



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



Nursing 316B: Applied Research*
Spring 2013

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Office hours – See Blackboard

Class meets: Wednesdays 1020-1255
Memorial 202
Clinical: Tuesdays and Thursdays
0800-1400 and as needed
Office Hours: M,T,R: 2:00 – 4:00PM
Or by appointment

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:

Burns, N., & Grove, S. (2011). *Understanding nursing research – Building an evidence-based practice* (5th Ed). Maryland Heights, MO: Saunders (a division of Elsevier).

Required Readings:

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. (BB)

Stillwell, S., Fineout-Overholt, E., Melnyk, 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)

Web-based Tutorials

- **EBP Tutorial - <http://www.hsl.unc.edu/services/tutorials/ebm/index.htm>**
- **PubMed Tutorial - <http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/index.html>**

****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. Attending class late may result in a lower grade as well. 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 Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.
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.
9. **PROGRAM PHILOSOPHY:** The process of learning involves accountability, diversity, mutual respect, openness, honesty and a reality base. The core components for the curriculum are Community, Holism, Inquiry & Professionalism (CHIP). These core components provide the foundation for the program and learning outcomes and are detailed in the Student Handbook. <http://home.moravian.edu/public/Nursing/HandbooksPage.html>

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.

Graded learning activities are as follows:

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|----|--|------------|
| 1. | Mini-Integrative Review (Paper) | 35% |
| | <ul style="list-style-type: none"> • Draft I: Review of the Literature 10% • Draft II: Synthesis 15% • Final Paper 10% | |
| 2. | Research Critique(s) | 30% |
| | a. Quantitative Study 15% | |
| | b. Qualitative Study 15% | |
| 3. | Learning Activities | 15% |
| | • Quizzes 10% | |
| | • Homework: Reinforcement exercises 5% | |
| 4. | Dissemination of Group Project Findings | 20% |
| | • All student groups will be required to write an abstract of their project | |
| | • Students may decide to do an oral presentation or a poster presentation at an appropriate venue such as Scholarship Day at the College (April 22) or Scholarship and Research Day at St. Luke’s University Hospital (April 9). | |

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 | Topic | Learning Activities |
|--------------------|---|---|
| 1/15/13 (Tues) | 8am-1:00 pm – Snyder Room (HUB) EBP & Course Overview | B & G: p.2-30; 54-69 Melynk (2009) EBP Tutorial done independently: website posted in course documents week 1 |
| 1/16/13 (Wed) | Quantitative Research Overview PICO(T) questions: Identification of a practice problem Identifying Problems & Analyzing Existing Knowledge | B&G: 32-54 B&G: 464-502 |
| 1/17/13 (Thurs) | 8am-11:30 am – Memorial 202 Research Problems, questions, and hypotheses/Clinical Literature Reviews; Group meeting: 1230-1400 Recreation Room (HUB basement) -For Problem Identification / Topics | B&G 144-184 |
| 1/22/13 (Tues) | 0800-0900 Trexler Basement Room 27 SLH campus; Review of toolkit (handouts will be provided) Searching class (Estes Library): 0930- 1100 Section A; 1100-1230 Section B 1:15-2:00: EC Room 103 Topic Finalization STATE OF THE SCHOOL ADDRESS (MANDATORY) Dana Lecture Hall 0500-6:30pm | Stillwell (2010) PubMed tutorial |
| 1/23/13 (Wed) | Ethical – Legal Aspects & IRB Videos, Case Studies | B&G: 102-144 In-class videos Assignment: News article on ethical behaviors in research (see BB) |
| 1/24/13 (Thurs) | 0800-1130 - ATI Comprehensive Exam Room TBA Reeves Library to follow – 1400 | |
| 1/29/13 (Tues) | 0800-1100 – Room TBA Intro to Qualitative Research; 1100-2pm: Search for a qualitative article in your project area and meet with me for discussion and approval (in basement of Reeves) | B&G: 72-97 Required activity |

| Date | Topic | Learning Activities |
|--------------------|---|---------------------|
| 1/30/13 (Wed) | Quantitative Designs | B&G: 252-287 |
| 2/31/13 (Thurs) | 0800-1400: Project Work in Library Bring quantitative article related to your project to instructor for discussion and approval 1200-1400 in Reeves Library basement | |
| 2/5/13 (Tues) | 0800-1200 Project time 1200-1400 Bring qualitative article to class for peer review room TBA | |
| 2/6/13 (Wed) | Sampling in Qualitative & Quantitative Research | B&G: 288-325 |
| 2/7/13 (Thurs) | Clinical Project Work: Qualitative critique due | |
| 2/12/13 (Tues) | Project work - groups | |
| 2/13/13 (Wed) | Data collection methods and measurement issues | B&G: 326-368 |
| 2/14/13 (Thurs) | Project Work | |
| 2/19/13 (Tues) | Clinical Project Work | |
| 2/20/13 (Wed) | Understanding Statistics IR Draft Part 1 due | B&G: 370-416 |
| 2/21/13 (Thurs) | Clinical Project Work Peer Review of Quantitative Critique 1200-1400 (Room TBA) | |
| 2/26/13 (Tues) | Clinical Project Work | |
| 2/27/13 (Wed) | COMBINED CLASS; sharing of projects; Introduction to SPSS (Memorial 202) Quantitative Critique Due | |

| Date | Topic | Learning Activities |
|----------------------|---|---------------------|
| 2/28/13 (Thurs) | Clinical Project Work | |
| 3/3-3/10/13 | SPRING BREAK | |
| 3/12/13 (Tues) | Clinical Project Work | |
| 3/13/13 (Wed) | Open Session: Presentation tips; discussion of Student concerns related to projects / presentation, etc | |
| 3/14/13 (Thurs) | Clinical Project Work IR Draft Part 2 Due | |
| 3/16-18 (S, S, M) | Mandatory NCLEX Review Course | |
| 3/19/13 (Tues) | Clinical Project Work | |
| 3/20/13 (Wed) | Guest Speaker – EBP | |
| 3/21/13 (Thurs) | Clinical Project Work | |
| 3/26/13 (Tues) | Research Presentations (0800-1600) – Room TBA Final Paper Due March 29 (or negotiable) | |
| April 09 2013 | REQUIRED: Hurd Lecture: Nursing Research & Scholarship Day (April 9) | |