

**NURS 3333  
NURSING RESEARCH**

**Thursdays, 9:00-11:50**

**COURSE FACULTY:**

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**Fall 2007**

**NOTE: YOU WILL BE GIVEN A BREAK EVERY 50-60 MINUTES. DO NOT, UNLESS IT IS AN EMERGENCY, LEAVE CLASS WHILE IT IS IN SESSION, OR ENTER THE CLASSROOM WHILE IT IS IN SESSION. IT IS EXTREMELY DISTRACTING TO BOTH STUDENTS AND TO FACULTY.**

**Fall 2007  
Class Schedule  
Thursdays, 0900-1150**

8/23/07		Introduction to Course Historical Perspectives of Nursing Research Evidence-Based Practice Evidence in Action	Duke  Hudson
8/30/07		Quantitative vs Qualitative Research Clinical Questions The Research Process Anatomy of a Research Article Critical Reading	Duke
9/6/07		Finding the Evidence	Alfred and Faculty
9/13/07		Research Questions, Purpose Statements Problem Statements, Significance; Hypotheses Introduction to Research Ethics	Duke
9/20/07	<b>PICO QUESTION FOR POSTER DUE</b>	Continuation: Ethics in Research	Duke
9/27/07	<b>Quiz #1</b>	Quantitative Research: Theoretical Framework; Designs	Duke Alfred
10/4/07		Peer Appraisal of Evidence	All Faculty
10/11/07		Quantitative Research: Sampling, Data Collection Methods	Alfred

10/18/07		Quantitative Research: Data Analysis	Alfred
10/25/07	<b>Quiz #2</b>	Qualitative Research: Designs, Sampling	Duke
11/1/07		Qualitative Research, continued Application of Appraisal Criteria: Quantitative Research	Duke Alfred/Buell
11/8//07		Application of Appraisal Criteria: Qualitative Research Poster Development Guidelines	Duke Missildine
11/15/07		Poster Presentations (Individual Sites: No ITV)	All Faculty
11/22/07		HAPPY THANKSGIVING!!!!	
11/29/07		<b>Quiz #3</b>	

**TITLE**

NURS 3333: Nursing Research

**SEMESTER HOURS**

Three (3) hours didactic per week

**COURSE DESCRIPTION (approved by the Texas Board of Nurse Examiners)**

Evidence based practice as it relates to the science of nursing is discussed. Findings of selected research studies are appraised and presented. Prerequisites: Successful completion of statistics.

**COURSE OBJECTIVES (approved by the Texas Board of Nurse Examiners)**

Upon successful completion of the course, students will have demonstrated the ability to:

1. Explain the importance and value of evidence-based practice as it supports continued professional development and practice.
2. Ask relevant clinical questions that are within the scope of nursing practice.
3. Use information technology to retrieve hierarchical levels of evidence that addresses clinical questions.
4. Explain quantitative and qualitative research processes.
5. Make clinical decisions based on appraisal of the evidence, patient preferences and clinical expertise.
6. Disseminate the evidence.

**American Disabilities Act Statement: UT TYLER COUNSELING CENTER**

"If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Support Services Office so that appropriate arrangements can be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor." For more information call 566-7079.

**TEACHING STRATEGIES**

Lecture, classroom discussion, small group work, student peer critiques and student presentations

**COURSE EVALUATION**

**WEIGHTED CALCULATION OF ALL COURSE EVALUATION REQUIREMENTS MUST BE 75 OR ABOVE TO PASS THE COURSE. GRADES WILL NOT BE ROUNDED WHEN CALCULATING THE AVERAGE (74.5-74.9 IS NOT BE ROUNDED TO 75). Students are not required to average a 75 or above on quiz items alone to pass the course.**

The values for course grades are calculated on the following:

3 Quizzes (25% each)	75%
PICO Question	5%
Evidence-based Nursing Research Project	20%

Letter grades will be assigned on the following scale:\*

A	90-100
B	80-89
C	75-79
D	60-74
F	Below 60

\*(Approved Faculty Organization: Fall 1999, implemented Spring 2000)

### **NOTE: Grade Replacement**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)

### **Class Attendance**

**Attendance during lecture is a professional expectation and will be monitored by course faculty. Refer to the university catalog for the policy regarding student attendance and possible student consequences.**

Class will begin and end on time. The faculty will give a 10 minute break every 50 – 60 minutes. Class will resume on time after breaks.

