Course Syllabus

N5314 Research Methods in Advanced Nursing Practice
Texas A & M University-Corpus Christi
College of Nursing and Health Sciences, Graduate Program
3 credits

Instructor

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College of Nursing and Health Sciences, Graduate Program
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Office Hours: Please email the instructor to set up an appointment.

Prerequisites

The student must:
• be admitted to the Texas A & M University, Corpus Christi.
• hold graduate standing.
• Have completed an introductory Research course.
• have completed an introductory 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.

Online Description: This fully online course is taught via the Web at a distance and is available at http://Bb9.tamucc.edu. The learners will need to provide PowerPoint, word processing, and other software as needed to complete some requirements of this course. Students may need to download collaborative tools such as WebEX app.
Course Objectives and Student 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.

Textbooks and Resources

Required


Recommended
Instructional Methods and Activities

Learning modules, experiential learning activities, short quizzes, online discussion, student presentations, team wikis, and blogs. The student is responsible for identification of learning needs and self-direction for independent study of texts, on-line participation, and seeking consultation with the course professor in meeting course objectives.

Course Requirements

Students are expected to:

- Successfully pass a pre-test prior to starting Unit 2. Students are allowed to pass the pre-test until they achieve an 80%.
- Access and complete all weekly work and required course assignments, and participate 2-3 times per week in two asynchronous discussion boards. Timely completion and participation in both will be reflected in the course grade.
- Review Blackboard email and announcements at least every 48 hours. Students are expected to read and be responsible for information that is posted under Announcements, Class Schedule and emails.
- Complete assignments on the required dates and times unless other arrangements have been made with the course instructor ahead of the due date. In the rare circumstances where an extension is given, points will be deducted for an assignment being late.
- Complete a course evaluation at the end of the course.

Grading Policy (CONHS) and Graded Course Components

<table>
<thead>
<tr>
<th>Graded Course Components</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Appraisal</td>
<td>15%</td>
</tr>
<tr>
<td>Human Subjects Certification (citi.org)</td>
<td>15%</td>
</tr>
<tr>
<td>Statement of a Problem Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Statistical Exercises</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Participation (two)</td>
<td>10%</td>
</tr>
<tr>
<td>Systematic Review WIKI</td>
<td>15%</td>
</tr>
<tr>
<td>Evidence Based and other Weekly Course Learning Exercises</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

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Total: 100%

Students must remain in satisfactory academic standing by maintaining a minimum of a 3.0 GPA. Students must score at least an 83 to get a B in this course.

Grades of incomplete are rarely given when there are missing assignments at the end of the course. Faculty members are not obligated to grant the use of an incomplete grade. With no prior discussion of the need for an incomplete, students not completing the required activities will receive the grade for the course based on the percentage of the required material submitted.

**Graded Assignments**

**Individual Discussion Postings:** Discussion among classmates is an important component of this course. 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.

**Research Appraisal:** Each student will complete a research appraisal on an approved quantitative study. The critical appraisal includes identification of selected steps of the research process. It also includes a summarized analysis of the strengths and weaknesses of the study, and an evaluation of the study’s quality and usefulness for practice. Guidelines for developing and grading the research appraisal is provided in Black Board Assignments.

**Human Subjects Certification (CITI) Completion:** Students will submit a completion report for the CITI program.org human subjects tutorial on the Social and Behavioral Conduct of Research.

**Statistical Exercises:** Students will complete assigned Statistical Exercises from required textbook (Grove, S. K. (2007). *Statistics for health care research: A practical workbook*. Philadelphia: Saunders). You will be turning in only the “Questions to be Graded” from the statistical exercises.

**Statement of a Problem Paper:** Students will describe a patient care problem or issue and select an evidenced-based protocol, algorithm, policy, guideline, or procedure that might be used to change practice. The issue can apply to your current practice or might apply to the administrative, clinical, or educator advanced role you plan to assume on graduation. Guidelines for this assignment are posted in Black Board.

Systematic Review WIKI:

**Student Code of Conduct**

The Texas A & M University CC College of Nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the Student Handbook.

**Online Etiquette**

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Online Conduct: The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Main Discussion board.

Academic Integrity Policy and Plagurism

It is the philosophy of Texas A & M University Corpus Christi that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

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

Copying another student’s paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. The overuse of quotations when you have difficulty paraphrasing the information is not a good solution. For additional information please refer to the Graduate Student Handbook.

