

**Department of Nursing
Moravian College
Nursing 316 Applied Research***

Spring 2016

Pamela Adamshick, PhD, RN, PMHCNS-BC Email: adamshp@moravian.edu Phone: 610- 625-7766 Cell: 610-509-1484 Office: Zinzendorf 202 Office Hours: Tuesdays and Thursdays: 2:00-4:00 and by appointment	Clinical Faculty Karen Groller, PhD, RN-BC, CMSRN Email: grollerk@moravian.edu Phone: 610-625-7767 Cell: 610-533-4252 Office: Hamilton 205 Office Hours: Mondays 3:00- 5:00; Tuesday 2:00-4:00; or by mutually-arranged appts.	Class meets: Wednesdays 1020 - 1255 Classroom: Memorial 302 for Wednesday sessions 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.

Program Philosophy:

The philosophy of the nursing program evolves from the missions of Moravian College and supports the College's quality values of learning, collaboration, compassion and personal faith. The philosophy can be found in the student handbook in detail by following this link:

<http://home.moravian.edu/public/nursing/handbooks/2014-2016/Section%202/Section%20II-Nsg%20Program%20Philosophy%20FINAL%207%202014.pdf>

Ethos Statement:

Grounded in local and global partnerships, nursing at Moravian blends compassionate art with scientific inquiry to achieve a transformative education deeply rooted in a rich liberal arts tradition. At its core the program seeks to develop students who are acutely aware of the world in which they live and their responsibilities of living in a global, inter-dependent community. The program cultivates a professional nurse graduate who values lifelong learning and service to others within a framework of social justice.

The Commission on Collegiate Nursing Education accredits the Moravian College's nursing program. As part of the accreditation process the program must provide evidence of assignments completed by students. Any of the methods of evaluation used in this course may be used as evidence of student assignments during the accreditation process.

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:

Grove, S., Gray, J., & Burns, N. (2015). *Understanding nursing research – Building an evidence-based practice* (6th Ed). Maryland Heights, MO: Saunders (a division of Elsevier).

Required Readings:

Adamshick, P. Z. (2010). The lived experience of girl-to-girl aggression in marginalized girls. *Qualitative Health Research*, 20(4), 541-555.

Aronson, B., Glynn, B., & Squires, T. (2013). Effectiveness of a role-modeling intervention on student nurse simulation competency. *Clinical Simulation in Nursing*, 9(4), e121-e126. (online citation)

Donahue, M. O., Piazza, I. M., Griffin, M. Q., Dykes, P. C. & Fitzpatrick, J. J. (2008). The relationship between nurses' perceptions of empowerment and patient satisfaction. *Applied Nursing Research*, 21, 2-7.

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.

Natvik, E., Gjengedal, E. & Råheim, M. (2013). Totally changed, yet still the same: Patients' lived experiences 5 years beyond bariatric surgery. *Qualitative Health Research*, 23(9), 1202–1214.

Park, S., Pan, L., & Lankford, T. (2014). Relationship between employment characteristics and obesity among employed U.S. adults. *American Journal of Health Promotion*, 28(6), 389–396. doi:10.4278/ajhp.130207-QUAN-64.

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.

Tzeng, W., Yang, C., Tzeng, N., Ma, H., & Chen, L. (2010). The inner door: Toward an understanding of suicidal patients. *Journal of Clinical Nursing*, 19, 1396-1404. .

Weiss, T. R. & Bulmer, S. M. (2011). Young women's experiences living with polycystic ovary syndrome. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 40, 709-718.

Web-based Tutorials

- PubMed Tutorial - <http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/index.html>
- CINAHL Tutorial – <http://support.ebsco.com/cinahl> - view all three five-minute tutorials on right-side of webpage = “using MeSH terms,” “basic search,” and “advanced search.”

- **Link to Protection of Human Research Participation Online Course:**
<http://phrp.nihtraining.com/users/login.php>

****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 (HCP'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 the Academic Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:6108611401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

Students who wish to request accommodations for support of other disabilities should contact Dr. Ron Kline, Director of the Counseling Center (ext. 1510).

