



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



Nursing 316: Applied Research*
Spring 2012

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Jennifer Specht, PhD, RN Email: Jennifer.Specht@moravian.edu Phone: (610) 625-7720 Office: Hamilton 205 Office Hours : By appt	Class meets: Wednesdays 1020-1255 Memorial 202 Clinical: Tuesdays and Thursdays 0800-1400 and as needed

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**

Pre-requisites: Statistics (MATH 107), NURS 313 and NURS 315, or with permission of the instructor.

Required Texts:

LoBiondo-Wood, G., & Haber, J. (2010). *Nursing research – Methods and critical appraisal for evidence-based practice* (7^h ed.). St. Louis: Mosby.

Required Readings:

Chung-Park, M., Hatton, D., Robinson, L., & Kleffel, D. (2006). RN-to-MSN students' attitudes toward women experiencing homelessness: A focus group study. *Journal of Nursing Education*, 45 (8), 317-322.

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

Drury, L. J. (2008). From homeless to housed: Caring for people in transition. *Journal of Community Health Nursing*, 25, 91-105. (BB)

Martins, D. C. (2008). Experiences of homeless people in the health care delivery system: A descriptive phenomenological study. *Public Health Nursing*, 25 (5), 420-430.

- Melnik, 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. (BB)
- Stillwell, S., Fineout-Overholt, E., Melnik, B., & Williamson, K. (2010). Searching for the evidence – Strategies to help you conduct a successful search. *American Journal of Nursing*, 110 (5), 41-47. (BB)
- Webster, S. & Harrison, L. (2008). Finding a way: A grounded theory of young people's experience of the pathway to mental health care. *Australian Journal of Advanced Nursing*, 26 (2), 85-94.
- Zrinyi, M., & Balogh, M. (2004). Student Nurse attitudes towards homeless clients: A challenge for education and practice. *Nursing Ethics*, 11(4), 334-348.

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

*****This syllabus is subject to change and all changes will be communicated to students.**

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 who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.
6. Students are encouraged to use services provided by the writing center. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

7. 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.
8. As a courtesy to your colleagues, phones must be in the silent mode during class. Texting or use of cell phones for internet access during class is unacceptable. Students are expected to be respectful of the time of both faculty and their peer group. Thus, if you are unable to keep an appointment with a faculty member or student peer related to course work/group projects, please be courteous and notify others of your need to cancel or reschedule the appointment.

Methods of Evaluation:

Some learning activities will be non-graded but designed to facilitate thought and/or processes involved in achieving learning outcomes. For example, it is expected that students actively participate in classroom discussions.

This course emphasizes these CHIP components:

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: Draft Part I: Review of Literature **10%**
Draft Part II: Synthesis **15%**
2. Mini-Integrative Review of the Literature: Final Paper **10%**
3. Research Critique(s) **30%**
 - a. Quantitative Study worth 15%
 - b. Qualitative Study worth 15%
4. Learning Activities **15%**
 - Quizzes 5%
 - Comprehensiveness of toolkit completion 5%
 - Thoughtful & substantive peer review feedback 2.5%
 - Comprehensiveness of draft for peer feedback 2.5%
5. Dissemination of Group Project Findings **20%**
 - a. Oral Presentation
 - b. Abstract: Reviewed by group and finalized

Total Percentage: 100%

Grading Policy:

1. Formal papers must be typed according to APA style (6th 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. 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.

