

**Department of Nursing
Moravian College
Nursing 316 A and B: Applied Research*
Spring 2014**

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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**

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 Online course access code: Nursing Research Online for Understanding Nursing Research (User's Guide and Access Code), 5th Edition - Building an Evidence-Based Practice – ISBN: 9781437711592

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 Tutorial

- 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 at least 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, which may be found at <http://home.moravian.edu/public/Nursing/studentHandbooks.html>.

Methods of Evaluation:

Graded learning activities are as follows:

1. Mini-Integrative Review: Draft Part I: Review of Literature	10%
(Due Feb. 19)	
Draft Part II: Synthesis	15%
(Due March 13)	
Mini-Integrative Review of the Literature: Final Paper	10%
(Due March 29)	
2. Research Critique(s)	30%
a. Quantitative Study - worth 15% (Due Feb. 26)	
b. Qualitative Study - worth 15% (Due Feb. 6)	
3. Learning Activities	15%
• Quizzes - worth 5%	
• Homework/assignments - 5%	
• Class attendance and participation* - 5%	
4. Dissemination of Group Project Findings (March 25)	20%
• All students are required to write an abstract of their project	
• Student groups will present their project in an oral presentation to faculty and peers	
**Students may decide to do an oral presentation or a poster presentation at an appropriate venue such as Scholarship Day at the College (date TBD) or Scholarship and Research Day at St. Luke’s University Hospital (April 15).	
Total Percentage:	100%

*Participation is an important aspect of learning and will be graded according to the student's engagement in class discussion. Absence from class or passive attendance with few substantive contributions will result in a low participation grade.

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 = 73-76.99
A- = 90-92.99	C- = 70-72.99
B+ = 87-89.99	D+ = 67-69.99
B = 83-86.99	D = 63-66.99
B- = 80-82.99	D- = 60-62.99
C+ = 77-79.99	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	Learning Activities
1/14/14 (Tues)	8am-1:00 pm – PPHAC 116 EBP & Course Overview (COMBINED CLASS)	B & G: p.2-30; 54-69 Melynk (2009) OnLine Course: Module 1: Lesson topic C 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]
1/15/14 (Wed)	Quantitative Research Overview – MEM 202 PICO(T) questions: Identification of a practice problem Identifying Problems & Analyzing Existing Knowledge (COMBINED CLASS)	B&G: 32-54 B&G: 464-502 Assignment: Topic C.3 (Case study activity)
1/16/14 (Thurs)	8am-11:30 am – HOSCI 202 Research Problems, questions, and hypotheses/Clinical Literature Reviews; Group meeting: 1230-1400 (HOSCI 202) For Problem Identification / Topics (COMBINED CLASS)	B&G 144-184 On-Line Course: Module 1: Lesson topics D & E Module 2: entire Lesson Assignment: Hypotheses (see BB wk 2 documents)
1/21/14 (Tues)	0800-0900 <i>St Luke's Ed Center:</i> <i>Room 105</i> Review of toolkit (handouts will be provided) Searching class (Trexler Bldg: Classroom 10): 0930-1100 Section A; 1100-1230 Section B: 1:15-2:00: Room 105 (St. Luke's EC) Finalize topic groups (COMBINED CLASS)	Stillwell (2010) PubMed tutorial BB Quiz due: Chapters 2 and 5

1/22/14 (Wed)	Ethical – Legal Aspects & IRB – MEM 202 (COMBINED CLASS)	B&G: 102-144 Online course: Module 7: Entire lesson Assignment: Lesson Topic A.1 Web Quest: One page reflective paper on Question #1
1/23/14 (Thurs)	0800-1030 - ATI Comprehensive Exam PPHAC 112&113 Reeves Library to follow – until 1400	
1/28/14 (Tues)	0800-1100 – PPHAC 116 (COMBINED CLASS) Intro to Qualitative Research; 1100-2pm: Project work	B&G: 72-97 On-line course: Module 4: entire lesson BB Quiz due (Ch.3)
1/29/14 (Wed)	Quantitative Designs	B&G: 252-287 On-line course: Module 5: Lesson Topics B & C Assignment: Topic C.6: Conclusion activity
1/30/14 (Thurs)	0800-1400: Project Work in Library	

Date	Topic	Learning Activities
2/4/14 (Tues)	0800-1200 Project time 1200-1400 Bring qualitative critique to class for peer review room TBA	
2/5/14 (Wed)	Sampling in Qualitative & Quantitative Research	B&G: 288-325 Online course: Module 6: Lesson Topics A-C
2/6/14 (Thurs)	Clinical Project Work:	Qualitative Critique Due

FEBRUARY 6: 5:00-6:30 PM
NURSING CAREER SOCIAL in HUB

Sponsored by SDP

2/11/14 (Tues)	Project work - groups	
2/12/14 (Wed)	Data collection methods and measurement issues	B&G: 326-368 Online course: Module 8: entire Lesson
2/13/14 (Thurs)	Project Work	
2/18/14 (Tues)	Clinical Project Work	
2/19/14 (Wed)	COMBINED CLASS Introduction to SPSS (Memorial 202) Guest Speaker: Jill Stoltzfus, PhD Director, St. Luke's University Health Network Research Institute Sharing about projects	IR Draft Part 1 due B&G: 370-416 OnLine Course: Module 9: Lesson topics A-G (except G.5)
2/20/14 (Thurs)	Clinical Project Work Peer Review of Quantitative Critique 1200-1400 (Room TBA)	
2/25/14 (Tues)	Clinical Project Work	
2/26/14 (Wed)	Understanding Statistics	Quantitative Critique Due
2/27/14 (Thurs)	Clinical Project Work	
3/1-3/9/14	SPRING BREAK	
3/11/14 (Tues)	Clinical Project Work	
3/12/14 (Wed)	Open Session: Presentation tips; discussion of student concerns related to projects / presentation, etc.	

Date

Topic

Learning Activities

3/13/14 Clinical Project Work **IR Draft Part 2 due**
(Thurs)

3/15-17 Mandatory NCLEX Review Course
(S, S, M)

3/18/14 Clinical Project Work
(Tues)

3/19/14 Evidence-based practice (COMBINED CLASS) (Mem 202)
(Wed) Guest Speaker: Peter Deringer, RN, MA Nursing, NE-BC
Nursing Professional Practice Coordinator
St. Luke's University Health Network

3/20/14 Clinical Project Work
(Thurs)

3/25/14 Research Presentations (0800-1600) – **Room TBA**
(Tues)

3/31/14 **Final Paper Due March 31**

April 15 **REQUIRED: Nursing Research & Scholarship Day**
2014