Students are expected to remain seated during the class, remain attentive, and not talk unless contributing to the classroom discussion.

### **Entering and Leaving the Classroom**

No one is to enter the classroom after class has begun. If you are late to class or late returning from break, it is expected that you will wait until the next break, to enter the classroom.

As breaks are given every hour, no one should leave the classroom during class session, except for an emergency.

### **Written Work**

Written work is the property of the College of Nursing and will be retained for a period of time.

### **Use of Laptops in Class**

Laptops are to be used ONLY for class-related activities. Any other activity noted to be occurring will result in student not being able to use laptop in class.

### **EXAMINATION and EXAMINATION REVIEW POLICY**

1. Attendance for exams is **mandatory**.
2. **If absence for an exam is necessary, the student is responsible for notifying the faculty prior to the exam with an acceptable reason.**
3. **Students will be allowed entry to the classroom after an exam has started *WITH FACULTY DISCRETION*.**
4. Exams will be distributed at the time class is scheduled to begin.
5. All hats/caps must be removed during exam time. All personal items such as purses, books, backpacks, notebooks and briefcases will be left in the front of the room during testing.
6. Silence will be enforced during exam time. In order to avoid distraction during the exam, no one will be permitted to leave the room during the exam.
7. ***STUDENTS WILL NOT SHARE CALCULATORS DURING EXAMS.***
8. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam.

9. Grades will be returned to the student at the next scheduled class time after the exam date, or grades will be posted with written permission of the student by providing a posting number **AT THE DISCRETION OF THE FACULTY.**
10. No in class reviews will be conducted. Test review may be scheduled with the faculty during office hours and within 10 school days from the return of the exam grades.

#### **Academic Integrity (FO APPROVED STATEMENT)**

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UTT Academic Dishonesty Policy and Academic Integrity Policy in the current College of Nursing Student Handbook and Academic Integrity Policy for UTT students in the Student Guide. These policies are fully endorsed and enforced by all faculty in the College of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly.
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the Regent's Rules.

#### **EXPECTATIONS OF STUDENTS IN NURS 3333**

1. Attendance during lecture is a professional expectation. Refer to the university catalog for the policy regarding student attendance and possible student consequences.
2. All work is to be turned in **on the date assigned unless prior arrangements** have been made with the faculty.
3. Late work will only be accepted at the discretion of the faculty and graded with possible points deducted for not turning in on the assigned date.
4. Students are responsible for all course assignments and content covered in class, including announcements.
5. Students are expected to have read and prepared for class discussion and interaction about the content according to the objectives.
6. The student should retain a copy of the required papers and the original submitted for grading. All papers become the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
7. **Students are to check the Blackboard Web site daily for announcements and/or assignment changes.**
8. Lecture outlines will be posted to Blackboard a minimum of 2 working days prior to class and will be removed at midnight prior to class.

**PLEASE COME TO CLASS WITH YOUR HANDOUTS ON TIME!! Students have a tendency to print handouts just before class and then come into class singly or in groups after class begins...this is very distracting and all efforts should be made to avoid it.**

#### **REQUIRED TEXTS AND MATERIALS**

Syllabus: *NURS 3333: Fall 2007- NURSING RESEARCH*

Text: LoBiondo-Wood, G. & Haber, J. (2006). *Nursing research: Methods and critical appraisal for evidence-based practice.* St. Louis, MO: Mosby-Elsevier

### Criteria for PICO Question Grading

**NOTE: NO LEVEL 1 ARTICLES ARE ALLOWED FOR THIS ASSIGNMENT: No systematic reviews, metaanalyses, or published guidelines**

Write a PICO question using the therapy template below, then locate an article of interest that addresses your question. You may also select a topic of interest, select a research article (be sure it is a research article!), and develop your PICO from the variables in the article. Submit your PICO question typed and stapled to the research article abstract. Questions will be graded using the following criteria:

- Clarity: Question is written in therapy format of template style of text: **20%**  
“In \_\_\_\_\_, what is the effect of \_\_\_\_\_ on \_\_\_\_\_ compared with \_\_\_\_\_?”
- Abstract is an evidence based practice article that meets any of the hierarchy of evidence criteria (**remember--no Level 1 articles**). **20%**
- Research variables are within the scope of baccalaureate nursing practice, or within the realm of influence on multidisciplinary practice: **20%**  
(it is usually a clue that if an article is written by MDs, and/or has to do with medication effectiveness, or surgery effectiveness, then it is most likely NOT in the realm of nursing practice)
- All PICO components are ***identified*** and included: **10% for each PICO component**  
**40%**  
(formatted)

For example:

In adults with pressure-related wounds (**P**), what is the effect of mechanical negative pressure (**I**) on wound healing (**O**) compared with saline packs (**C**)?

