

**NURS 3333
NURSING RESEARCH**

Thursdays, 9:00-11:50

COURSE FACULTY:

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Spring 2008

The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs. Approved by FO: 10/02

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.

**Spring 2008
Class Schedule
Thursdays, 0900-1150**

1/17/08	Introduction to Course Historical Perspectives of Nursing Research Evidence-Based Practice Evidence in Action	Alfred Hudson
1/24/08	Quantitative vs Qualitative Research Clinical Questions The Research Process Anatomy of a Research Article Critical Reading	Duke
1/31/08	Finding the Evidence (Part 1)	Alfred and Faculty
2/7/08	Research Questions, Purpose Statements Problem Statements, Significance; Hypotheses Introduction to Research Ethics	Duke
2/14/08	Pico Question For Poster Due One Article On Literature Table With Attached Article Due	Continuation: Ethics in Research Duke

2/21/08	Quiz #1	Quantitative Research: Theoretical Framework; Research Designs	Duke
2/28/08	Three Quantitative Articles on Literature Table Due	Finding the Evidence (Part 2) Peer Appraisal of Evidence	All Faculty
3/6/08		Quantitative Research: Sampling, Data Collection Methods	Alfred
HAPPY SPRING BREAK!!			
3/20/08		Quantitative Research: Data Analysis Appraisal Criteria: Quantitative Research	Alfred
3/27/08	Quiz #2	Qualitative Research: Designs, Sampling	Duke
4/3/08	Literature Table (5 articles) Due	Qualitative Research, continued Appraisal Criteria: Qualitative Research	Duke
4/10/08		Application of Appraisal Criteria: Quantitative and Qualitative Research Individual Group Discussions	All Faculty
4/17/08		Poster Presentations (Individual Sites: No ITV)	All Faculty

4/24/08

**Electronic
Posters Due**
(submit to assigned
faculty member)

Poster Presentations (Individual Sites: No ITV)

5/1/08

Quiz #3

TITLE

NURS 3333: Nursing Research

SEMESTER HOURS

Three (3) hours didactic per week

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

The research process, critical analysis of research, and evidence based practice as it relates to the science of nursing are 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.

REQUIRED TEXTS AND MATERIALS

Syllabus: *NURS 3333: Spring 2008- NURSING RESEARCH*

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

AMERICAN DISABILITIES ACT STATEMENT: "If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>. "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.

EXAMINATIONS/ASSIGNMENTS AND GRADING POLICY

Completion of NURS 3333 is based on satisfactory attainment of all course criteria. Any student failing to meet the course objectives and expectations must repeat the course and may not progress to the next level.

A. Grading Policy

Because NURS 3333 is not a clinical course, and uses quizzes instead of major exams as part of the evaluation criteria, all values for course grades are calculated into the final grade.

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).

The values for course grades are calculated on the following:

3 Quizzes (25% each)	75%
PICO Question	5%
Evidence-based Nursing Research Project	15%
Literature Table	5%

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)

B. 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)

C. Paper/Assignment Re-grading Policy

Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

D. Examination and Examination Review Policy

1. Attendance for quizzes are mandatory
2. If absence for an quiz is necessary, the student is responsible for notifying the faculty prior to the quiz with an acceptable reason.
3. Students will be allowed entry to the classroom after an quiz has been started ONLY with faculty discretion.
4. Quizzes will be distributed at the time class is scheduled to begin.
5. All hats/caps must be removed during quiz time. All personal items such as purses, books, backpacks, notebooks, and briefcases must be left in the front of the room during testing.
6. Silence will be enforced during the quiz time. In order to avoid distraction during the quiz, no one will be permitted to leave the room during the exam.

