Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

NURS 5314-W01-RESEARCH METHODS IN ADVANCED NURSING PRACTICE

Syllabus

Spring 2016

FACULTY: Theresa J. Garcia, PhD, RN - Assistant Professor

OFFICE: Island Hall, 336G

OFFICE HOURS: By appointment: Please e-mail through Blackboard (Bb) to set up a phone or in-person appointment.

TELEPHONE: (361) 825-3957

E-MAIL: Theresa.garcia@tamucc.edu

FAX: (361) 825-2484

CREDITS: 3 semester hours

COURSE DESCRIPTION:

Critical examination of research methods in order to advance and integrate evidence into nursing practice and improve patient population outcomes. Particular attention is given to research appraisal and application, and the ethical aspects of research translation. This course is delivered through online technology

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

Approach: This course will build on your 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 . You will need to provide PowerPoint, word processing, and other software as needed to complete some requirements of this course. You may need to download collaborative tools such as the WebEx application.
COURSE OBJECTIVES:

Upon completion of the course, you will be able to:

1. Critically appraise, integrate, and apply the best available research evidence from nursing and other sciences to advance nursing practice (AACN Essentials I, IV, VI, and IX).

2. Initiate a line of inquiry into comprehensive databases in order to generate meaningful evidence for nursing practice (AACN Essentials IV, V, VI, VIII, and IX).

3. Develop a plan to use new research knowledge to facilitate an evidence-based practice for a specific target population (AACN Essentials, I, IV, VI, and IX).

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 (AACN Essentials I, III, IV, VI, VIII, and IX).

REQUIRED TEXTS AND RESOURCES:


SUGGESTED TEXTS:


LEARNING EXPERIENCES:

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

COURSE TIME EXPECTATIONS:

All assignments, quizzes, and discussions are due by 11:59 pm on the specified due date in the course schedule unless prior arrangements are made with me. 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 your personal learning schedule. You should review Bb mail and announcements at least every 48 hours.

**COURSE REQUIREMENTS:**

1. You 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 my attention, preferably within the first week of class.

4. You are expected to complete the course orientation and Academic Honesty Statement prior to beginning work on course content.

5. All e-mail communication with me should occur through Bb, unless otherwise noted. You should review Bb mail and announcements at least every 48 hours.

6. All assignments are due by 11:59 pm on the scheduled date unless other arrangements have been made with me 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 it is assumed each of you will be prepared for discussions, all 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. You should notify the faculty if you withdraw from the course and should not attempt to access course materials once you have withdrawn.

10. You are expected to complete a course evaluation at the end of the course.

11. You can expect that I will respond to Bb e-mail messages within 48 hours.

12. You can expect that I will grade assignments within 2 weeks of submission unless you are otherwise informed.

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

You are expected to follow instructions associated with the assignments for this course. If you are confused about an assignment, you should contact me in a timely manner to ensure satisfactory completion of the assignment by the due date. Unless otherwise instructed, each of
you 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 me to discuss your writing needs.

**COURSE ASSIGNMENTS AND GRADING (SEE COURSE SCHEDULE FOR MORE DETAIL.):**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Academic Honesty Statement</td>
<td>ALL REQUIRED</td>
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<tr>
<td>Student Introductions</td>
<td>(Pass/Fail)</td>
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<tr>
<td>Research Pre-Test</td>
<td></td>
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<tr>
<td>Human Subjects Certification (CITI training)</td>
<td>10%</td>
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<tr>
<td>Quizzes (2; 5% each)</td>
<td>10%</td>
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<tr>
<td>Group Discussion (Practice Problems and Questions)</td>
<td>10%</td>
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<tr>
<td>Introduction/Methods Outline</td>
<td>15%</td>
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<td>Results Outline</td>
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<tr>
<td>Conclusions/Implications Outline</td>
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<tr>
<td>Integrative Systematic Review of the Literature Poster &amp;</td>
<td>25%</td>
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<tr>
<td>Presentation</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**GRADING SCALE FOR COLLEGE OF NURSING AND HEALTH SCIENCES:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>83-89</td>
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<tr>
<td>C</td>
<td>75-82</td>
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<td>D</td>
<td>67-74</td>
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<td>F</td>
<td>Below 67</td>
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PASS/FAIL REQUIRED ASSIGNMENTS:

All of the Pass/Fail assignments and instructions can be found in the Introductory Unit. Look in the blue Course Menu on the left hand side of your Bb screen, click on the link labeled “Units/Lessons;” then click on “Introductory Unit.”

Academic Honesty Statement:
You are required to read the four sections of the Academic Honesty Statement document, complete the fifth section, and submit it through the Assignment link (in the Introductory Unit) certifying compliance with the Academic Honesty policy.

Student Introductions:
Each of you enrolled in this course will become potential collaborators in professional ventures. The student introduction provides you with an opportunity to share your background, professional interests, and contact information to generate a peer network. This assignment is required. The introduction must be completed the first week of class.

Research Pre-Test:
Each of you 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 link that takes you to the Pre-Test within the Introductory Unit. No numerical grade will be recorded but the Pre-test is required to move on with the rest of the course.

GRADED ASSIGNMENTS:

Below is a general description of your major assignments. More detailed instructions may be found on the Course Schedule, the Assignments tab, and within each specific Bb Unit tab.

Human Subjects Certification (CITI Training):
Each of you is 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/REFRESHER (16 modules) and RESPONSIBLE CONDUCT OF RESEARCH (8 modules). Specific instructions will be provided in the Assignments tab within Bb. A completion report will be generated by the CITI website when all modules have been successfully completed. These 2 reports (one for each of the above courses should be saved in pdf format and submitted under the Assignment link in Bb.

