



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



Nursing 316: Applied Research*
Spring 2009

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Class meets: Wednesdays 1020 – 1245 – Memorial Hall 202

Clinical: Tuesdays and Thursdays 0800-1400 and as needed

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Wednesday: 1245-1600

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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.

*** Writing Intensive Course**

Required Texts:

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

Required Readings:

- Cleary-Holdforth, J., & Leufer, T. (2008). Essential elements in developing evidence-based practice. *Nursing Standard*, 23(2), 42-46.
- Melnyk, B. (2005). Rapid critical appraisal of randomized controlled trials (RCTs): An essential skill for evidence-based practice (EBP). *Pediatric Nursing*, 31(1), 50-52. (EbscoHost)
- Melnyk, B. (2004). Integrating levels of evidence into clinical decision making. *Pediatric Nursing*, 30(4), 323-325. (EbscoHost)
- Oliver, D., & Mahon, S. (2005a). Reading a research article. Part I: Types of variables. *Clinical Journal of Oncology Nursing*, 9 (1), 110-112 (EbscoHost)
- Oliver, D., & Mahon, S. (2005b). Reading a research article. Part II: Parametric and nonparametric statistics. *Clinical Journal of Oncology Nursing*, 9 (2), 238-240. (EbscoHost)
- Oliver, D., & Mahon, S. (2005c). Reading a research article. Part III: The data collection instrument. *Clinical Journal of Oncology Nursing*, 10 (3), 423-426. (EbscoHost)
- Sendelbach, S. (2008). Evidence-Based Practice: Then and now. *American Journal of Nursing*, 108, 75-76.
- Winsett, R., & Cashion, A. (2007). The nursing research process. *Nephrology Nursing Journal*, 34, 635-643.

Recommended Readings:

- Kring, D. (2008). Research and quality improvement: Different processes, different evidence. *MedSurg Nursing*, 17, 162-169.
- 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)

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

Course Requirements:

1. Class and clinical 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 or clinical experience, please contact the course faculty 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 and 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.
6. Students are required to earn a *Satisfactory* clinical evaluation in each nursing course in order to progress in the curriculum. Failure to earn a *Satisfactory* clinical evaluation will result in a grade of **F** for the course. The clinical experience in Nursing 316 does not involve the direct provision of patient care; however, students will be expected to fully engage in their collaborative projects in their area of clinical interest. On average, students are expected to actively participate in 12 hours of clinical experience each week for ten weeks. Given the nature of the selected collaborative project, students may have clinical learning activities that fall outside the regularly scheduled T/Th clinical days.

Methods of Evaluation:

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

It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for the course."

Required non-graded learning activities are as follows:

1. Blackboard Web-site

The course web-site is NURS316 SP09. All students have been enrolled by the course faculty. 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 prior to class will result in a reduction of your final 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:

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| 1. Mini-Integrative Review: Draft | 10% |
| 2. Mini-Integrative Review of the Literature | 25% |
| 3. Research Critique(s) | 40% |
| a. Quantitative Study | worth 20% |
| b. Qualitative Study | worth 20% |
| 4. Dissemination of Group Project Findings | 25% |
| a. Oral Presentation, Abstract & References | |

Total Percentage: 100%

Grading Policy:

7. 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.
8. 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	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = <60

Topical Outline

Date	Topic	Reading
1/20/09 (Tues)	8am-12n – HOSCI, 202 Introduction to Nursing Research - Importance of Nursing Research - Overview of the Process / Clinical	Ch. 1, 2 Cleary-Holdforth 2008
1/21/09 (Wed)	Identifying Problems & Analyzing Existing Knowledge - Research problems, questions & hypotheses / Clinical - Literature Reviews	Ch. 3, 4 Oliver 2005a
1/22/09 (Thurs)	8-1130am – COMEN, 213 / Reeves Searching – Problem ID Trexler Computer Room from 1230 - 1400	Sendelbach 2008 Melnik articles
1/27/09 (Tues)	8-11am – HOSCI, 202; then Reeves until 1400 Ethical – Legal Aspects & IRB (Problem ID continued)	Ch. 13
1/28/09 (Wed)	Intro to Qualitative Research	Ch. 6-7
1/29/09 (Thurs)	8am-12n – MEMOR, 202; then Reeves until 1400 ATI Comprehensive (3 hours) / Clinical Clinical activity: critique of a qualitative study	Ch. 8
2/03/09 (Tues)	Small group work: project planning (in Library) Peer review of qualitative critique drafts	
2/04/09 (Wed)	Theoretical Frameworks Intro to Quantitative Research	Ch. 5 & 9
2/05/09 (Thurs)	Finalization of Group Project (in Library) Clinical activity: critique of a quantitative study	
2/11/09	Quantitative Designs & Critique Peer review of quantitative critique drafts Qualitative Critique Due	Ch. 10, 11, 18
2/18/09	Sampling & Data Collection Quantitative Critique Due	Ch. 12, 14
2/25/09	Validity & Reliability; Data Analysis Integrative Draft Due	Ch. 15, 16 Oliver 2005c
3/4/09	SPRING BREAK – No classes	
3/11/09	Data Analysis (cont) - Descriptive - Inferential	Ch. 16, 17 Oliver 2005b

- 3/18/09 Evidence Based Practice Ch. 19, 20
- 3/25/09 Evidence-based practice (cont) Ch. 19, 20
- 3/31/09 Research Presentations in SLH Ed Center Room 104
(0900 – 1600)
Integrative Paper Due April 3 (or negotiable)
- 4/21/09 Priscilla Payne Hurd Lecture in Laros Auditorium (SLH Ed
Center) from 1300-1400
Topic: Challenges and Opportunities for Nursing Care
Delivery
Speaker: Christopher R. Friese, PhD, RN, AOCN Assistant
Research Scientist, University of Michigan School of Nursing

January 2009