Attendance & Drop Policy

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with the advisor of the MSN Graduate Program, Barton Baily at barton.bailey@tamucc.edu

Grade Appeals

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 needs 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 Rule 13.02.99.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.

**Writing Guidelines**

The *APA Publication Manual* is the guide used in the College of Nursing. It is expected that all writing will be completed using the style and format described in the *APA Publication Manual*.


Students in the MSN program are expected to purchase a copy of the most recent Publication Manual of the American Psychological Association. APA style manual will be used.

**Save copies of all of your work!** Create a folder on your computer that is specifically for this course. As you create a new Word document for each assignment, save it in your course folder, and then submit it by the due date.

**Special Needs or 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.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

**Tenative Course Outline**

Definition of nursing research
Evidenced-based practice
Qualitative research
Quantitative research
Research problems
Review of the literature
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Ethical issues in research
Research design
Sampling
Measurement concepts
Data collection
Statistical interpretation and application (exercises)

**Course Evaluation**

Course evaluation is a continuous process and is the responsibility of both the faculty and the students. Ongoing feedback (formative evaluation) is the only way to improve the course and to assure that it meets your needs and those of the discipline of nursing. It is your responsibility to give immediate, constructive feedback regarding class structure and process.

Formal evaluation of the course and the instructor occurs at the end of the course. You will receive instructions at your TAMUCC e-mail address about how to complete the course evaluations online. Faculty members do not receive the results until after they have turned in course grades.

**General Guidelines for All Written Work**

These guidelines have been developed to help students know the mechanics of writing a paper. The 6th Edition APA Manual (2010) is to be used in conjunction with the guidelines to demonstrate referencing style, levels of headings, and proper ways of including direct quotations in the paper. The APA Manual also gives additional information about grammar and punctuation, use of numbers and abbreviations, and development of tables or figures, which should be helpful in developing any paper.

1. Each paper should have a formal title page as identified in APA Manual.
2. OMIT an abstract and table of contents.
3. Pagination: Page numbering starts with the first page of text. Numbering continues through the reference list and any appendices. Arabic (1, 2 etc.) numbers are used.
4. Margins: Margins are to be at least 1 inch and no more than 1.25 inches on all sides. Text should be left justified only. This means that the right margin may appear irregular. If a word is too long to be completed on one line, it should not be hyphenated.
5. Type size and font: Type should be 12 characters per inch (12 point). The font should be clean and easy to read (e.g., Arial, Calibri or Verdana).
6. Spacing: Double spacing is used throughout the entire paper (including title page and references). Single spacing may be used with long quotations. Long quotations may also be indented five spaces. DO NOT leave any blank lines between paragraphs or sections.
7. Headers: Running headers are acceptable but not required.

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8. Subheadings within the paper are essential. First develop an outline of your paper and count the number of levels you plan to incorporate. Grading Criteria Sheets are helpful in determining appropriate headings for specific assignments. See the APA Manual as well as the Purdue Owl Writing Center (Google it) for further guidance.

9. Quotations: In general, avoid the use of direct quotes. Re-state the point in your own words (paraphrase) and include the appropriate citation. For ways to properly cite quotations of greater than 40 words see the APA Manual.

10. Reference list: See the APA Manual. The reference list includes only the references cited within the text (body) of the paper. There should also be APA formatted in-text citations of the reference.

Note: Be sure the paper you submit for grading is complete before you submit it, since that is the paper that will be graded.

Critical Appraisal

Overview

In this assignment, you will write a critical appraisal of an intervention article in outline and narrative format using the guidelines provided. 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.

Guidelines for Critical Appraisal of an Intervention Article Research Critique:

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.” It is not a requirement that the study 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 statement of a research problem area, select a study from another topic area.

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Part I. 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. Provide supportive statements from the article within the grid.

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.

Part II. In the appraisal summary: Discuss the strengths and/or weaknesses of each part of the study. Compare the steps in the study with published research sources(s) to determine if the step is a strength or weakness and provide a rationale to support your decision. Document throughout. Example: The statistical conclusion design validity is strong since the researchers consistently implemented the intervention in the study based on a detailed protocol (Grove et al., 2013).