## **NURS 3333 RESEARCH CLINICAL APPLICATION: Evidence-Based Practice Project**

### **Purposes:**

1. To critically appraise nursing research that supports nursing practice.
2. Identify and investigate the empirical practice of a clinical problem.
3. To integrate research findings into an evidence-based practice decision.
4. To use teaching-learning principles in the preparation of an electronic poster for evidence-based practice dissemination.

### **General Guidelines**

1. Students will work individually.
2. Your project can be based on a patient that you have cared for in a clinical setting, or a topic that you are very interested in. Do not provide any identifying information if you are basing this on a patient case study.
3. Focus on a clinical problem, e.g., hypertension, dyspnea, high blood sugar, fatigue, hopelessness, depression, pain, ineffective coping, noncompliance, anger, disorientation/confusion, infection risk, fall risk, impaired mobility, etc.
4. Identify a proposed nursing intervention that addresses the problem. You may have one in mind (be sure you have some basis for your intervention), or find one in the literature.
5. Develop a PICO question and get it approved with your group faculty member. Using your PICO question, search for the answer in the literature and evaluate the evidence that supports the effectiveness or lack of effectiveness of this intervention (this is when you use the hierarchies of evidence). Usually if you have a topic of interest, you can relate it to someone whom you know. You need to evaluate this intervention in terms of effectiveness also in considering the person/patient's personal needs, preferences, values, etc.
6. The Hierarchy of Evidence must be used to support the strength of evidence for your intervention--use key points only on your poster. Only last names and dates of citations are needed on poster, but be sure to submit complete APA reference list with your abstracts.
7. Based on the evidence, identify what clinical decision should be made: you will select 1 of the following 3 decisions:
  - If you are able to locate solid Level 1 evidence that reflects the practice, or intervention, that is currently being used, then your decision will be to accept current practice as "best practice" as demonstrated through empirical evidence.
  - If you are able to locate solid Level 1 evidence and/or several Level 2 studies that reflect use of your proposed intervention [assuming your proposed intervention is not what is currently being used in practice], and these studies are similar to your population, then your clinical decision will be to implement a new practice and evaluate it.
  - If the evidence is lacking concerning your proposed intervention for your population and/or setting, then your clinical decision will be to conduct a research study. This study may be a qualitative, descriptive, explanatory/correlational, or experimental/quasi-experimental study. Select a design and briefly describe it. The design you select must have logical rationale that is based on the evidence you located.

**Remember: If you have any doubt as to what the decision should be, or what level an article is, please ask faculty for assistance!!**

8. Grades will be assigned according to the Evidence-Based Project Evaluation Criteria (includes poster guideline criteria).
9. Posters will be evaluated by both student peers and faculty, and grades will be averaged.

STUDENT NAME \_\_\_\_\_

STUDENT EVALUATOR \_\_\_\_\_

FACULTY EVALUATOR \_\_\_\_\_

**NURS 3333 Research Clinical Application:  
Evidence-Based Practice Project  
Evaluation Criteria**

A. Electronic Poster Presentation

1. PICO question 5 \_\_\_\_\_

2. Identification of proposed intervention 5 \_\_\_\_\_

3. Strength of Evidence

Correct identification of levels 5 \_\_\_\_\_

Levels of Hierarchy: Key points of evidence  
are identified for each article 10 \_\_\_\_\_

4. Clinical Decision Making

Decision is clearly stated with rationale 10 \_\_\_\_\_

Decision supported by evidence presented 10 \_\_\_\_\_

Decision answers the PICO question 5 \_\_\_\_\_

Decision incorporates individual patient 10 \_\_\_\_\_

needs, characteristics, preferences

5. Implications of the Evidence for Practice 10 \_\_\_\_\_

B. Formatting of Poster (spelling, poster not too "busy",  
main sections numbered sequentially, all information  
present, graphics) 10 \_\_\_\_\_