Date	Topical Outline Topic	Reading
1/17/12 (Tues)	8am-1:00 pm – Memorial 202 Nursing Research & EBP EBP ticket (your identification of a practice or procedure that is evidence-based) is required for admission to class [ticket = index card with the name of an evidence based procedure written down]	Ch. 1 & 17 EBP Tutorial done independently: website posted in course documents week 1
1/18/12 (Wed)	Identifying Problems & Analyzing Existing Knowledge -Research Problems, questions, and hypotheses/Clinical -Literature Reviews	Ch. 2 & 3
1/19/12 (Thurs)	8am-2:00 pm – Memorial 202 Ethical – Legal Aspects & IRB 0800-0900: Dr. Cheever 0900-1100: Ethical behaviors in research 11:00 Problem Identification/projects	Ch. 11 Couzin article (BB) Assignment: News article on ethical behaviors in research (see BB)
1/24/12 (Tues)	0800-0900 Cafeteria Conference Room (SLH campus) Review of toolkit (handouts will be provided) Searching class: Trexler Bldg: Computer room #10 Session 1: 0915 – 1045 Session 2: 1230 - 1400	Stillwell et al. (2010) (BB)
1/25/12 (Wed)	Intro to Qualitative Research	Ch. 4-5 Chung-Park et al. (2006) Drury (2008) Martins (2008) Webster & Harrison (2008)

Date	Topic	Reading
1/26/12 (Thurs)	8am-12n – Memorial 202 & 201; then Reeves until 1400 ATI Comprehensive (3 hours) / Clinical Finalization of projects, searching 6:00 PM*: <u>Required Attendance</u> at STATE OF THE NURSING PROGRAM ADDRESS (Prosser Auditorium) *Food & Refreshments from 5-6pm in the UBC room	
1/31/12 (Tues)	Small group work: project planning (in Library) 1200-1400: Clinical class activity: critique of a qualitative study HOSC 204 (Dana Lecture Hall)	Ch. 6 Martins (2008)
2/01/12 (Wed)	Intro to Quantitative Research, Exp Designs	Ch. 7 & 8; Zrinyi & Balogh (2004)
2/2/12 (Thurs)	Project work - groups Peer review of rough draft of qualitative critique: Bring article and critique (Memorial 202) 1200-1400	
2/07/12 (Tues)	Clinical	
2/8/12 (Wed)	Qualitative Critique Due Non-Exp Designs & Sampling	Ch. 9 & 10
2/9/12	Clinical Project Work	
2/14/12 (Tues)	Clinical Project Work 1200-1400: Clinical class activity: Critique of quantitative study Memorial 202	Zrinyi & Balogh (2004)
2/15/12 (Wed)	Data collection methods Sharing on clinical projects	Ch. 12 & 13
2/16/12 (Thurs)	Memorial 202 0800-1200: Validity and Reliability and Clinical class activity : Peer review of quant. Critique 1200-1400 Clinical Project Work	
2/21/12 (Tues)	Clinical Project Work	
2/22/12 (Wed)	Data Analysis & Findings IR Draft Part 1 Due	Ch. 14 & 15

Date	Topic	Reading
2/23/12 (thurs)	Clinical Project Work	
2/28/12 (Tues)	Clinical Project Work	
2/29/12 (Wed)	Data analysis of projects: Introduction to SPSS Quantitative Critique Due	
3/1/12 (Thurs)	Clinical project work	
3/5-11	SPRING BREAK – No classes	
3/13/12 (Tues)	Clinical Project Work	
3/14/12 (Wed)	Evidence Based Practice	Ch. 18
3/15/12 (Thurs)	Clinical Project Work IR Draft Part 2 Due	
3/17-3/19 (Sat, Sun, Mon)	Live ATI NCLEX review REQUIRED FOR ALL STUDENTS (PPHAC Room 117 for Sat & Sun; Monday room TBA)	
3/20/12 (Tues)	Clinical Project work	
3/21/12 (Wed)	Open – Guest Speaker	
3/22/12 (thurs)	Clinical project work	
3/27/12 (Tues)	Research Presentation Dry Run (0800-1100) Memorial 202 Research Presentations in SLH Ed Center 1300 – 1600 LR #2 in SLH Ed Center (C) Final Paper Due April 2 (or negotiable)	
April 10 2012	REQUIRED: Hurd Lecture: Nursing Research Day	