Course Faculty: Deborah S. Flournoy, Ph.D., RN, FNP-BC, CNS (Psych/MH)

Telephone: 903-278-0475 (cell—preferred number) or 903-628-4569 (home). I am available to you Monday – Friday 8AM to 5 PM at one of the above numbers. If I do not answer, please leave a message & I will call you back.

E-mail: use course Blackboard for all email.
Alternate: deborah.flournoy@tamucc.edu [I check Blackboard more often]

Office Hours: Email me for a phone appointment or Skype.

General Information:

Lecture Location: TAMUCC Online Courses

http://islandonline.tamucc.edu/islandonline.php

Class Time: Online week runs Wednesday through Tuesday.

On-Line Learning: This section of NURS 5314 is web-based and the principals of distance learning apply for all students. That means that all students should be prepared to discuss the topics assigned on the class schedule through online discussions. All assignments are due on the day indicated in the Course Schedule. Discussions will be conducted in student groups which are assigned. Your participation in your assigned group is critical in your learning experience. Online communities evolve when peer learners and faculty facilitators recognize that you can learn from each other and learn by examining concepts and issues together. The course is naturally expanded by the knowledge and depth of experience of each person in the course.
Credits: 3

Prerequisites: Introductory research (BS or BSN level) and statistics course.

Course Description: Study of intermediate and advanced aspects of research designs and methods relevant to investigation of nursing problems. Emphasis is on research investigation in clinical practice to advance nursing knowledge.

COURSE OBJECTIVES and EXPECTED LEARNING OUTCOMES

1. Judges the adequacy and appropriateness of selected nursing research findings for possible integration into nursing practice:
   1.1. Critically analyzes nursing research reports using established criteria as indicators of scientific rigor;
   1.2. Conducts a systematic review of the literature related to a selected problem.

2. Integrates research and theory to advance nursing knowledge:
   2.1. In a nursing practice arena, identifies health care problems that require systematic study;
   2.2. Critically analyzes literature from a variety of disciplines to discover what is known about the problem;
   2.3. Develops a research plan to investigate a selected problem.

3. Demonstrates commitment to the advancement of nursing knowledge through the utilization of research:
   3.1. Judges qualitative and quantitative research findings for possible application to problems encountered in nursing practice including those related to caring and cultural sensitivity.
   3.2. Critically analyzes nursing situations to determine the need for change based on research;
   3.3. Organizes change for implementation of research findings into the health care delivery system;
   3.4. Disseminates reported studies with colleagues.

REQUIRED TEXTS AND READINGS

Note: Students will use all of these resources for specific assignments in this course.


**Additional Required Reading.**


**LEARNING METHODS**

Discussion, group online seminars, independent reading, Power Points, and reading are used to stimulate student understanding of theory, process and principles of research and its application to professional practice. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred. Faculty will provide guidance to assist student learning.

**GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS**

Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the course faculty member in a timely manner to insure satisfactory completion of the assignment on the date it is due. In each written assignment, students must adhere to the *APA Publication Manual, 6th Edition* guidelines for formatting and organizing written formal assignments. Review format before writing papers AND before submitting completed assignments. All of the assignments will be judged based on the paper format.

Scientific writing is precise and formal. Students new to formal writing frequently have
difficulty transforming creative writing skills into the formal skills required to accurately and adequately report information acquired through the scientific process. Numerous resources are available to assist students to develop these new writing skills. Faculty can recommend helpful writing aids and students are strongly encouraged to discuss their needs with faculty.

ACADEMIC HONESTY

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

Plagiarism means to steal and pass off the work of another as one's own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! The overuse of quotations when you have difficulty paraphrasing the information is not a good solution.

ACADEMIC ADVISING

The College of Nursing and Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate the plan is active by signing the plan. Once the plan is completed it will be filed in the student’s record. The College’s Academic graduate academic advisor is Barton Bailey. He can be contacted at 361-825-5893, or barton.bailey@tamucc.edu

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

GRADE APPEALS PROCESS

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under
section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**COURSE REQUIREMENTS**

1. Students are expected to have access to a computer that can support Blackboard applications [This includes Microsoft Word for most assignments].

2. Students must review the course syllabus to learn how communication will occur and how assignments will be managed during the course.

3. Email communication should occur through the Blackboard structure. Students should review email at least every 48 hours. **Students are expected to read and be responsible for information that is posted under Announcements, Class Schedule and Blackboard emails.**

4. **All assignments are due on the scheduled date.** Students should review the syllabus throughout the semester to insure that class assignments are completed correctly and by the due date.