*This assignment is time-consuming (at least 4 hours for most students). I recommend that you split these modules up and complete them in shorter intervals.

This assignment counts toward 10% of your final grade.
Quizzes:
It is important that you 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 components of your systematic review. To evaluate comprehension, 2 multiple choice quizzes will be given, online. They will cover selected chapters from your Grove textbook. Quizzes can be accessed within the Tests/Quizzes tab in Bb. All will be timed and can be taken a maximum of 2 times (only the highest grade will be recorded). 
*Each quiz will count toward 10% of the final grade.*

Assignments Building toward a Final Research Paper Product:
The following 4 assignments are planned to build upon each other, culminating in a final product, the Systematic Review of the Literature Poster, that for many of you, will be worthy of submission to a research conference as a poster presentation. A systematic review of the literature, as you will learn is the cornerstone of evidence-based practice and involves a systematic search for research evidence/literature (published reports) of studies investigating a certain clinical practice problem that is of interest to you. You will undertake a systematic review of the literature on a clinical practice problem of your choice. Your overall goal for the final project will be to gather literature addressing your chosen clinical practice problem, appraise it for quality, summarize and synthesize the findings of the studies you choose, and finally, make clinical practice recommendations to your peers based on the evidence you have reviewed. Exciting, isn’t it? Through this series of assignments you will compile the major components (sections) of a research report/manuscript, and use them to produce professional research poster, your final product in this course.

Group Discussion: Clinical Practice Problems and Questions
This first assignment is a way of getting your feet wet before plunging into the wide world of research. The class has been divided into 4 smaller groups (alphabetically) in order to facilitate more in-depth discussions. Before you can start your systematic review of the literature research project you must decide on a problem you are familiar with in your particular area of nursing expertise or interest. This problem or inconsistency in clinical practice must have several research studies conducted in the last 5-10 years that inform or add to the solution to this problem. Your job is to gather and synthesize the findings of these research articles to make a clinical practice recommendation. In this discussion, you will share your ideas for your systematic review problem/topic with your group members and solicit their opinions on the idea. You will support your peers by listening to their ideas and adding your opinions and support in the form of literature you may find within their area of interest. This discussion will give you a wide range of ideas and perspectives on your area of interest and will provide a great foundation on which to build your systematic review. Additionally, it will help you learn how to collaborate with your peers to meet mutual goals. 
*This group discussion is extremely important and will count toward 10% of your final grade.*
Assignment 1: Introduction and Method Sections Outline
This assignment involves deciding on your clinical practice problem of interest, researching the background and significance of this problem in the world of health care, and outlining the steps you plan to take to conduct your systematic and very detailed review of this literature. This assignment will involve a detailed outline (see format provided on Bb) of 5 short (well-constructed) paragraphs: (1) Significance and Background (2) Review of the Literature; (3) Statement of the Problem; and (4) Sampling/Analysis method. This is a major assignment as all others build on it. You will be able to continue improving this section as each time you turn in a new assignment, you will add it to your previous sections, including revisions from previous feedback. You can revise this section each time you turn in a new assignment until you are ready to put together your final poster. This portion of your systematic review will count toward 15% of your final grade.

Assignment 2: Results (Characteristics and Synthesis of Studies) Sections Outline:
This portion of your systematic review is the meat of the study. It reports the results of your systematic search for literature and details what you found in your selected studies. This means that before you can complete this assignment you have to conduct the systematic search of the literature, find the studies, screen them for appropriateness to your research question, critique them for quality, and summarize/synthesize their findings by creating an Evidence Table. In other words, you are carrying out the methods you described in the first assignment. This assignment will consist of a detailed outline of 3 paragraphs and a Word-formatted Table of Evidence: (1) a summary of your results (describes the studies you found and how you found them); (2) a summary of the study characteristics; (3) a synthesis of the findings of the studies (speak to similarities and differences across study findings); and (4) the Evidence Table. In this assignment you will also include any revisions you made to your outline in Assignment 1 based on feedback and a complete reference list, in APA format, of the studies you have chosen to include in your review. This portion of your systematic review will count toward 15% of your final grade.

Assignment 3: Discussions/Conclusions/Implications Sections Outline:
This assignment will continue to build on what you have done in the first 2 assignments. You will provide a detailed outline of 3 paragraphs: (1) a review of your overall findings and your interpretation of those findings (conclusions); (2) a discussion referencing other studies that have asserted similar or different conclusions and discuss why this might be so; and (3) the implications of your findings (clinical practice recommendations you can make based on the evidence you have compiled). Again, you will include any further revisions on the above 2 assignments. This portion of your systematic review will count toward 15% of your final grade.
**Integrative Systematic Review of the Literature Poster and Oral Presentation:**
This final assignment combines all your previous work from the first 4 assignments into a professionally created poster which should flow directly from your detailed outlines on which you have received feedback. Your final project should include an Introduction, Methods, Results, Discussion, Implications and Conclusions sections, the Evidence Table, likely a Consort Table, and a separate Reference List. Detailed instructions and examples will be provided on how to format and construct the poster on a single PowerPoint slide. You will also provide a 5-10 minute oral presentation of your work (through PowerPoint).

*Your Integrative Systematic Review of the Literature Poster Presentation will count toward 25% of your final grade.*

**POLICIES:**

**Evaluation Input From Students**
The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**
It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.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 CCH 116. 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.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

MILITARY STUDENTS

Active duty military personnel, military spouses, and veterans with special circumstances (e.g. deployment, drill requirements, disabilities) are welcome and encouraged to communicate these circumstances, in advance if possible, to the course and clinical instructors.