C. APA Reference list and abstracts submitted 10 \_\_\_\_\_

D. Peer Critiquing 10 \_\_\_\_\_

### **NURS 3333 Research Clinical Application: Peer Appraisals of the Evidence**

#### **Instructions for students:**

- 1. Copy the first 2 pages of 2 research articles that answer a PICO question (not the PICO question you did for the assigned PICO #1 grade). Additional pages may have to be included to ensure adequate information about the research design is included. Determine what the level of evidence is but do not write this information on the articles or share it with anyone else.**
- 2. Make 3-4 copies with no information except your name written on them; it will help to have the 2 articles stapled together, or at least clipped together**
- 3. You will assemble into assigned groups in class.**
- 4. At this time, distribute copies among all members of the group. Each member should have 2 articles from everyone else in the group.**
- 5. Discuss and agree on a level of evidence for each article, then check them against what the owner of the article thought the level was for each.**

## **NURS 3333 TOPICAL OUTLINE AND AFFIRMATION FORM**

In reading textbook assignments, it is best to read the Key Points at the end of each chapter, then read chapter assignment

### **CLASS 1: INTRODUCTION TO COURSE: EVIDENCE-BASED PRACTICE**

1. Define and discuss the value of nursing research and evidence-based practice (EBP) in nursing.
2. Describe the role of the nurse as a research consumer in relation to the practice of holistic nursing.
3. Trace the historical highlights of nursing research
4. List the key steps of EBP
5. Describe some current EBP initiatives already implemented in local care facilities
6. Describe key national and international EBP efforts and general progress to date to promote EBP

### **PRE-CLASS ASSIGNMENT/S**

1. Obtain and review class syllabus.
2. Text: Chapter 1  
pg. 440-442 (to Models); 445 (Steps)-469
3. Posted Study Guide Assignment
4. Bring assigned articles to class and be prepared to discuss the EBP implications of each.

**CLASS 2:      ASKING CLINICAL QUESTIONS  
THE RESEARCH PROCESS  
ANATOMY OF A RESEARCH ARTICLE**

1. Explain the importance of asking the right questions to advance nursing science and to facilitate locating the best evidence for practice decision making.
2. Differentiate between background and foreground questions.
3. Describe the major components of intervention/therapy PICO questions.
4. Discuss the hierarchy of evidence rating system for rating/weighing the evidence.
5. Differentiate between qualitative and quantitative research
5. Identify steps of research process in selected research articles
6. Discuss the critical reading process.

**PRE-CLASS ASSIGNMENTS:**

Text: Chapter 2; 451-455

\*Note: Just scan 451-454 as examples so that you can have some idea of what a hierarchy of evidence is—the hierarchy and grading schemas to be used this semester will be described in class.

Come prepared to identify a clinical problem you have observed in nursing practice. Review posted articles and identify the level of evidence for each and explain rationale for decision—bring articles to class.

### **CLASS 3: FINDING THE EVIDENCE**

1. Discuss the purpose of the literature review for research and non-research activities.
2. Identify types of and location of sources for literature review.
3. Demonstrate skills for conducting literature reviews, using a variety of databases and search methodologies.

### **PRE-CLASS ASSIGNMENT**

Text: Chapter 4.      FOR STUDENTS WHO HAVE LAPTOPS WITH WIRELESS  
CAPABILITY, PLEASE BRING IT TO CLASS

Bring a PICO question to class to use for literature searching practice

**CLASS 4:**  
**RESEARCH QUESTIONS, PURPOSE STATEMENTS, PROBLEM STATEMENTS,  
SIGNIFICANCE OF A STUDY; HYPOTHESES  
INTRODUCTION TO RESEARCH ETHICS**

1. Explain how the principles of beneficence, respect for persons, and justice apply to research
2. Describe the nurse researcher's accountability for conducting and reporting research in an ethical manner
3. Identify actual and implied research questions and purpose statements in a research report
4. Describe how a problem statement and the significance of a study are congruent in a research report.
5. Differentiate between independent and dependent variables
6. Identify purposes and sources of hypotheses
7. Differentiate between the types of hypotheses

**PRE-CLASS ASSIGNMENT**

Text: Ch. 3

Posted study guide assignment

Bring assigned articles to class

### **CLASS 5: ETHICS IN RESEARCH**

1. After viewing the movie, describe how the three principles of research ethics were violated.
2. Explain how the researchers could have conducted their procedures ethically.
3. Describe the nurse's role as patient advocate and appropriate actions she could have taken.

