NURS 5314 – Research Methods in Advanced Nursing Practice
SYLLABUS – FALL 2014

Instructor: Theresa J. Garcia, PhD, RN - Assistant Professor
Office: Island Hall, 336G
Telephone: (361) 825-3957
E-mail: Theresa.garcia@tamucc.edu
Office Hours: By appointment: Please e-mail through Blackboard (Bb) to set up a phone or in-person appointment and feel free to Bb e-mail me anytime.

IT Help Desk: (361) 825-2692; computer.helpline@tamucc.edu

Prerequisites: Graduate standing; completion of an introductory Nursing Research course and introductory Statistics course.

Credit Hours: 3

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.

Approach: This course will build on students’ previous research and statistics knowledge to provide a more in depth and hands-on perspective of the conduct of research in the clinical setting. Although it is not feasible to cover all areas concerning research methods and statistics, topics have been chosen to facilitate practical application and interactive learning.

Online presentation: This course is delivered exclusively through online technology and may be accessed at http://Bb9.tamucc.edu Students 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 the WebEx application.

Course Objectives: Upon completion of the 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.

**Required Texts:**


**Required Reference:**


**Recommended Text:**


**Learning Experiences:**

Students can meet course objectives through successful completion of all assignments and quizzes, thoughtful study of the textbook and other resources provided by the instructor, and earnest participation in discussions with peers throughout the course. While the instructor will provide guidance and consultation, the student is responsible for identification of individual learning needs, self-direction and motivation, seeking help when needed, and successful completion of the course requirements.

**Course Communication:**

The Blackboard (Bb) Mail tool is required for communication within the course. When contacting your instructor or co-learners in this course, always use the Bb Mail tool rather than another e-mail account. This tool is accessed in the Bb Mail section of the Course Menu. Messages sent within Bb are archived within the course, thus eliminating lost correspondence.

**Course Time Expectations:**

All assignments, quizzes, and discussions are due by 11:30 pm on the specified due date in the course schedule unless prior arrangements are made with the instructor. Please note and remember that a 3 credit hour course requires a weekly time commitment of a 3-hour presence associated with 9 hours of preparation time. That expectation remains the same in an on-line course. The time spent in the course is set by each student’s personal learning schedule. Students should review Bb mail and announcements at least every 48 hours.
Course Requirements:
1. Students are expected to have access to a computer that can support Bb applications and all related course materials. A backup plan should be in place if normal computer access becomes unavailable, i.e. arrange use of a computer elsewhere.
2. Any problems with technology, computer, internet, Bb or other applications should be dealt with through the IT (information technology) helpline at (361) 825-2692 or computer.helpline@tamucc.edu
3. Any problems understanding the assignments or due dates should be brought to the attention of the instructor, preferably within the first week of class.
4. Students are expected to complete the course orientation and Academic Honesty Statement prior to beginning work on course content.
5. All e-mail communication with the instructor should occur through Bb, unless otherwise noted. Students should review Bb mail and announcements at least every 48 hours.
6. All assignments are due by midnight on the scheduled date unless other arrangements have been made with the instructor before the due date. Late work will be penalized with a 10% grade deduction/day for up to 3 days. However exceptions will be considered for extreme emergencies where pre-planning was not possible.
7. Respectful and timely participation in discussion forums is required. Since students are assumed to be prepared for the discussions, everyone’s contributions will be considered knowledgeable contributions. Disrespect in any form will NOT be tolerated.
8. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course.
9. Students should notify the faculty if they withdraw from the course and should not attempt to access course materials once they have withdrawn.
10. Students are expected to complete a course evaluation at the end of the course.
11. Instructor is expected to respond to e-mail messages within 48 hours.
12. Instructor is expected to grade assignments within 2 weeks of submission.

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 instructor in a timely manner to ensure satisfactory completion of the assignment by the due date. Unless otherwise instructed, students must adhere to the APA Publication Manual, 6th or 7th Edition guidelines for formatting and organizing written assignments.