5. To insure that you complete class assignments correctly, **print a copy of the syllabus as a reference. You may also want to print a copy of assignment guidelines or save a copy to a source other than Blackboard.**

6. Evidence of preparation for class discussion is determined by participation. Group seminars will be held in the discussion board of Blackboard. Every student should participate in the discussion when scheduled. See guidelines for discussion in the Syllabus.

7. Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.

8. Assignments must be turned in on the required date unless other arrangements
have been made with the course instructor ahead of the due date. If an extension is given, points may be taken off for an assignment being late. Extensions on written work are not automatic and you should not assume you will be granted an extension. You are required to contact me before you miss the deadline for the assignment.

9. Students are expected to complete a course evaluation at the end of the course.

COURSE GRADE COMPONENTS:

All graded assignments are due by 11:55 p.m. on due date

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage value in final grade</th>
<th>Date and additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Statement of A Research Problem paper *</td>
<td>25%</td>
<td>Due March 11th</td>
</tr>
<tr>
<td>B. Research Critique *</td>
<td>25%</td>
<td>Due March 26th</td>
</tr>
<tr>
<td>C. Systematic Review of the Literature PPT *</td>
<td>25%</td>
<td>Due April 30th</td>
</tr>
<tr>
<td>D. 4 Discussion Forums *</td>
<td>12% (3% each)</td>
<td>Varies over term</td>
</tr>
<tr>
<td>Discussion questions are located in Discussion Section.</td>
<td></td>
<td><strong>Discussion # 1</strong> Runs 1/23rd-2/5th</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discussion # 2</strong> Runs 2/13-2/26th</td>
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<tr>
<td></td>
<td></td>
<td><strong>Discussion # 3</strong> Runs 3/27-4/9th</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discussion # 4</strong> Runs 4/23-5/7th</td>
</tr>
<tr>
<td>Assignment 1: Items E-I</td>
<td>5%</td>
<td>Due Feb 2/5th</td>
</tr>
</tbody>
</table>

E Go to Resources, click on Mary & Jeff Bell Library link: Go to Distance Learning Page, review, register as Distance Learner & obtain Texas share card. Complete the tutorials on “Interlibrary Loan” and “Searching Data Bases”.

1. Please discuss three things you learned by completing items E; 2. Please discuss three things you learned by completing item F; 3.
<p>| | |</p>
<table>
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</table>
| **F.** Blackboard Tutorial. You can find tutorials at [http://www.blackboard.com/quicktutorials/quicktutorials.htm](http://www.blackboard.com/quicktutorials/quicktutorials.htm) or find your own resource. | Complete item G and place requested statement in item G. You completed Item G.  
4. Complete and post item H. and 5. identify three things you learned by completing item I. |
| **G.** Commitment to Honesty and Assignment Integrity—Please add the following statement “I have read and downloaded the Course Syllabus” to Assignment 1. |   |
| **H.** In the Discussion section, go to Class Introductions and post a paragraph introducing yourself, what major, year entered program, and research experience and interests. |   |
| **I.** Review Evidenced Based Practice (EBP) Learning Module Located in “Units” as Unit 2. |   |
| **J.** CITI Program. Only tutorial required is the Social and Behavioral Conduct of Research. Go to citiprogram.org (CITI Program creates a Completion Report at the end when all quizzes are completed at 96%-100% Select Research Student as role. Submit certificate into Assignments. Good luck! You may stop in and out of this program after you have registered. You do not need to complete this at one sitting. | Upload CITI certificate separately to Assignments by Feb 12th |
|   |   |
| **Total** | **100%** |

**GRADING SCALE FOR THE COURSE (UNIVERSITY WIDE PARAMETERS)**

- A = 90 -100
- B = 83 -89
- C = 75 - 82
- D = 67 –74
- F = below 67
GRADING RUBRIC

Grades for all components of the Statement of the Problem paper, Research Critique, and Systematic Review PPT Presentation will be assigned on the following basis:

A
Superior contribution to analysis and synthesis of research content. Evidence of integration of course content with written critique, statement of the problem and systematic review presentation. Brings new perspectives and substantive content into class assignments. Written work is consistently clear, organized with synthesis of research content. Papers/assignments exceed stated guidelines.

