

Fall - 2018

Course Title & Number: Research and Evidence-Based Practice in Nursing (57:705:411:02)

Credit: 3 credit

Course Hours: Monday 12:30pm – 3:20pm

Pre-requisite Courses: Statistics Course

Co-requisite Courses: None

Location: CNS 312A

Faculty: Wanda M. William, PhD, RN, WHNP-BC, APN

Assistant Professor

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Office # 339

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Office Hours:

Mondays: 9am- 11:00am; 3:30pm-4:30pm

Thursdays: 9am-11:00am; 1:00pm-1:45pm

Tuesday, Wednesday & Friday by appointment only

Course Description:

The course is designed to stimulate a refined knowledge and enthusiastic interest in nursing research and a foundation for its use in evidence-based nursing practice. The course emphasizes problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis as they are presented in nursing studies. Students will learn how to identify a research problem, to review and critique current nursing literature, identify frameworks and research designs, determine the appropriate methodology for data collection and analysis, interpret results, and apply critical thinking skills to evaluate published nursing research for application to practice. Quantitative and qualitative approaches to nursing research problems are explored. The student is prepared to understand the language and components of the research process and to read and interpret its use in nursing studies. Critique of the nursing research literature and the clinical relevance and applicability of study findings for nursing practice is conducted.

Course Objectives:

(AACN Essentials of Baccalaureate or Graduate Education are noted in parentheses)

At the completion of this course, the student will be able to:

1. Explain types and sources of nursing knowledge, theoretical foundations of nursing, and influence of nursing research on evidence-based nursing practice. (III, IX)
2. Describe concepts and components undergirding the nursing research process. (III)
3. Compare approaches to quantitative and qualitative nursing research. (III)
4. Demonstrate the ability to read, interpret, and evaluate applicability of selected research reports for contemporary practice. (III, IV, IX)
5. Explain the relationship between the research process and the nursing process and the implications of this relationship. (III, IV, IX)

6. Advocate for the protection of human rights and principles of ethical/legal research in clinical and scientific activities. (III, VIII)
7. Explain the role of nursing research in professional accountability and improving health and quality of nursing care services. (III, IV, IX)
8. Develop a plan for incorporation of nursing research into evidence-based practice and continued professional development. (III, IV, IX)
9. Utilize a systematic evidence-based approach to critically appraise the quality of research findings that guide nursing practice. (III, IV, IX)

Required Textbooks:

Grove, S., Gray, J., & Burns, N (2015). *Understanding Nursing Research: Building an Evidence-Based Practice* (6th edition.). Maryland Heights, MO: Saunders (Elsevier) ISBN-13: 978-1455770601

American Psychological Association (2005). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

Recommended Textbooks: (Optional)

Melnik, B & Fineout-Overholt, E., (2014) *Evidence-Based Practice in Nursing & Healthcare* (3rd ed.) Lippincott Williams & Wilkins (Wolters Kluwer). ISBN-13: 978-1451190946

Polit, D.F., & Beck, C.T. (2012). *Nursing research: Generating and assessing evidence for nursing practice* (9th ed.). Philadelphia, Pa: Lippincott, William & Wilkins.

Glanz, K., Rimer, B. K., & K. Viswanath (2008). *Health behavior and health education: Theory, research, and practice* (4th ed.). San Francisco, CA: Jossey-Bass.

Download a pdf copy (*free*):

https://www.academia.edu/6487965/HEALTH_BEHAVIOR_AND_HEALTH_EDUCATION_Theory_Research_and_Practice_4TH_EDITION

Methods of Instruction:

Classroom lectures and discussion, audio-visual media, web-based material, including the use of Canvas to provide supplemental materials, in class assignments and reflective exercises, short assignments, required reading and written assignments, and in-classroom technology (i.e. Socrative, Padlet, Twitter, and YouTube).

Websites Resources:

1. How to Recognize Plagiarism: <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>
2. APA Style: <http://apastyle.org/learn/tutorials/basics-tutorial.aspx>
3. APA (American Psychological Association) via Purdue Owl: <https://owl.english.purdue.edu/owl/resource/560/01/>

Required Websites:

1. Collaborative Institutional Training Initiative (CITI) Education - <http://rbhs.rutgers.edu/hsp/education/>
 - <https://www.citiprogram.org/>
2. Human Subjects Protection Program Rutgers Biomedical and Health Sciences Institutional Review Boards (IRBs) - <http://rbhs.rutgers.edu/hsp/>

3. Asking a Good Question (PICO) - <http://www.usc.edu/hsc/ebnet/ebframe/PICO.htm>

Websites of Interest:

- <http://www.ninr.nih.gov/>
- <http://www.nih.gov/>
- <http://www.cc.nih.gov/training/training/ippcr.html>
- <http://researchguides.uic.edu/content.php?pid=232200&sid=1921075>