#### **PRE-CLASS ASSIGNMENT**

Text: Chapter 13

Bring to class assigned discussion questions

### **CLASS 6: QUANTITATIVE RESEARCH: THEORETICAL FRAMEWORK/CONCEPTUAL MODELS; DESIGNS**

1. Describe the role of conceptually-driven research
2. Interrelate conceptual/theoretical frameworks with hypothesis formation
3. Discuss selected non-experimental designs (descriptive, correlational, case, cohort) that assist in answering research questions that describe and explain variables.
4. Discuss selected experimental designs (RCTs; quasi-experimental; that assist in answering research questions that predict outcomes of variables.
5. Discuss factors that are critical in designing a credible research study
6. Explain factors that affect internal and external validity of a study

#### **PRE-CLASS ASSIGNMENT**

Text: Chapters 5, 9, 10, and 11

Assigned articles to class

Posted Study Guide assignment

### **CLASS 7: SAMPLING AND DATA COLLECTION METHODS**

1. Describe how external validity is affected by sampling procedures
2. Differentiate between probability and non-probability sampling procedures
3. Discuss factors to consider in sample size and in numbers to recruit
4. Discuss factors important in data collection procedures (measurement of variables and data collection procedures).
5. Describe the basic types of reliability and validity of data collection instruments.

#### **PRE-CLASS ASSIGNMENT**

Text: Chapters 12, 14, and 15

Assigned articles to class

Posted Study Guide assignment

### **CLASS 8: QUANTITATIVE RESEARCH: DATA ANALYSIS**

1. Describe factors important to consider in data analysis, interpretation and dissemination of findings
2. Analyze the findings as they relate to EBP

#### **PRE-CLASS ASSIGNMENT**

Text: Chapters 16 and 17

Assigned articles to class

Posted Study Guide assignment

### **CLASS 9: QUALITATIVE RESEARCH**

1. Differentiate between qualitative and quantitative research studies
2. Differentiate between ethnography, phenomenology, and grounded theory designs
3. Define the following terms: culture; fieldwork; key informant; emic/etic; participant-observation; constant comparison; theoretical sampling; saturation; essences; lived experience; introspection; bracketing; hermeneutics; representation; case study; axial coding; emergence; thick description; naturalistic research; field studies; field notes; interviews (different types); focus groups, purposeful sampling; qualitative data management
4. Describe the phases of a qualitative study.

#### **PRE-CLASS ASSIGNMENT**

Text: Chapters 6 and 7

Assigned articles to class

Posted Study Guide assignment

### **CLASS 10:**

#### **APPRAISAL OF QUANTITATIVE RESEARCH AND EBP**

1. Describe the 3 major principles of appraising a quantitative study.
2. Describe major factors important in evaluating validity and reliability of a study.
3. Describe criteria for evaluating RCTs
4. Describe criteria for evaluating systematic reviews
5. Explain important issues to consider when evaluating non RCT studies.

Text: Chapter 18

Assigned articles to class

Posted Study Guide assignment

**CLASS 11:**  
**APPRAISAL OF QUALITATIVE RESEARCH**

5. Explain criteria for evaluating the trustworthiness of qualitative studies
6. Identify criteria for appraising qualitative studies for clinical decision-making

**PRE-CLASS ASSIGNMENT**

Text: Chapter 8  
Assigned articles to class  
Posted Study Guide assignment

**CLASS 12:**  
**EBP PRESENTATIONS**  
**and**  
**PEER APPRAISAL OF POSTERS**

Bring to class evaluation sheets for the number of students in your group. It will help to have them on a clipboard.

### STUDENT AFFIRMATION FORM

\_\_\_\_\_ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

\_\_\_\_\_ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

\_\_\_\_\_ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy. I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, copying or discussing tests or other course materials and assignments. I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls. I will not allow any other student access to any of my paperwork for the purpose of copying.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Printed Name

NURS 3333  
Course

**APPROVED:**  
**University of Texas System-Spring 1996**  
**Faculty Organization-Spring 1996**  
**Revised: January 2005**