



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



**Nursing 316: Applied Research\***  
Spring 2010

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Class meets: Fridays 1020 – 1255

Clinical: Tuesdays and Thursdays 0800-1400 and as needed

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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. (2010). Nursing research – Methods and critical appraisal for evidence-based practice (7<sup>h</sup> ed.). St. Louis: Mosby.

**Required Readings:**

Couzin, J. (2006). Truth and Consequences. *Science*, 313, 1222-1226.

Melnyk, B., Fineout-Overholt, E., Stillwell, S., & Williamson, K. (2009). Igniting a spirit of inquiry: An essential foundation for evidence-based practice. *American Journal of Nursing*, 109 (11), 49-52. (on BB)

Scott, L., Setter-Kline, K., & Britton, A. (2004). The effects of nursing interventions to enhance mental health and quality of life among individuals with heart failure. *Applied Nursing Research, 17*(4), 248-256. (BB)

**Recommended Readings:**

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. (BB)

Melnyk, B. (2004). Integrating levels of evidence into clinical decision making. *Pediatric Nursing, 30*(4), 323-325. (BB)

Oliver, D., & Mahon, S. (2005a). Reading a research article. Part I: Types of variables. *Clinical Journal of Oncology Nursing, 9* (1), 110-112 (BB)

Oliver, D., & Mahon, S. (2005b). Reading a research article. Part II: Parametric and nonparametric statistics. *Clinical Journal of Oncology Nursing, 9* (2), 238-240. (BB)

Oliver, D., & Mahon, S. (2005c). Reading a research article. Part III: The data collection instrument. *Clinical Journal of Oncology Nursing, 10* (3), 423-426. (BB)

**\*\*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 and AMOS 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 everyday.
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.

## Required non-graded learning activities are as follows:

### 1. Blackboard (BB) Web-site

Announcements and assignments will be posted on the BB 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. Journal entries

Questions may be posted on BB that will require some thoughtful reflection and writing. Journal entries will be seen only by the instructor, not by other students. Themes from the journals may be collated by the faculty and shared in a written format with the class while

maintaining anonymity. It is very likely that some statements made by students will be incorporated into a publication, while maintaining anonymity. **If any student is opposed to this, please contact the course faculty. If course faculty members do not hear from students, then we are assuming that we have your approval.**

**Portfolio Evidence should reflect the following areas:**

<b>Community</b>	<b>Holism</b>	<b>Inquiry</b>	<b>Professionalism</b>
Health Care Systems	Health Health Promotion	Critical thinking Reflectivity Research	Practitioner Accountability Standards

**Graded learning activities are as follows:**

- |   |       |     |     |
|---|-------|-----|-----|
| 1. Mini-Integrative Review: Draft               |       |     | 10% |
| 2. Mini-Integrative Review of the Literature    |       |     | 25% |
| 3. Research Critique(s)                         |       |     | 30% |
| a. Quantitative Study                           | worth | 15% |     |
| b. Qualitative Study                            | worth | 15% |     |
| 4. Learning Activities (quizzes, projects, etc) |       |     | 10% |
| 5. Dissemination of Group Project Findings      |       |     | 25% |
| a. Oral Presentation                            | worth | 20% |     |
| b. Abstract & References                        | worth | 5%  |     |

**Total Percentage: 100%**

**Grading Policy:**

- Formal papers must be typed according to APA style (5<sup>th</sup> ed.). Use of a computer, Internet access, and electronic searches of CINAHL and other databases are required.
- 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

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

## Topical Outline

Date	Topic	Reading
1/19/10 (Tues)	<b>8am-12n – Memorial 202</b> Introduction to Nursing Research - Importance of Nursing Research - Overview of the Process / Clinical	Ch. 1
1/21/10 (Thurs)	<b>8-1130am – PPH Ed Center Room 113 (SLH campus)</b> Searching – Problem ID; review of toolkit (0800 – 1000) Trexler Building Computer Room (Trexler Bldg, Room 10) Session 1: 1000 – 1130 Session 2: 1230 - 1400	Ch. 3
1/22/10 (Fri)	Identifying Problems & Analyzing Existing Knowledge - Research problems, questions & hypotheses / Clinical - Literature Reviews (continued)	Ch. 2 Scott article
1/26/10 (Tues)	<b>8-11am – Memorial 202, then library until 1400</b> Ethical – Legal Aspects & IRB (Problem ID continued)	Ch. 11
1/28/10 (Thurs)	<b>8am-12n – Memorial 202 &amp; 201; then Reeves until 1400</b> ATI Comprehensive (3 hours) / Clinical Finalization of projects, searching	
1/29/10 (Fri)	Intro to Qualitative Research	Ch. 4-5
2/02/10 (Tues)	Small group work: project planning (in Library) Clinical class activity: critique of a qualitative study <b>Memorial 202</b>	Ch. 6 Assigned Article
2/4/10 (Thurs)	Project work - groups Peer review of rough draft of qualitative critique: Bring article and critique ( <b>Memorial 202</b> ) <b>1230-1400</b>	
2/05/10 (Fri)	Intro to Quantitative Research, Exp Designs	<b>Complete BB quiz before start of class</b> Ch. 7 & 8; Article/appendix
2/9/10	Clinical <b>Qualitative Critique Due</b>	
2/11/10	Clinical Project Work	
2/12/10	Non-Exp Designs & Sampling	<b>Complete BB quiz before start of class</b> Ch. 9 & 10
2/16/10	Clinical Project Work	

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
2/18/10	Clinical Project work	
2/19/10	Data Collection & Validity & Reliability	<b>Complete BB quiz before start of class</b> Ch. 12 & 13
2/23/10	Clinical Project Work Clinical Class Activity: peer review of quant critique <b>Memorial 202 1230-1400</b>	
2/25/10	Clinical Project Work	
2/26/10	Data Analysis & Findings <b>Quantitative Critique Due</b>	<b>Complete BB quiz before start of class</b> Ch. 14 & 15
3/2/10	Clinical Project Work	
3/4/10	Clinical Project Work	
3/5/10	Data analysis of projects: IR Draft due	
3/6-14	SPRING BREAK – No classes	
3/16 & 18	Clinical Project Work	
3/19/10	Evidence Based Practice	Ch. 19, 20
3/23 & 25	Clinical Project Work	
3/26/10	Open – Guest Speaker	
3/30/10	Research Presentation Dry Run (0800-1100) <b>Memorial 202</b> Research Presentations in SLH Ed Center 1200 – 1600 LR #2 in SLH Ed Center <b>Integrative Paper Due April 2 (or negotiable)</b>	
May 5	Hurd Lecture (required)	

January 2010

\*\* This syllabus is subject to change. All changes will be communicated in writing to students.