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. 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:

Graded learning activities are as follows (Review course Blackboard site for further directives and/or rubrics for each of these activities):

1. Mini-Integrative Review: Draft Part I: Review of Literature **10%**
(Due Feb. 24)
 Draft Part II: Synthesis **15%**
(Due March 23)
 Mini-Integrative Review of the Literature: Final Paper **10%**
(Due March 31)
2. Research Critique(s) **30%**
 - a. Quantitative Study - worth 15% **(Due March 17)**
 - b. Qualitative Study - worth 15% **(Due Feb. 11)**
3. Dissemination of Group Project Findings **(March 29)** **20%**
 Student groups will present their project in an oral presentation to faculty and peers and prepare abstracts of their projects for distribution on the date of the presentation
4. Quizzes **15%**
 There are eight pre-test/post-test ten-item quizzes students must take independently of each other that will be posted on Blackboard. Students must take the pre-test after reading the assigned chapter(s) in ***Grove, Gray, and Burns*** and prior to the associated course lecture. The pre-test will be available on Blackboard 48 hours prior to the associated lecture. The post-test is the same as the pre-test, and must be taken within twenty-four hours after the lecture has been given. However, on the pre-test and the post-test, each item is randomized and timed so that students must finish the quiz within 12 minutes (i.e., approximately 1.25 minutes per item). Completed pre-tests and post-tests are setup on Blackboard so that correct and incorrect responses may only be viewed once, after all students have completed taking that quiz.

While it is acceptable that students have either their textbook or their lecture notes in front of them while they take either the pre-test or the post-test, it is **not** acceptable that students consult with each other or other knowledgeable persons to find the correct answers. If there is suspicion of this type of activity or of other breaches of honesty, the faculty reserve the right to suspend these quizzes and make up other assignments on an *ad hoc* basis. Furthermore, the faculty will follow the directives in the college's academic honesty policy for cheating (refer to the Moravian College Student Handbook).

Scores earned on the each pre-test and post-test will be averaged. Students who respond correctly to all items on the pre-test need not take the post-test.

Total Percentage:

100%

Students are expected to come to class and group project sessions prepared to engage in those activities. The faculty reserve the right to dock students points from their overall grades if in the faculty judgment students either skip class or project time, or are not adequately prepared to engage in their assignments.

The Moravian College nursing program is accredited by the Commission on Collegiate Nursing Education. As part of the accreditation process the program must provide evidence of assignments completed by students. Any of the methods of evaluation used in this course may be used as evidence of student assignments during the accreditation process. Students who object to having their assignments used for these purposes must note their objections in writing to the course faculty.

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.

Topical Outline		
Date	Topic	Learning Activities
1/19/16 (Tuesday)	8 AM-1:00 PM 8-10 PPHAC 330;1040-1245 Mem 302 EBP & Course Overview	Grove et al.: Ch. 1, pages 50-63 of Ch. 2 Melynk (2009) Bring 1 copy (in addition to your own copy) of two research articles. See BB announcement for details.
1/20/16 (Wed)	Quantitative Research Overview PICO(T) questions: Identification of a practice problem Identifying Problems & Analyzing Existing Knowledge	Grove et al.: pages 31- 50 of Ch. 2; Ch. 13 Pre-test/Post-test Q1 <i>(note; Q1 is based upon only this day's assigned readings)</i>
1/21/16 (Thurs)	8 AM-11:30 AM Room: Hill 310 Research Problems, purposes, and hypotheses/Clinical Literature Reviews	Grove et al.: Ch. 5 and Ch. 6 Pre-test/Post-test Q2
	Group meeting: 1230-1400 : Room: Mem 202 Research Project Discussion & Selection of Groups	
1/26/16 (Tues)	St Luke's Hospital Ed Center: Room EC 105 0800-1130 Review of toolkit (handouts will be provided) Using Search Engines to Conduct Literature Reviews Guest Speaker: Diane Frantz, MLS Senior Librarian	Stillwell (2010) PubMed tutorial Ebsco CINAHL tutorial 2 groups: ½ review tool kit and ½ lit search
	1:00-2 PM: MC campus Room: Memorial 202 Finalize Selection of Research Project Groups (if needed)	

