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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Contact phone is (361) 543-0073 (primary) (361) 825-3430 (secondary)

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

At the end of this course, the student will be able to:

1. Critically appraise, integrate, and apply the best available research evidence from nursing and other sciences to advance nursing practice.
2. Initiate a line of inquiry into comprehensive databases in order to generate meaningful evidence for nursing practice.
3. Develop a plan to use new research knowledge to facilitate an evidenced-based practice for a specific target population.
4. Demonstrate an ability to translate theory and research into practice, while being mindful of ethical concerns for the protection of vulnerable groups.
5. Defend the concept of caring for populations, especially vulnerable populations, through the ethical conduct of research.

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:

- Access and complete all weekly work and required course assignments, and participate 3-4 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, Units, 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, 10% of the total possible assignment grade, per day.
- Complete a course evaluation at the end of the course.

Grading Policy (CONHS) and Graded Course Components

A = 90 – 100        B = 83 – 89        C = 75 – 82        D = 67 – 74

<table>
<thead>
<tr>
<th>Graded Course Components</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Academic Honesty Statement</td>
<td>REQUIRED (Pass/Fail)</td>
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<tr>
<td>Student Introduction</td>
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<tr>
<td>Bb Skill Demonstration</td>
<td>REQUIRED (Pass/Fail)</td>
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<tr>
<td>Research Pre-test</td>
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<tr>
<td>Evidence Based Tutorial</td>
<td>REQUIRED (Pass/Fail)</td>
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<tr>
<td>Weekly Unit Learning Activities</td>
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<tr>
<td>Human Subjects Certification (citi.org)</td>
<td>15%</td>
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<tr>
<td>Statement of a Problem Paper</td>
<td>25%</td>
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<tr>
<td>Quizzes (5)</td>
<td>15%</td>
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<tr>
<td>Discussion Participation (2)</td>
<td>20%</td>
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<tr>
<td>Integrative Systematic Review of Literature Presentation</td>
<td>25%</td>
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<tr>
<td>Total:</td>
<td>100%</td>
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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.
**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.

**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.


**Statement of a Problem Paper:** Students will describe a clinical/professional care topic of concern and select evidenced-based findings from the literature that might be used to potentially resolve the problem and change practice. The Systematic Review of the Literature assignment in this course build on this paper. 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. Grading criteria and guidelines for this assignment are posted in Bb.

**Systematic Review of the Literature PPT:** The purpose of this assignment is to provide students an opportunity to integrate research evidence on a pre-identified patient topic of concern. This assignment help students determine what is best evidence in evidence-based practice, engage in the research process, and present their findings through a formal online presentation.

**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**

**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

**Academic Integrity**: All students are expected to conduct themselves as mature adults engaged in university-level academic activities. They should act with dignity and respect for classmates, faculty and themselves. Students will be held responsible for their behavior, which includes conforming to ethical standards for academic honesty. By enrolling in this course, each student agrees to adhere to Regulations and Procedures published in the TAMU-CC Graduate Catalog. Group interactions, investigations, and studying are encouraged; however, duplicative work will be treated as cheating and will receive a grade of zero. Anything that is viewed as cheating on an exam will be given the most severe penalty possible, most likely an "F" for the course, but may include more severe punishments.

Some of the chapter slides and documents are provided as a courtesy by the publisher of the textbook used in the course. As such, they are copyright protected and should not be used outside of the confines of the course shell in Blackboard.

**Plagiarism** is a specific form of cheating.

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 understanding of what you read without looking at the original. Keep the source book closed!


Refer to the APA Manual for the proper way to use and cite quoted material. The TAMU-CC Writing Center can assist students to develop writing skills that prevent incidents of plagiarism.

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

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 at: CONHSgradadvisor@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 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.

**Writing Guidelines**

Students are expected to use the Turnitin.org link for formal papers (required) and discussion posts (optional). The purpose of its use is to help students learn to paraphrase and avoid plagiarism.

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. It is also acceptable to use the Purdue Owl website as an accurate APA resource.