7. Make-up quizzes will only be given at the discretion of the faculty member and may be in a different format than the original quiz.
8. Students will not share calculators during quizzes. Students will not bring their own calculators, cell phones, or any communicating devices into a quiz.
9. Quiz reviews will be conducted at the discretion of the faculty. Quiz review may be scheduled with the faculty during office hours and within 10 school days from the return of the quiz grades.
10. Any student achieving an quiz grade less than 75%, must schedule an appointment with the faculty within 10 school days from the return of the quiz grades.

E. Academic Integrity

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 UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the Current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students at www.uttyler.edu; click on current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within 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 (See BSN/MSN Nursing Student Guide for definitions).
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*.

STUDENT DRESS CODE FOR THE UNIVERSITY OF TEXAS, COLLEGE OF NURSING

A. General

It is the philosophy of the College of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

B. Classroom

Casual or every day business wear is recommended. This includes but is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

C. Professional Presentations, Ceremonies/ Graduation

Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

D. Items to be Avoided in all School-related Functions (including but not limited to)

Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body

piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

COURSE INFORMATION

A. General

1. Lecture outlines are used will be posted on Blackboard a minimum of two (2) working days prior to class and will be removed at midnight prior class.
2. All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
3. The *BSN/MSN Nursing Student Guide* is available on the CON website at <http://www.uttyler.edu/nursing/> . The student must sign the statement indicating they have accessed the guide and return the signed Student Guide Affirmation Form to the program secretary for placement in the student file.
4. All nursing students are required to use their student email accounts for all correspondence (Approved FO: 2/03)

B. 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.

C. 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.

D. 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.

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. Late work is deducted 5 points per day, including each day of the weekend (assignments may be submitted electronically).

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.
7. Students are to check the Blackboard Web site daily for announcements and/or assignment changes.

ATTACHED FORMS TO BE READ, SIGNED AND SUBMITTED THE FIRST DAY OF CLASS

A. Student Affirmation Form

1. Each line must be initialed, signed, and dated for each course every semester.
2. The form will be placed in the student's file

B. Audio/Video-Recording Agreement

1. Any student wishing to record a class must sign this agreement no later than the second week of classes each semester. An agreement must be signed for each course every semester.
2. Due to the confidential nature of some course content, the student will provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

NURS 3333 TOPICAL OUTLINE

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:
QUANTITATIVE VS QUALITATIVE RESEARCH
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 (CONTINUED)

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: FINDING THE EVIDENCE: PART 2

Using faculty facilitated group discussions, students will share articles and discuss levels and designs and other characteristics of articles. Students must bring 2 quantitative articles to class with sections relating to designs and methods highlighted. By the end of class, students will be able to describe the design and hierarchy level of articles and other relevant methodological issues.

CLASS 8: 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 9: QUANTITATIVE RESEARCH: DATA ANALYSIS AND QUANTITATIVE RESEARCH APPRAISAL

1. Describe factors important to consider in data analysis, interpretation and dissemination of findings
2. Analyze the findings as they relate to EBP
3. Describe the 3 major principles of appraising a quantitative study.
4. Describe major factors important in evaluating validity and reliability of a study.
5. Describe criteria for evaluating RCTs
6. Describe criteria for evaluating systematic reviews
7. Explain important issues to consider when evaluating non RCT studies.

PRE-CLASS ASSIGNMENT

Text: Chapters 16, 17 and 18
Assigned articles to class
Posted Study Guide assignment

CLASS 10: 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 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, or copying another's assigned work.

_____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing

_____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

_____ 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

Course

Approved: University of Texas System-Spring 1996
Faculty Organization-Spring 1996
Faculty Organization: December 8, 2000
Revised: Fall 2000; May 2004, Summer 2005

AUDIO/VIDEO-RECORDING AGREEMENT

I have been given permission to record the following class, NURS _____.

I understand that, the recordings are for my personal studies only. I realize that lectures recorded may not be shared with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

Print Name

Date

Signature of Student

NURS

Course Number

I have erased all recordings made during this current semester in NURS _____.

Signature of Student

Date

(Revised with permission from TCU
Approved FO: 10/06)