1/27/16 (Wed)	Ethical – Legal Aspects & IRB Guest speaker: Kerry H. Cheever, PhD, RN Professor and Chair of Nursing	Grove et al.: Ch. 4 Pre-test/Post-test Q3 Complete online course: Protecting Human Research Participants
1/28/16 (Thurs)	8-11 AM: Room Mem 201 11-2 Room Mem 201 Kaplan Secure Predictor 12 – 2PM Project work	½ group at 8-11 other half 11-2
2/2/16 (Tues)	8-11 AM: Room Hill 310 Intro to Qualitative Research 1200-1400: Room: Mem 202 Clinical class activity: critique of a qualitative study	Grove et al.: Ch. 3 Beck, 2004 Farsi et al., 2012 Weiss & Bulmer, 2011 Pre-test/Post-test Q4
2/3/16 (Wed)	Quantitative Designs	Grove et al.: Ch. 8 Pre-test/Post-test Q5
2/4/16 (Thurs)	8 AM-2 PM: Project work 5:00-7:00 PM <i>NURSING CAREER SOCIAL in HUB</i> <i>Sponsored by SDP (required attendance)</i>	
2/9/16 (Tues)	8 AM – Noon: Project work Noon-2 PM: Room: Mem 202 Bring qualitative critique to class for peer review	
2/10/16 (Wed)	Sampling in Qualitative & Quantitative Research	Grove et al.: Ch. 9 Pre-test/Post-test Q6
2/11/16 (Thurs)	Project work	Qualitative Critique Due
2/16/16 (Tues)	Project work	
2/17/16 (Wed)	Data collection methods and measurement	Grove et al.: Ch. 10 Pre-test/Post-test Q7

2/18/16 (Thurs)	Project work 1200-1400: Room: Mem 202 Clinical class activity: critique of a quantitative study	Donahue et al., 2008 Jarrett et al., 2013 Lin et al., 2012
2/23/16 (Tues)	Project work	
2/24/16 (Wed)	Memorial 302 Nurs 317 Class	IR Draft Part 1 due Grove et al.: Ch. 11 Pre-test/Post-test Q8
2/25/16 (Thurs)	Project work	
2/26/16 (Fri)	PPHAC 112: Nurs 316 Understanding Descriptive and Inferential Statistics Guest Speaker: Jill Stoltzfus, PhD Director, St. Luke's University Health Network Research Institute	
3/1/16 (Tues)	Project work	
3/2/16 (Wed)	Writing a Research Abstract	Review Grove et al., p.51-52
3/3/16 (Thurs)	8 am- 12 noon: Project work 12 -2PM: Room: Mem 202 Bring quantitative critique to class for peer review	
3/5-3/12/16	SPRING BREAK	
3/15/16 (Tues)	Project work	
3/16/16 (Wed)	Open Session: Presentation tips; discussion of student concerns related to projects/presentation, etc.	
3/17/16 (Thurs)	Project work	Quantitative Critique Due

3/18-21 Mandatory Kaplan NCLEX Review Course
(Fri, Sat,
Sun, Mon)

3/22/16 Project work
(Tues)

3/23/16 Evidence-based practice
(Wed) Guest Speaker: Peter Deringer, RN, MA Nursing, NE-BC
Nursing Professional Practice Coordinator
St. Luke's University Health Network

Grove et al.:
Ch. 13
IR Draft Part 2 due

3/24/16 8-11 am Kaplan Secure Predictor #2 **Room Mem 201**
(Thurs) **11-2 Room Mem 201**
12noon- 2pm: Project work

½ group at 8-11
other half at 11-2

3/29/16 **9 AM-12 noon: Room Hill 310**
(Tues) Research Project Presentations

3/31/16 **NO CLASS**
(Thurs) **Final Paper due**