**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 (EBP)
Qualitative research
Quantitative research
Research problems, questions and hypotheses
Review of the literature and systematic reviews
Ethical issues for nurses in research
Introduction to research design and methods
Sampling and measurement Issues
Outcomes and intervention research
Evidence synthesis and strategies for EBP
Data collection and statistical interpretation of findings
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 (2012) 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 a table of contents. An abstract is required for the final assignment.
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 preferred but not required.

8. Subheadings within the paper are essential. First develop an outline of your paper and count the number of levels you plan to incorporate. 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: 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.

General Discussion Guidelines

Students are expected to post to 2 formal discussion areas, which are graded. The class is divided up into two groups of 6-8 students. Discussions are evaluated as 100 pts (5% for each question), weighted as 10% towards final course grade.

Students are expected to read other discussions in their 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.

Excellent discussion contributions include:

1) Submit initial post(s) early in the session, and subsequent responses to the posts of other learners at timely intervals.
2) Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate.
3) Support statements with examples, experiences, and reputable sources (APA cited).
4) Be brief and to the point. Don't ramble.
5) Posts should be within a range of 75-150 words.
6) Stay on topic. This does not mean you should not extend the topic, but do not stray far.
7) Build upon the posts and responses of other learners to create a dynamic conversation.
8) Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.
**Statement of a Research Problem Paper**

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

Describe a particular problem identified from your clinical/professional practice that may potentially resolve the clinical/professional problem identified in the previous discussion forum.

*All Statement of a Problem topic area (problem) need to be pre-approved before proceeding. Students need to email the instructor an outline indicating a particular problem identified within his/her clinical/professional practice that he/she has chosen as the topic for the Statement of the Problem paper (which will also be used eventually to formulate the Integrative Systematic Review of the Literature assignment). Some problems do not lend themselves well to research, thus the need to communicate with your professor at this critical juncture in the course.*

**Assignment:** Email the instructor a concise statement of the problem, a PICO formatted research question directly related to solving the problem, and the overall purpose of the future systematic review of the literature. This assignment is counted in the grading rubric as 5% of the assignment grade.

**Primary Goal of this Assignment:** Summarize what is known and not known about a clinical problem. The research problem is presented as the research question that the investigation seeks to answer.

This assignment 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 area. Therefore students should review the current literature related to this topic as background to this activity. At minimum of SIX relevant studies should be included with this paper. These articles will serve as the basis for the assignments to follow (Systematic Review of the Literature assignment).

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.

Your paper should adhere to APA format, 6th ed. and include an introduction and summary. The Purdue Owl Resource can assist you with section headings that function as a roadmap for the reader. 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 using a running head and you should use a title page with running head 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 “Assignments”. Your paper will not be graded if it does not have the filename described previously.
# Grading Criteria and Guidelines for Statement of a Research Practice Problem Paper

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<thead>
<tr>
<th>Criterion</th>
<th>Points</th>
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<tbody>
<tr>
<td>Emailed the instructor a concise statement of the problem, a PICO formatted research question directly related to solving the problem, and the overall purpose of the future systematic review of the literature (for pre-approval)</td>
<td>5</td>
</tr>
<tr>
<td>Describes purpose/aims/goals of scientific investigation as it relates to a clinically-based nursing issue. (Not staffing, drug Rx, education). The purpose of this problem investigation is to… should be stated in the first paragraph.</td>
<td>5</td>
</tr>
<tr>
<td>Summarizes what is known about the problem and its importance to nursing practice using research literature. This should be clearly summarized in the paper.</td>
<td>10</td>
</tr>
<tr>
<td>Explains conceptual models or theories used in THIS particular topical area OR briefly describe a potentially useful conceptual/theoretical framework that supports the relationship under investigation. Do not “think up” a theory that might work from your Theory course. Search the literature to see if a theory or model has been tested with your chosen area.</td>
<td>5</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>5</td>
</tr>
<tr>
<td>Develops/Writes an answerable background or foreground EBP question (recommend use of PICO format). Question must be feasible for this course and narrowly defined. You will build on this paper when you write your Systematic Review of the Literature as the primary product of this course.</td>
<td>15</td>
</tr>
<tr>
<td>Defines independent and dependant variables under investigation. Includes precise definitions of variables, also known as operational variables.</td>
<td>5</td>
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<tr>
<td>Summarizes the evidence from at least six (6) articles: Describe research findings that indicate the contribution/impact of this research (that is the resolution of the research problem or answering the practice question) to nursing knowledge. If you locate a systematic review article, no more than 1 article should be in your reference list.</td>
<td>25</td>
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<tr>
<td>Logically and clearly presents scientific knowledge.</td>
<td>5</td>
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<tr>
<td>Adheres to APA format throughout paper.</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Integrative Systematic Review of the Literature (Narrated PPT Presentation and Abstract)