☐ Purpose/Problem
☐ Literature review
☐ Framework
☐ Objectives, questions, or hypotheses
☐ Definition of variables
☐ Study design: Strengths and threats in the areas of statistical conclusion validity, internal validity, construct validity, and external validity
☐ Intervention (if applicable)
☐ Sampling process
☐ Measurement methods
☐ Data collection
☐ Data analysis
☐ Discussion Section: Findings, limitations, generalizations, implications for practice, and future research.

B. Develop a final evaluation of the quality of the study. Do not just restate strengths and weaknesses. Discuss:

☐ Your confidence in the study findings.
☐ Consistency of this study’s findings with the findings from other studies.
☐ Readiness of findings for use in practice.
☐ Contribution of the study to nursing knowledge.

C. Your 3-4 page critical appraisal summary 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.

Provide strong rationale and discussion related to i.e. lack of evidence, design flaws, etc.

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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.

5) 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. Document throughout the summary using your textbooks and other research sources to support the statements you make in your critical appraisal of the article.
Statement of a Research Problem Paper

Ideas for Selection of a Statement of a Problem Topic Area:

Describe a Clinical Problem that is relevant to your practice. It can be any patient care problem or issue that is of interest to you in your current practice or for your future role as an administrator. Find an intervention that is considered effective based on research to manage this problem. Important clinical areas that have been researched include the following:

- Fall prevention or management
- Prevention of pressure ulcers
- IV and/or arterial line management
- Infection control problems—select a specific situation
- Pain identification, documentation, and/or management
- Visitation and time orientation in ICUs
- Diabetes and obesity interventions
- Family involvement intervention based on research
- Nurse retention intervention
- Alternative staffing process
- Safety—pick a specific situation and implement a research-based intervention to manage it.
- Shift of care from hospital to home and/or ambulatory care centers
- Nursing leadership—effective leadership behavior that is research based
- Communication of shift report in specialized way based on research
- Provision of specific aspect of care (research-based intervention) to patients with illness such as hypertension, diabetes, congestive heart failure, chronic obstructive lung disease, asthma, obesity, renal problems, gastrointestinal problems, or mental health problems.

Review a variety of evidence-based practice (EBP) Web sites such as:

- Agency for Healthcare Research and Quality (http://www.ahrq.gov)
- National Guideline Clearinghouse (http://www.guideline.gov)
- Professional Organization Web sites

Primary Goal of this Assignment: Summarize what is known and not known about the problem area selected.

This assignment should only focus on clearly describing the problem that will later be 2012 Texas A & M University, CC
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 need 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 8 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.

The references should include 4-7 quality research sources that support the summary of the problem area.

### Grading Criteria for Statement of a Research Problem Paper

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points</th>
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<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>Writes a practice problem statement that clearly identifies nature of the problem and the context where the problem is encountered.</td>
<td>12</td>
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<tr>
<td>Develops/Writes an answerable background or foreground EBP question formatted using PICO (see p 55 in Johns Hopkins text). Question must be feasible for this course. You will build on this paper when you write your Systematic Review of the Literature</td>
<td>12</td>
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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 through a formal WIKI. 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 Statement of a Problem Paper. 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 in Blackboard Assignments.

The final systematic review report should be prepared as a Powerpoint presentation. 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. Posters 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. Your text contains details about poster presentations and guidelines for designing a succinct and thorough poster.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points Possible</th>
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<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>
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<tr>
<td>Defines concepts contained in research question make sure you have a definition of concepts slide</td>
<td>8</td>
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<tr>
<td>Clearly summarizes sampling plan</td>
<td>12</td>
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<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>
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<tr>
<td>Summarizes data in easily readable format (table or slide outline), this includes basic statistical findings.</td>
<td>12</td>
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<tr>
<td>Connects data to conclusions</td>
<td>8</td>
</tr>
<tr>
<td>Presents conclusions about the evidence that was generated by this review. State them as Conclusions clearly and succinctly using 2-3 slides</td>
<td>12</td>
</tr>
<tr>
<td>Logically presents of ideas</td>
<td>4</td>
</tr>
<tr>
<td>Cites references appropriately throughout slide presentation</td>
<td>4</td>
</tr>
<tr>
<td>Includes References slide listing only the articles used in the final review</td>
<td>4</td>
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Note: Slide total should be under 31 slides total (not including title page and base slide).
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SBaldwin 12/01/12