B
Consistent contribution to analysis and synthesis of research content. Evidence of integration of course content with written critique, statement of the problem and systematic review presentation. Brings some new perspectives and substantive content into class assignments. Written work is clear, organized with synthesis of research content. Papers/assignments meet stated guidelines.

C
Inconsistent contribution to analysis and synthesis of research content. Minimal evidence of integration of research content with required projects and papers. Offers superficial perspectives and rationale on research issues relevant to research content in the written critique, statement of the problem, and systematic review presentation. Brings some new perspectives and substantive content into class assignments. Brings little perspective and substantive content into class assignments. Written work lacks clarity, analysis, and synthesis of information. Papers and projects do not meet all of the stated guidelines.

D
Inconsistent and inadequate contribution to analysis and synthesis of research content. No evidence of scholarly integration of course content with required projects and papers. Offers minimum insights, perspectives or rationale on research issues relevant to research content in the written critique, statement of the problem and systematic review presentation. Brings some new perspectives and substantive content into class assignments. Written work lacks clarity, analysis, and synthesis of information. Papers and projects meet few of the stated guidelines.
ASSIGNMENT GUIDELINES AND GRADING CRITERIA

First Assignment: Completion of E-I

The purpose of these 5 mini-assignments is for students to become familiar with or to learn something new about the Library, Blackboard, and Evidence Based Practice. Another reason is to review and comprehend the course syllabus plus introduce yourself to the class.

Many students struggle to comply with course requirements because they cannot navigate the Blackboard courseware. For this assignment, select at least one of the tutorials available for student orientation to Blackboard. If you are experienced with Blackboard, use this exercise to learn something new about the many features. If this course is the first you have taken through Blackboard, focus your time on learning the basics about chat, discussion, email, grade book, assignment tools, and content modules.

Guidelines for Formal On-Line Discussions

To meet the requirements for this assignment, students can respond individually to informal discussion areas as outlined in the course calendar and Announcements. Students are expected to post to 3 formal discussion areas, which are graded; Formal Discussion I, II & III. You are expected to read other discussions in your assigned group in order to learn additional perspectives without personally researching every area of content. To participate in the formal discussion, students should read the discussion question(s) and prepare their response. This response may build on other student comments, but each student’s initial response must contain a unique contribution to the discussion. Regarding most questions, you need to explore the literature on the subject and/or look for good examples of this issue in your texts or literature. Finally, each student should respond to at least TWO other student comments on the active topic with a substantive comment. Every student should submit a minimum of three (3) contributions to a required discussion topic on at least two separate days of week.

In response, each student should:

1. Identify the point made in the opening comments posted to start a discussion. You can do this by restating the criteria in your posting or Reply to xxx regarding xxx in your subject header box. You can use quotation marks to designate another person’s comments in your message. Restating what you understood or may not agree with in another student’s message is a good way to keep the thread going on a topic.

2. Make a unique contribution that demonstrates you understand the content, that you have considered the other person’s position about the topic, and stimulates further discussion by the group.

3. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you
make about a topic should be supported from literature (your reading). Avoid making “I believe”, or “I think” statements or describing your own experiences alone. They are different than knowledge or expert opinion statements.

4. Extend discussion into another relevant area whenever possible.

**Grading Criteria for each Formal Discussion Assignment**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message demonstrates student’s unique ideas about content, critical thinking and inquiry.</td>
<td>50</td>
</tr>
</tbody>
</table>

| Message clearly links theory and principles from required readings to topic or criteria under discussion. | 25 |

Responds to at least two other student comments (not all on the same day) Comments should be substantive and provoke further examination of each participant’s perspective.

25

**Total 100 points**

(4% of grade)

**Guidelines for Statement of a Research Problem**

This assignment provides students with an opportunity to develop a nursing topic in need of scientific investigation. The topic will likely emerge from your clinical practice area so this assignment will allow you to explore what is known about a topic and what additional knowledge is needed to affect nursing care. Students will need to spend some time thinking about their practice before selecting the focus of this assignment.

Students are required to write the introductory sections of a research plan in an area of personal interest. You should focus on convincing others that a problem exists in practice that may be improved through research. In your description of the problem and its significance, you write to convince others that your perspective on a problem is sound, logical, and worth hearing (and financial investment). You confront challenges to your position by providing evidence that supports your plan. The need for research is explained in detail (using extant knowledge from the scientific literature) in the Background to the Problem section. The evidence that justifies your research exists in the professional literature (conceptual, empirical, and opinion). You support your position
through the use of in-text citations.