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 PPT presentation. A systematic review of the literature is a research investigation that requires the clear specification of a research problem. The research problem is presented as the research question that the investigation seeks to answer. The literature is essentially the sample from which the data are collected. The systematic review of the literature comprehensively uncovers all the evidence on a precisely defined topic, rather than selectively citing evidence. It is different than a literature review.

Students can include qualitative studies, systematic reviews and current clinical practice guidelines. You are required to include 4 total articles in the review, 3 of which need to be quantitative intervention primary research, but the 4th article can be one of the other listed designs.

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 final systematic review report should be prepared as a narrated Powerpoint presentation. The student needs to narrate the PPT as an oral presentation for students to share with their colleagues and instructor. This can easily be accomplished using PPT settings and an inexpensive microphone. After the PPT is developed, PPT slide notes can be added at the bottom and printed off as an easy way for students to narrate the PPT as a scholarly, succinct presentation of the systematic review process used, and findings. Narration does not mean reading from the PPT verbatim. Please avoid wordy slides! (instead include text in Notespage). Start off by verbalizing a little background on how you came to be interested in this topic and what the basic thinking was along the way. Narration should not be more than 30 seconds per slide. You are not graded on your oral presentation abilities. This is information sharing.

Powerpoint presentations can be easily converted into a poster and can communicate essential information about the study through a visual format. Researchers should use bullets, graphs, tables, and visual images to represent all aspects of the research.

Grading Criteria for the Integrative Systematic Review of the Literature

<table>
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<tr>
<th>Criterion</th>
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<tr>
<td>Abstract (200 word limit) Use your APA book for assistance. This is a narrative PPT Presentation.</td>
<td>10</td>
</tr>
<tr>
<td>Addresses a clearly focused research problem related to nursing. 1 slide on purpose of this systematic review investigation, 1 slide on background. 1 slide explaining the design of this presentation (systematic review or integrative review) Total = 3-4 slides for this section.</td>
<td>10</td>
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<tr>
<td>Specifies aspect of problem under investigation in a clearly</td>
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<tr>
<td>Stated research question - PICO preferred but not required.</td>
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<tr>
<td>Defines concepts (or variables) contained in research question make sure you have a definition of concepts slide.</td>
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<tr>
<td>Clearly summarizes sampling plan</td>
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<tr>
<td>Clearly describes data collection methods (e.g. inclusion and exclusion criteria)</td>
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<tr>
<td>Describes research evidence appraisal method</td>
<td>5</td>
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<tr>
<td>Summarizes data in easily readable format (table or slide outline). Do not state x was significant or not significant without also including statistical support e.g. p values, correlations, effect size if appropriate).</td>
<td>20</td>
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<tr>
<td>Presents conclusions about the evidence that was generated by this review. Is able to connect data to conclusions clearly and succinctly using 2-3 slides</td>
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<tr>
<td>Identifies recommendations for nursing practice as a result of this systematic review. Clearly and logically conveys scientific knowledge and clinical application. 1-2 slides</td>
<td>10</td>
</tr>
<tr>
<td>Cites and uses references appropriately. References slide must include a total of 4 total articles in the review (3 of which need to be quantitative intervention primary research).</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total 100</strong></td>
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**Syllabus Disclaimer:** While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. *It is the STUDENT’S responsibility to keep abreast of course announcements.* Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course. 08/14