

**NURS 3333
NURSING RESEARCH**

Wednesday Afternoon, 1:00-3:50

COURSE FACULTY:

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Spring 2009

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

Spring 2009 Class Schedule

DATE	DUE	TOPIC	FACULTY
1/14/09 Lesson 1		<ul style="list-style-type: none"> • Introduction to Course • Historical Perspectives of Nursing Research • Evidence Based Practice (EBP) • Evidence in Action 	Alfred/Hudson
1/21/09 Lesson 2		<ul style="list-style-type: none"> • Quantitative and Qualitative Approaches • Clinical Questions • The Research Process • Anatomy of a Research Article • Critical Reading 	Missildine
1/28/09 Lesson 3		<ul style="list-style-type: none"> • Searching the Literature • Finding the Evidence 	Alfred/All Faculty
2/4/09 Lesson 4		<ul style="list-style-type: none"> • Research Questions & Hypotheses • Problem and Purpose Statements • Significance of Research • Introduction to Research Ethics 	Alfred
2/11/09 Lesson 5	EBP Project part 1	Research Ethics continued	Alfred
2/18/09 Lesson 6	Quiz 1	Quantitative Research <ul style="list-style-type: none"> • Theoretical Framework • Designs 	Alfred
2/25/09 Lesson 7		Quantitative Research <ul style="list-style-type: none"> • Data Collection Methods • Sampling Methods 	Alfred
3/4/09 Lesson 8		Quantitative Research <ul style="list-style-type: none"> • Data Analysis • Appraisal 	Alfred
Spring Break 3/9/09 - 3/13/09			
3/18/09 Lesson 9		Research Clinical Application Group work with peers and faculty	Blackboard
3/25/09	Quiz 2	Individual and/or group work with faculty after quiz	All Faculty
3/25/09	Last day to drop or withdraw from a course or courses		
4/1/09 Lesson 10	EBP Project part 2	Qualitative Research <ul style="list-style-type: none"> • Designs • Methods 	Missildine
4/8/09 Lesson 11		Research Clinical Application Group work with peers and faculty	Blackboard
4/15/09 Lesson 12		Qualitative Research <ul style="list-style-type: none"> • Trustworthiness • Appraisal 	Missildine
4/22/09	Quiz 3	Individual and/or group work with faculty after quiz	All Faculty
4/29/09 Lesson 13	EBP Project Final	Project Presentations (NO ITV)	All Faculty
5/1/09	Last day to submit EBP Project Final		

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.

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.

REQUIRED TEXTS AND MATERIALS

Syllabus: *NURS 3333: Spring 2009- NURSING RESEARCH*

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

Study Guide: Rose-Grippa, K. & Gorney-Moreno, M.J. (2006). *Study guide for nursing research: Methods and critical for evidence-based practice*, 6th Ed. 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

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 rounded to 75).

The values for course grades are calculated on the following:

3 Quizzes	70%
Quiz 1 - 20%	
Quiz 2 - 25%	
Quiz 3 - 25%	
Blackboard Participation	5%
Lesson 9 - 2.5%	
Lesson 11 - 2.5%	
EBP Project - Part 1	5%
EBP Project - Part 2	5%
EBP Project - Final	15%

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. The faculty may require student to re-submit a paper if the student's original article is not a research article. Ten (10) points will be subtracted from the paper grade if the student has to resubmit an article and/or paper

D. Examination and Examination Review Policy

1. Attendance for quizzes is mandatory.

2. If absence for a 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 a 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 a 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*.

VII. 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. If lecture outlines are used, they 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.utt Tyler.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).

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).

EXPECTATIONS OF STUDENTS IN NURS 3333

Attendance during lecture is a professional expectation. 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.

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.

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

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 a laptop in class.

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 (With faculty approval, assignments may be submitted electronically).

Students are responsible for all course assignments and content covered in class, including announcements.

Students are expected to have read and prepared for class discussion and interaction about the content according to the objectives.

The student should retain a copy of the required papers and the original submitted for grading. Students are to check the Blackboard Web site daily for announcements and/or assignment changes.

All make-up exams will be administered at the end of the course. These exams will utilize an alternate format (essay, discussion, fill in the blank etc.)

NURS 3333 RESEARCH CLINICAL APPLICATION:

Evidence-Based Practice Project General Guidelines

Purposes:

1. To critically appraise nursing research that supports nursing practice.
2. To 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 the research article with your literature evidence table.
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.

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.

EBP Project Part 1:
PICO Question, Article and Literature Table

- **20%** Clarity: Question is written in therapy format , use the template below:

“In _____, what is the effect of _____ on _____ compared with _____?”

- **40%** All PICO components are appropriate and ***identified*** : **10% for each PICO component**

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**)?

- **10%** Research variables are within the scope of baccalaureate nursing practice. 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)
- **30%** Article is an evidence based practice article that meets any of the hierarchy of evidence criteria (**remember--no Level 1 articles for this assignment**). Article is appropriately presented in the literature evidence table:
 - Research article is cited in APA format (8 points)
 - Hierarchy level is correctly identified and study design is stated (8 points)
 - Variables and Population/Sample
 - Major concepts of the study are identified (8 points)
 - Basic Findings
 - Objectives/Purpose are identified (2 points)
 - Results/Major findings (2 points)
 - Implications for Nursing Practice (2 points)
 - Appraisal
 - Leave blank

TOTAL POSSIBLE POINTS - 100

GRADE _____

EBP Project Part 2

Literature Evidence Table with 2 Additional Quantitative Research Articles

Restate your PICO at the top of your literature table.