The campus Center for Academic Student Achievement (CASA) provides writing support both in person and in an online format. The contact at the Center is Noel Ballmer at 361-825-2254 and the web link is http://casa.tamucc.edu. Another writing resource is http://www.grammarly.com/edu. The College of Nursing & Health Sciences has purchased a license for students to use this website. Attached to an Item in the Resources section of your Blackboard course menu is a PDF instruction guide providing access information. Please do not hesitate to contact the instructor to discuss your writing needs.
**Academic Integrity:**
The highest standards of academic honesty and conduct are expected from all students. By enrolling in this course, each student agrees to adhere to Regulations and Procedures published in the TAMU-CC Graduate Catalog. Cheating in any form will receive a grade of zero and/or will be given the most severe penalty possible.

Some of the materials provided within this course are copyright protected by the publisher of the textbook 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 [words or ideas] 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! (Wilson, H. (1985). *Research in Nursing*. Menlo Park, Ca., Addison Wesley)

**Course Assignments and Grading** (See *Course Schedule/Assignments* for more detail.):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Honesty Statement</td>
<td>REQUIRED (Pass/Fail)</td>
</tr>
<tr>
<td>Student Introduction</td>
<td></td>
</tr>
<tr>
<td>Bb Skill Demonstration</td>
<td></td>
</tr>
<tr>
<td>Research Pre-Test</td>
<td>REQUIRED (Pass/Fail)</td>
</tr>
<tr>
<td>Quizzes (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Group Discussions (2) or (10%)</td>
<td>20%</td>
</tr>
<tr>
<td>Journal Entries (2) or (10%)</td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography &amp; Quality Appraisals</td>
<td>15%</td>
</tr>
<tr>
<td>Table of Studies</td>
<td>15%</td>
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<tr>
<td>Human Subjects Certification (CITI training)</td>
<td>10%</td>
</tr>
<tr>
<td>Integrative Systematic Review of the Literature Presentation</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading Scale for College of Nursing and Health Sciences:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
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<tr>
<td>D</td>
<td>67-74</td>
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<tr>
<td>F</td>
<td>Below 67</td>
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PASS/FAIL REQUIRED ASSIGNMENTS:
Blackboard Skill Demonstration:
Often, students struggle to comply with course requirements because they cannot navigate the Bb courseware. The purpose of this exercise is to familiarize students with Bb and its various tools. **Everyone is required to complete this assignment.** It is located in the Assignments Section of the Course Menu. If you are already familiar with Bb, use this as an opportunity to review and if you are new to the environment, explore the various tools and sections of the environment to ensure your familiarity.

Student Introduction:
The students enrolled in this course will become potential collaborators in professional ventures. The student introduction provides students an opportunity to share their backgrounds, professional interests, and contact information to generate a peer network. This assignment is required but no grade will be earned for the activity. **The introduction must be completed the first week of class.** The directions for the introduction are in the Bb Skill Demonstration in the Assignments section of the Course Menu.

Academic Honesty Statement:
In the Assignments section of the Course Menu you will find the Academic Honesty Assignment. **You are required to read the four sections of the document and complete the fifth section sending a Blackboard mail message certifying compliance with the Academic Honesty policy.**

Research Pre-Test:
Each student is required to take an undergraduate level research Pre-test at the beginning of the course. **Everyone is required to pass this test with an 80 or above before moving on with the rest of the course.** The test is open-book and not timed. You may take it multiple times if necessary. This is done primarily for self-assessment purposes to help you see where your strengths and weaknesses lie. You will find the Pre-Test in the “Tests/Quizzes” tab found in the Blue Menu to the far left on the Bb screen. **No numerical grade will be recorded but the Pre-test is required.**

**GRADED ASSIGNMENTS:** Below is a general description of assignments. More detailed instructions may be found on the Course Schedule and within each Bb unit assignment.