This assignment does not require students to select a design or develop a method to answer the questions posed in the Statement of the Problem. The student should only focus on clearly describing the problem that will later be addressed in the last assignment, a Systematic Review. Your position should be based in the knowledge about this topic. Therefore students should review the current literature related to this topic as background to this activity. You do not, however, have to complete the full literature review to establish the background or significance of the problem. Literature should be from primary sources published within the past 5 years unless it is a landmark article for your area of study. The literature you review for this paper will also be used in your final project, a systematic review of the literature. Your textbook has a detailed description of essential guidelines for writing research proposals. SUGGESTION: COPY AND PASTE THE GUIDELINES FOR THE STATEMENT OF THE PROBLEM INTO THE TEXT AS YOU WRITE YOUR PAPER!

Your paper should adhere to APA format, 6th ed. and include an introduction and summary. Your ideas should be identified through section headings that function as a roadmap for the reader. Use the Criterion in the Grade Criterion as subject headings. You should include a reference list for any resources you use to complete this paper (including any references to readings in your text). Each page should be numbered and you should use a title page to identify your paper and topic. The file should be saved as a Microsoft Word doc (.doc or .docx) with a filename that begins with your last name. Submit your final paper through Student Tools “Assignments”.

If you do not understand these instructions, contact the faculty member immediately.

**Grading Criteria for Statement of a Research Problem: “The Practice PICO Question”**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes purpose/aims/goals of scientific investigation as it relates to a clinically-based nursing issue. The purpose of this investigation is to...</td>
<td>8</td>
</tr>
<tr>
<td>Summarizes what is known about the problem and its importance to nursing practice using research literature.</td>
<td>12</td>
</tr>
<tr>
<td>Explains conceptual model used in studies identified OR briefly describes a potentially useful conceptual/theoretical framework that supports the relationship under investigation.</td>
<td>8</td>
</tr>
<tr>
<td>Guidelines for Human Participant Protections Education for Research Teams</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Research must be ethical. That is, nurse researchers must act in a way that prevents harm to individuals who agree to participate in a project that supports a potential participant’s right to self-determination and fair treatment. Not all health care researchers have acted ethically in their efforts to advance knowledge about humans and their response to illness and health care. The Office of Human Research Protections (OHRP) was created to monitor researcher behavior and protect the citizens of the United States who agree to participate in research projects.</td>
<td></td>
</tr>
<tr>
<td>This activity is an opportunity to learn about federal regulations designed to protect participants in government-sponsored research. For this assignment, you need to complete the Human Participant Protections Education for Research Teams tutorial provided for scientists by the CITI program. When you complete the tutorial, you should save the completion certificate to your computer. Submit to Assignments area. You can access the tutorial at <a href="http://citiprogram.org">http://citiprogram.org</a>. You should read Chapter 7 in your Polit &amp; Beck text before you complete this tutorial. [NOTE: you will need to read this chapter twice—before you do the CITI program and then again when it is assigned in the course.</td>
<td></td>
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</tbody>
</table>
schedule. The certificate for this program is worth 8% of your total grade.

Guidelines for a Quantitative Research Critique

*The purpose of this assignment is to enhance your skills in the critical evaluation of research findings and their value as evidence for nursing practice.*

You will also use these skills in your clinical practice as you decide how best to care for your patients using evidenced based practice. For this assignment, students will select a quantitative research article published in a scientific journal/database. You may use one of the quantitative experimental/intervention research reports that you have identified for your Systematic Literature Review.

*The research critique is not simply a description of what is contained in the article. A research critique is a methodical analysis of a research report and the study described in the report. The analysis requires students to comprehend information contained in the report, compare the information against the ideal research process, evaluate the extent to which the research process fits the research problem, and judge the accuracy and significance of the researchers’ conclusions about the findings.*

**Grading Criteria for a Quantitative Research Critique -25%**

**Written Critique Guidelines:** Read and assess an intervention or RCT study that you will be using in your final PPT presentation. **Do not select a systematic review article, or a qualitative article for this assignment.** Part of this assignment is being able to recognize an intervention study or RCT-*the professor should not assist you with article selection*. Many of them use the terms “Effectiveness of xxx or Impact of xxx.” The design does not have to be an RCT or experimental design, but your self-selected study must have a control and treatment or intervention group. If you cannot locate one in your topic area, select a study from another topic area.