Course Requirements & Expectations:

In addition to meeting all course objectives, students are expected to adhere to the policies and procedures in this syllabus and those of the School of Nursing. Please consider the following as useful information to maximize your potential for success in this course:

1. **Academic Integrity Policy:** The School of Nursing follows the Rutgers, The State University of New Jersey policies/procedures regarding Academic Integrity that can be found at: <http://academicintegrity.rutgers.edu>
2. **Student Handbook:** Nursing Students are encouraged to read and be familiar with all nursing policies and procedures regarding student conduct, attendance and professional behavior as indicated in the Rutgers, School of Nursing-Camden Student Handbook. The School of Nursing-Camden Student Handbook can be accessed at: <https://nursing.camden.rutgers.edu/sites/nursing/files/RUSNC-Student-Handbook--07-2017-2019--revised--05-09-2018.pdf>
3. **Attendance:** Class attendance is vitally important. Students are expected to attend **all** lectures, **to be on time**, and to stay for the entire class. If unable to attend class, students are expected to inform the course professor by email prior to the scheduled class or as soon as possible thereafter. It will be the *student's responsibility* to obtain class notes from a classmate. Attendance will be taken during the class. Class attendance and participation are *essential aspects* of this course.
4. **Class Preparation:** In order for students to be successful in this class it is important that you read the required readings and bring them with you to class. Preparing for class by reading the assigned reading material in advance will enable students to contribute to class discussion. Please note that showing up does not equal participation. Past experience has shown that students who come prepared to class with reading assignments completed will be more successful in their academic pursuit.
5. **Cancellation of Classes:** In the event class is cancelled due to unforeseen circumstances (i.e. inclement weather or an emergency), an on-line assignment will be assigned in lieu of a face-to-face class. If this occurs, an email will be sent to students regarding an asynchronous class (*pre-recorded lecture for students to download and watch/listen at his/her convenience*); and an announcement will be posted on Canvas. It is the responsibility of the student to ensure that he/she checks for announcements on the Canvas course shell and his/her emails for communication from the course professor regarding the cancellation of classes and any alternative class assignment.
6. **Cell Phones and other Electronic Communication Devices:** As a courtesy to both faculty and students, all portable cell phones, Blackberries, I-pods, I-phones, etc. **must be placed on quiet or vibration status** before lecture officially begins. When class is in session, the use of Instant Messenger type communication systems, playing games, and watching video clips on laptop computers, and text messaging on cell phones is unprofessional and a distraction to faculty and other students. Thus, they are prohibited during all lecture sessions **EXCEPT** in cases when the professor indicates students may use these devices (i.e. use of clickers for student learning activities).

7. **Audio or videotaping** (or use of any other electronic recording media) of the Research Process in Nursing lectures **is NOT permitted** unless the student presents the course professor with valid documentation for this accommodation from the Division of Student Affairs, Dean of Students Office:
<http://deanofstudents.camden.rutgers.edu/>
8. **Canvas:** This course is complemented by the use of Canvas which contains the syllabus, weekly slides/handouts for students to download/print, required and recommended reading assignments, supplemental resources, assignment guidelines, and important announcements. ALL students are required to be familiar with the use of Canvas; online tutorials and help-lines are available for students who encounter technical difficulties.

Announcements may be made on Canvas and it is the responsibility of the student to check Canvas frequently for announcements, changes, etc. It is also the responsibility of the student to ensure that he/she has a valid Rutgers email address and to check his/her emails frequently for communications from the course professor. Do not use personal email addresses as they often wind up in a spam folder. Please be sure that your full name and course section are in the email when writing the course professor.
9. ALL test in this class will be conducted on-line through Canvas. Therefore, ALL students must have access to a computer for all tests administered in this class. Please review the “Laptop Requirements” posted on the School of Nursing | Camden website (<https://nursing.camden.rutgers.edu/>) under the “students” tab. It is the student’s responsibility to ensure that your computer/laptop meets the minimum requirements as outlined on the School of Nursing | Camden website.
10. **Professional Conduct:** It is an expectation that students will conduct themselves in a professional manner in class.
 - a. Students are entitled to receive instruction free from interference by other class members. Interference is defined as side conversations, lateness, walking out and in the room while class is in session, etc. Students are asked not to talk with other classmates while the instructor or another student is speaking.
 - b. Announcements will be made promptly at the start of class and will not be repeated for late arrivals. Students who are late need to obtain this information from other classmates. Again, this is the student’s responsibility.

Policy Concerning Written Assignments:

All assignments must be in accordance with **APA** and typed. Place all written papers in the “Assignment inbox” on Canvas for the designated assignment. Do not send assignments by e-mail or turn-in during class unless instructed to do so.