**Quizzes:**
It is important that students comprehend the content in the assigned book chapters, articles, PowerPoints, and interactive exercises in each unit in order to be able to understand and correctly complete the assigned projects. To evaluate comprehension, three 20-question quizzes, including both multiple choice and short answer format will be given. They will cover selected chapters from both required textbooks.
*Quizzes can be accessed in Bb on the “Tests/Quizzes” tab. All will be timed (1-hour) and can be taken a maximum of 2 times (the highest grade will be recorded). Each quiz will be worth 5 points and the total will count toward 15% of the final grade.*
Discussions:
Discussion among classmates is an important component of this course. Discussions will be conducted within assigned student groups. Forum 1 will ask students to discuss their clinical/professional practices, problems encountered in their practices, and possible research questions arising from these problems. Forum 2 (Peer Review) will allow students to share their final research problems and questions so that they may assist each other with ideas and additional research articles pertinent to their peers’ areas of interest. Each student should engage in a discussion with at least one peer (making sure all in their group participate) offering constructive suggestions, feedback, additional resources, and asking thought provoking questions, assisting with wording, formatting, etc. to assist their partner in organizing and improving their final presentation. *Each forum can be accessed in the “Group Discussions” tab in Bb. Each discussion forum is worth 5 points and the total will count toward 10% of the final grade. A grading rubric for discussion participation can be found in the Course Schedule and Assignments document.

Journal Posts:
Within most Units, there are several learning activities to ensure that learning objectives are met. These activities may be presented in the form of readings from the text, additional assigned reading, PowerPoint presentations, and various video presentations. Access to and participation in each activity will be monitored. Full participation is expected of each student. To accompany 2 of these activities, students will be asked to post a Journal entry to review, reflect, discuss, or collaborate on topics individually or within their assigned groups. Each journal entry is worth 5 points and the total will count toward 10% of the final grade.

Annotated Bibliography and Quality Appraisal:
Students will select evidence-based findings from the research and clinical practice literature that may be used to potentially resolve the clinical/professional practice problem identified in the previous discussion forum. Students will individually conduct a systematic inquiry into selected research databases using search terms pertinent to their chosen research question. A minimum of six pertinent scholarly articles meeting selected criteria will be annotated by the student and appraised for quality using tools and specific formats provided within the course. These studies will serve as the basis for the assignments to follow. *This assignment should be posted to the “Assignments” tab within Bb. It is worth 15 points and will count toward 15% of the final grade. A grading rubric will be posted with the Assignment.

Table of Studies:
Each student will submit a specifically formatted table of studies (minimum of 4 studies) identified within his/her clinical/professional practice that he/she has chosen as the topic for the final integrative systematic review of the literature presentation. This assignment requires the student to provide a concise statement of the problem, a PICO formatted research question directly relating to solving the problem, and the overall purpose of the future integrative systematic review of the literature. The focus of the assignment is a Word-formatted table
describing the characteristics of each study chosen to be included in the final systematic review of the literature presentation.

*This assignment can be submitted in the “Assignments” tab in Bb where a grading rubric can also be found. It is worth 15 points and counts toward 15% of the final grade.

**Human Subjects Certification (CITI Training):**

Students are required to successfully complete online modules concerning the ethical and responsible conduct of research on human subjects provided by CITI training, specifically: SOCIAL AND BEHAVIORAL RESEARCH BASIC COURSE (NOT the REFRESHER). Specific instructions will be provided in the Assignments tab within Bb. A completion report will be generated by this website when all 36 modules have been successfully completed. This report should be saved and submitted under Assignments in Bb.

*This assignment is time-consuming (at least 10 hours for most students). It is recommended that students split these modules up and complete them in shorter intervals. This assignment is worth 10 points and counts toward 10% of the final grade.

**Integrative Systematic Review of the Literature Presentation:**

The purpose of this final assignment is to provide students an opportunity to integrate research evidence on a pre-identified clinical/professional topic of concern. This assignment helps students to identify and describe best evidence in evidence-based practice, engage in the research process, present their findings through a formal online presentation, and to learn from the presentations of their peers.

*This assignment should be submitted in the “Assignments” tab within Bb, where a grading rubric is also located. A narrated version of the assignment should be posted to the student’s “Group Discussion Board” within Bb for classmates to view and comment. This final assignment is worth 25 points and will count toward 25% of the final grade.

**Other Important Information:**

**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 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 Advising Center is located in Island Hall on the 3rd floor in Island Hall. Graduate advisors can be reached at 361-825-2799.

**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 Appeal 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 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 Website at http://academicaffairs.tamucc.edu/Rules_Procedures/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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. (TG 08/2014)