Use the feedback provided by the faculty on EBP Part 1 to review and document 2 more research articles:

- Research articles are cited in APA format (20 points)
- Hierarchy levels are correctly identified and study designs are stated. (20 points)
 - Theoretical framework- (if utilized- if not- write in N/A into the table)
- Variables and Population/Sample
 - Variables are identified, independent and dependent variables are designated if study is experimental or quasi-experimental (10 points)
 - Population and major characteristics of sample are identified (10 points)
- Basic Findings
 - Objectives/Purpose are identified (5points)
 - Results/Major findings are stated (5 points)
 - Implications for nursing practice, education, &/or research are identified (10 points)
- Appraisal
 - Objectively identifies strengths of the study - minimum of two (10 points)
 - Objectively identifies weaknesses and/or limitations of the study - minimum of two (10 points)

Literature evidence table cannot be graded without the research article, be sure to attach the articles to your table. Make sure that your name is on the table and the articles.

TOTAL POSSIBLE POINTS - 100

GRADE_____

STUDENT NAME _____

STUDENT EVALUATOR _____

FACULTY EVALUATOR _____

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

A. Electronic Poster Presentation

1. Actual or simulated patient example (5 points) _____

- PICO Question is stated _____

2. Description of proposed intervention (6 points) _____

3. The Evidence

Brief Citation, level of hierarchy, and key points of evidence are correctly presented for each article (16 points) _____

4. Clinical Decision Making

Decision is clearly stated with rationale (2 points) _____

Decision supported by evidence presented (3 points) _____

Decision answers the PICO question (3 points) _____

Decision incorporates individual patient needs, characteristics, preferences (2 points) _____

B. Formatting of Poster (spelling, poster not too "busy" (10 points) _____

main sections are identified and all information is present, graphics appropriately included

C. Critiquing of Peer Presentations (10 points) _____

Each student will be critiquing the project of three peers

D. Literature Evidence Table Complete. Table should be as complete as possible (evidence from multiple levels of hierarchy. Every effort should be made to include **at least** 1 Level I article, 2 other quantitative articles and 1 qualitative article. Other articles should be included when applicable.

- Articles are in APA format (4 points) _____
- Hierarchy levels and study designs and theoretical frameworks are correctly identified (4 points) _____
- Variables and Population/Sample
 - Variables are identified, Independent and dependent variables are designated if the study is experimental or quasi-experimental (4 points) _____
 - Population & characteristics of sample are identified (4 points) _____
- Basic Findings
 - Objectives/Purpose are identified (2 points) _____
 - Results/Major findings are stated (3 points) _____
 - Implications for nursing practice, research and/or education are stated (5 points) _____
- Appraisal
 - Objectively identifies strengths of the study - minimum of 2 (6 points) _____
 - Objectively identifies weaknesses and/or limitations of the study- minimum of 2 (6 points) _____

E. Previous submissions and all articles are included. Corrections and feedback from faculty on Part 1 and Part 2 are reflected in final Literature Evidence Table.

(5 points) _____

TOTAL POSSIBLE POINTS- 100 _____

Comments:

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 and complete study guide.

Lesson 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 the EBP process.
5. Describe some current EBP initiatives impacting patient safety and quality.
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. Study Guide Assignment for Chapter 1
4. Bring assigned articles to class and be prepared to discuss the EBP implications of each

Lesson 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. Describe the major components of intervention/therapy PICO questions.
3. Discuss the hierarchy of evidence rating system for rating/weighing the evidence.
4. 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
Study Guide Assignment for Chapter 2

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. Bring your textbook to class today also.

**LESSON 3: SEARCHING THE LITERATURE AND FINDING BEST EVIDENCE and
THE ELEMENTS OF A RESEARCH LITERATURE REVIEW**

1. Discuss the purpose of a rigorous literature review for research and non-research activities.
2. Identify types of and location of scholarly information sources.
3. Demonstrate skills for conducting a scholarly electronic search, using a variety of databases and search methodologies.
4. Discuss the purpose of the research literature review.
5. Identify the characteristics of a relevant literature review.
6. Evaluate the literature review in selected research studies.

PRE-CLASS ASSIGNMENT

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

Study Guide Assignment for Chapter 4

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

LESSON 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
Study Guide assignment for chapter 3

Bring assigned articles to class

LESSON 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
Study Guide Assignment for Chapter 13
Bring to class assigned discussion questions

LESSON 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

Study Guide Assignment for Chapters 5, 9, 10, and 11

LESSON 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

Study Guide assignment for chapter 12, 14, and 15

LESSON 8: 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

Study Guide assignment for chapter 16, 17, and 18

LESSON 9: RESEARCH CLINICAL APPLICATION

Using faculty facilitated group discussions on Blackboard, students will identify the research elements of selected quantitative research articles and critically appraise the research for evidence based practice.

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

Study Guide assignment for chapter 6 and 7

LESSON 11: RESEARCH CLINICAL APPLICATION

Using faculty facilitated group discussions on Blackboard, students will identify the research elements of selected qualitative research articles and critically appraise the research for evidence based practice.

LESSON 12:

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
Study Guide assignment for chapter 8

LESSON 13:

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 3333
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 3333.

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 3333

Course Number

I have erased all recordings made during this current semester in NURS3333_____.

Signature of Student

Date

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