cell: (610) 554-5563
Pager: (610) 606-3695

Phone: (610) 625-7764
Cell: (610) 216-4128
Pager: (610) 778-9102

Class meets: Wed 8:50 – 11:00AM
Clinical: Tuesdays and Thursdays and as
needed

Office hours: M& W 1300 - 1600

Office hours: M& W 10:00 – 2:00

Catalog/Course Description:

A clinical practicum course in which the student collaborates with a nurse researcher in an ongoing nursing research project during one or more of the investigative phases. Students develop insight into the process and application of research in nursing practice.

Course Objectives:

1. Evaluate formal nursing research utilization within the health care context.
2. Apply research principles in an ongoing nursing research project at one or more of the investigative phases.
3. Distinguish characteristics between qualitative and quantitative research.
4. Demonstrate beginning knowledge of research methodologies, concepts and terminology.
5. Analyze research from nursing and other disciplines as a basis for practice.
6. Formulate individual strategies for involvement in nursing research as a professional nurse.

Required Texts:

LoBiondo-Wood, G., & Haber, J. (2006). Nursing research – Methods and critical appraisal for evidence-based practice (6th ed.). St. Louis: Mosby.

*** Writing Intensive Course**

Recommended Readings:

- Colley, S. (2003). Nursing theory: Its importance to practice. *Nursing Standard, 14*(46), 33-37.
- Dale, A. (2005). Evidence-based practice: compatibility with nursing. *Nursing Standard, 19* (40), 48-53.
- Gagan, M, & Hewitt-Taylor, J. (2004). The issues for nurses involved in implementing evidence in practice. *British Journal of Nursing, 13*(20), 1216-1220. (EbscoHost)
- Oliver, D., & Mahon, S. (2005). Reading a research article. Part I: Types of variables. *Clinical Journal of Oncology Nursing, 9* (1), 110-112 (EbscoHost)
- Oliver, D., & Mahon, S. (2005). Reading a research article. Part II: Parametric and nonparametric statistics. *Clinical Journal of Oncology Nursing, 9* (2), 238-240. (EbscoHost)
- Pravikoff, D., Tanner, A. , & Pierce, S. (2005). Are nurses ready for evidence based practice? *American Journal of Nursing, 105*(9),40-51.
- Yoder, L. (2005). Evidence-based practice: The time is now! *MEDSURG Nursing, 14*(2), 91-92. (EbscoHost)
- Yoder, L. (2005). Clinical trials: What you and your patients need to know. *MEDSURG Nursing, 14* (5), 351-353. (EbscoHost)
- Yoder, L. (2005). Phase III and IV clinical trials: What you and your patients need to know. *MEDSURG Nursing, 14* (6), 408-415. (EbscoHost)
- Zeitz, K., & McCutcheon, H. (2003). Evidence-based practice: To be or not to be, this is the question! *International Journal of Nursing Practice, 9*, 272-279. (EbscoHost)

****Additional readings may be assigned as part of the course.**

Course Requirements:

1. Class attendance is an expectation. Students are expected to be prepared for all class meetings; that means having completed assignments prior to attending class. If unable to attend a class, please contact me an hour before class via email or phone. Any absence from class must be accompanied by an appropriate written verification of absence (doctor's note for illness, etc). Absences without written verification will be considered as unexcused and may affect the course grade. Students are responsible for obtaining any notes, handouts, or other class items from classmates.

College policy will be followed relative to inclement weather. Please check blackboard course site for any announcements relative to weather and the cancellation of class.

2. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation to purchasing a paper from the Internet or a professional writing service. Please note that the copying of information from the Internet to a powerpoint slide presentation without acknowledgement of source is plagiarism. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty. Copies of the statement on academic dishonesty are published in the Student Handbook.
3. Learning activities stated on the topical outline section of this syllabus are to be completed prior to class time. The student can expect to work approximately 8-12 hours per week in preparing for this class.
4. Communication between instructor & student can be facilitated through the use of email. Students are expected to check their email every 24-48 hours.
5. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

Methods of Evaluation:

Some learning activities will be non-graded but designed to facilitate thought and/or processes involved in achieving learning outcomes.

Required non-graded learning activities are as follows:

1. Blackboard Web-site

The course web-site is NURS316 SP06. All students have been enrolled by the instructor. Announcements and assignments will be posted there during the course. It is solely the student's responsibility for all communications, announcements, or additional assignments from the course site. This necessitates the development of routinely checking for announcements.

2. Chapter quizzes

Intermittently, quizzes will be posted on the Blackboard course site and are to be completed prior to attending class. Failure to complete quizzes may result in a reduction in your course grade.

Portfolio Evidence should reflect the following areas:

Community	Holism	Inquiry	Professionalism
Health Care Systems	Health Health Promotion	Critical thinking Reflectivity Research	Practitioner Accountability Standards

Graded learning activities are as follows:

1. Mini-Integrative Review of the Literature		20%
2. Mini-Integrative Review: Draft		10%
3. Research Critique(s)		30%
a. Quantitative Study	worth	15%
b. Qualitative Study	worth	15%
4. Hesi: Management/Community		10%
5. Two in-class quizzes		10%
	each worth	05%
6. Dissemination of Findings		20%
a. Oral Presentation		10%
b. Poster Presentation & Abstract		10%
Total Percentage:		100%

Grading Policy:

1. Formal papers must be typed according to APA style (5th Ed.). Use of a computer, Internet access, and electronic searches of CINAHL and other databases are required.
2. Assignments are expected on or before their due date. At the discretion of the instructor, five points per day may be deducted from the grade if assignments are handed in late. **A grade of B- or better is required in each nursing course.**

The grading scale is as follows:

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

Topical Outline

Date	Topic	Reading
1/17/06	Introduction to Nursing Research - Importance of Nursing Research - Overview of the Process / Clinical	Ch. 1, 2
1/18/06	Identifying Problems & Analyzing Existing Knowledge - Research problems, questions & hypotheses / Clinical - Literature Reviews	Ch. 3, 4
1/19/06	Theoretical Frameworks / Clinical	Ch. 5
1/25/06	Qualitative Research -- In class quiz	Ch. 6-7
1/26/06	Qualitative Critique / Clinical	Ch. 8
2/1/06	Quantitative Research - Qualitative Critique Due	Ch. 9-11
2/2/06	Quantitative Critique / Clinical	Ch. 18
2/8/06	Sampling & Ethical/Legal Issues – In class quiz	Ch. 12, 13
2/15/06	Data Collection, Validity & Reliability	Ch. 14 - 15
2/22/06	Data Analysis- Integrative Draft Due - Descriptive - Inferential	Ch. 16, 17
3/1/06	Open Discussion (area of perceived needs) Quantitative Critique Due	
3/8/06	SPRING BREAK	
3/15/06	NO CLASS / CLINICAL	I. Study
3/22/06	NO CLASS / CLINICAL	I. Study
3/29/06	NO CLASS / CLINICAL	I. Study
4/5/06	NO CLASS / CLINICAL	I. Study
4/12/06	Evidence-based practice	Ch. 19-20
4/19/06	Evidence-based practice (continued)	
4/26/06	Testing (Hesi Management / Community; CCTDI) Integrative Review Due	

January 2006