**Directions:**
1) Read and analyze the article according to the criteria below; rate each criterion using the Research Elements Rating Scheme e.g. E, G, F etc. For the **five** lowest ratings (G, F, or P/I), write a 2-3 page, double-spaced analysis that explains and provides the supportive rationale for your lower evaluation ratings. [This is added at the end of the grid. You should turn in one document.] At least two of these must address methodological issues e.g. research design, intervention, etc. The 2 pages should be added at the end of this grid as a rationale/evidence analysis sheet. **The grading grid referred to for this**
assignment is found in the Assignment Dropbox. Be sure you consult these detailed criteria before you start the assignment.

2) In the analysis, indicate at least three strengths of this study and provide supporting rationale for your conclusions.

3) Your 2-3 page analysis must declare why you would or would not implement this study in your practice. You may use any of your course resources to assist you with this assignment.

4) Upload your critique and article to Assignments Dropbox. Students must also upload their article as a PDF or Word file—required for this assignment. This can also be uploaded into Assignments box at the same time.

Provide strong rationale and discussion related to i.e. lack of evidence, design flaws, etc. The comments within the grid are primarily notes to yourself as you review the article. There should be typed comments in each of the grid blocks. This assignment will be graded using the Grading Rubric located on p 8 of the course syllabus. [NOTE: This does not have to be done in APA format except for the references which I do expect in APA format.]

Guidelines for Systematic Review of the Literature

The purpose of this assignment is to provide students an opportunity to refine their expertise on a practice topic, engage in the research process, and to present their findings to others through a formal power point presentation. The student can achieve the purpose through the formal investigation of the evidence or knowledge related to nursing topic. This type of research is generally known as an integrative or systematic review of the literature. A systematic review of the literature is a research investigation that requires the clear specification of a research problem. The research problem is present in the research question that the investigation seeks to answer. The literature is the sample from which the data are collected.

The wise student will analyze the literature related to the research problem discussed in the first writing assignment. The even wiser student will use an article reviewed for this assignment to complete the research critique assignment. Hence, this assignment is the culmination of a student’s work for this course. Specific guidelines for this assignment are available to the student in the NURS 5314 course shell under Assignments.

The final systematic review report should be prepared as a PPT. Writing an abstract is
optional. Both PowerPoint & poster presentations are used to disseminate research findings to a large audience and allow for face-to-face interactions with others interested in the research topic. Both communicate essential information about the study through a visual format. Researchers must use bullets, graphs, photographs, and visual images to represent all aspects of the research process. A PowerPoint presentation is an excellent method to complete this assignment.

Grading Criteria for Systematic Review PPT

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses a clearly focused research problem related to nursing. 1 slide on purpose of investigation, 1-2 slide on background/significance of problem-no abstracts</td>
<td>8</td>
</tr>
<tr>
<td>Specifies aspect of problem under investigation in a clearly stated research question-PICO preferred but not required</td>
<td>4</td>
</tr>
<tr>
<td>Defines concepts contained in research question make sure you have a definition of concepts slide</td>
<td>8</td>
</tr>
<tr>
<td>Clearly summarizes sampling plan</td>
<td>12</td>
</tr>
<tr>
<td>Clearly describes data collection methods (e.g. inclusion and exclusion criteria)</td>
<td>12</td>
</tr>
<tr>
<td>Describes research evidence appraisal method</td>
<td>12</td>
</tr>
<tr>
<td>Summarizes data in easily readable format (table or slide outline) (must include p value as a finding- in most articles it is there) Do not state x was significant or not significant without also listing a p value. E.g. Massage was found to be a significant (p &lt; .04) intervention</td>
<td>12</td>
</tr>
</tbody>
</table>
for therapeutic touch. If there is an effect size (ES) state that also

| Connects data to conclusions                  | 8 |
| Presents conclusions about the evidence that was generated by this review. State them as Conclusions clearly and succinctly using 2-3 slides | 12 |
| Logically presents of ideas                   | 4 |
| Cites references appropriately throughout slide presentation | 4 |
| Includes References slide listing only the articles used in the final review | 4 |

Note: Slide total should be under 31 slides total (not including title page and references)

Total 100

s baldwin 05/30/2010
revised ptipton 05/27/2011
s baldwin revisions 08/02/2011
Adapted from syllabus by Dr Sara Baldwin. Revisions Dr Flournoy 04/2012.