



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



Nursing 316B: Applied Nursing Research*
Spring 2008

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Class meets: Fridays 10:10 AM – 12:40
PM in
Clinical: Tuesdays and Thursdays (see
calendar)

Office hours: Fridays 9:00 -10: 00 AM and
1:00 -2:00 PM

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 the nurse's role in the research process.
2. Analyze research from nursing and other disciplines as a basis for practice.
3. Apply research principles in a nursing research project.
4. Demonstrate knowledge of legal and ethical issues related to research in health care.
5. Demonstrate an understanding of evidence-based practice in professional nursing.

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)
- Oliver, D., & Mahon, S. M. (2006). Reading a research article part III: The data collection instrument. *Clinical Journal of Oncology Nursing*, 10 (3), 423-426. (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. 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 e-mail. 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.
6. Formal papers must be typed according to APA style (5th Ed.). Use of a computer, Internet access, and electronic searches of CINAHL, MEDLINE, Cochrane Data Base of Systematic Reviews, and other relevant databases are required. Students are expected to access research articles not available full text from the online databases.
7. Moravian College is participating in an assessment of *Intentional Learning* in the writing intensive courses. Students in this course are required to participate as directed by the professor.
8. The ATI Comprehensive Predictor Examination is administered at the start of the semester. This examination consists of 180 questions on all content areas of nursing. The exam is helpful in predicting success on the licensure examination in nursing. The nursing faculty has set a benchmark of 90% probability of passing the licensure examination for students. If this benchmark is not achieved, the student **is required** to perform a focused review over the semester and retake the practice assessment in order to satisfy course requirements, thereby, completing graduation requirements.

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 NURS316B, Spring 2008. 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. Seminar preparation

Students are required to submit to the instructor at the beginning of each class session two questions related to the reading assignment or selected readings for the research project which pertain to the topic for that class. The questions will be used to guide classroom discussion.

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. Quantitative Research Critique 20%
- 2. Qualitative Research Critique 20%
- 3. Mini-Integrative Review: Draft 15%
- 4. Mini-Integrative Review of the Literature 25%
- 5. Dissemination of Findings (includes oral presentation, abstract and reference list) 20%

Total Percentage: 100%

Clinical learning activities:

Literature search
Clinical research project

Grading Policy:

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.

The grading scale is as follows:

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

Topical Outline

Date	Topic	Reading/ Assignments
1/15/08	Introduction to Nursing Research - Importance of Nursing Research - Overview of the Process / Clinical	Ch. 1, 2
1/15/07	Clinical – Literature Search Skills Collaborative Problem Identification	
1/18/08	Identifying Problems & Analyzing Existing Knowledge - Research problems, questions & hypotheses - Literature Reviews	Ch. 3, 4
1/22/08	Theoretical Frameworks Clinical – Literature Search, Problem Identification, Research Summaries	Ch. 5
1/25/08	Quantitative Research & Legal/Ethical Issues	Ch. 9 & 13
2/1/08	Quantitative Research Designs	Ch. 10 & 11
2/8/08	Sampling and Data Collection	Ch. 12 & 14
2/15/08	Reliability & Validity; Data Analysis	Ch. 15 & 16
2/22/08	Data Analysis (cont.) Evaluating Quantitative Research	Ch. 17 & 18 Quantitative Research Critique due
2/29/08	Qualitative Research	Ch. 6 & 7 Integrative Review Draft due
3/7/08	SPRING BREAK	
3/12/08 Wednesday Mem. 202	Qualitative Research (cont.) Evaluating Qualitative Research	Ch. 8 Qualitative Research Critique due
3/20/08	Clinical Presentation Tips	Abstract and Reference List due
3/21/08	EASTER BREAK	Ch. 19
3/25/08	Research Presentations/Clinical	Research Presentation
3/26/08 Wednesday Mem. 202	Developing an Evidence-Based Practice Tools for Applying Evidence to Practice	Ch. 19 & 20 Integrative Review due