All papers must be submitted through “Turn-it-in” which will evaluate your paper for plagiarism. The following are *some* examples of plagiarism:

1. Quoting or paraphrasing material *without* citing the source for the material
2. Quoting a source *without* quotation marks – even if you do cite it
3. Buying a paper online
4. Copying or using a paper done by another student
5. Using a paper, you turned in for another class
6. Citing sources you did not use

Make-up Policy

If a student finds it necessary to miss an exam or submit a written assignment late due to illness or unforeseen circumstances, he/she must notify the Professor prior to the assigned due date. If the Professor is not contacted, the student will receive a grade of “0”. An assignment or exam that needs to be made-up will be subjected to a point reduction at the discretion of the faculty depending on the circumstance.

Disclaimer:

The course faculty reserve the right to revise assignments or change due dates during the course semester

Evaluation Criteria:

Evaluation Methods	% of Grade	Due Date:
Class Participation	15%	
· Attendance & Presentations	5%	
· In-class critiques / research appraisal & exercises	5%	
· Research in the News (paper & presentation)	5%	As Assigned – see course calendar
IRB Certification - CITI modules (*)	10%	October 1 st by 4:00pm <i>No late submissions will be accepted</i>
Evidence Based Project (EBP):	15%	
· Conceptual frameworks - Adobe Spark Video (Group)	5%	October 29 th
· PICOT question/Synthesis with Poster presentation	10%	December 3 rd
Test	60%	
· 3 Test (20% each x 3 = 60%)		See course calendar
Total	100%	
(*)Collaborative IRB Training Initiative (CITI) Basic Course - http://rbhs.rutgers.edu/hsweb/education/		
Note: All assignments are due prior to the start of class on the date specified unless the student has corresponded with the Professor (prior to the due date) and a new submission date has been negotiated. Late papers/assignments will receive a <i>5 point</i> deduction per day until received, except for the IRB certificate – CITI modules (No late assignment will be accepted)		

Assignment with Rationales:

1. Three *tests* will be given in this class to evaluate student’s comprehension of basic research terms and application. Tests will be used to identify student’s areas of strength and weaknesses, thereby allowing faculty the opportunity to clarify and explain key concepts related to research. (All objectives)
2. *CITI modules* (Research Ethics and Compliance Training) - an on-line course that provides a detailed review of the “*Federal Policy for the Protection of Human Subjects*” (the Common Rule). This training provides students with the history and foundation for the protection of Human Subjects and the need and requirement of IRB. (Objective #6, Essentials: III & VIII)
3. The *Research in the News* assignment will expand the student’s view of research and emphasize how much research is mentioned and used in everyday life with a focus on nursing implications. Expand the student use of databases and how to search for research related articles. In addition, this assignment

strengthens students' use of APA with a brief write up. (Objective #4 Essentials of Baccalaureate III & V)

4. *Conceptual frameworks* - Frameworks are the underpinning of a study. The purpose of this assignment is to familiarized students with various conceptual models and how such models are used in research studies to guide and strengthen the study. (Objective #1 & 4, Essentials: III & V)
5. The purpose of the final "Evidence-Based Project" is to pull all the concepts together and to evaluate students' knowledge and understanding of what is meant by evidence-based practice; and how research is used to provide safe, efficient patient care. (Objectives 4, 7, 8 & 9, Essentials: III, IV, IX)

Grading Scale:

A course grade of A, B+, or B* is required for progression in the nursing major.

A	90 to 100	B+	85 to 89	B	80 to 84*		
C+	75 to 79	C	70 to 74	D	60 to 69	F	<60

Assignment/Exam Grades:

Final theory course grades are calculated using the above weighted criteria. *There will be no rounding of exam grades.* Final grades will be rounded at the discretion of the Faculty instructor.

Academic Integrity Policy:

The School of Nursing follows the Rutgers, The State University of New Jersey policies/procedures regarding Academic Integrity that can be found at: <http://academicintegrity.rutgers.edu>

Of note, any student who is aware of any academic misconduct has a moral and ethical responsibility to report it to the course faculty.

Student Handbook 2018-2019:

All students are held to the policies and procedures and all information in the SNC Student Handbook. <https://nursing.camden.rutgers.edu/sites/nursing/files/RUSNC-Student-Handbook--07-2017-2019--revised-05-09-2018.pdf>

Student Services:

1. Office of Disability Services

The Office of Disability Services (ODS) provides students with confidential advising and accommodation services in order to allow students with documented physical, mental, and learning disabilities to successfully complete their course of study at Rutgers University – Camden. The ODS provides for the confidential documentation and verification of student accommodations; and communicates with faculty regarding disabilities and accommodations. The ODS provides accommodation services, which can include readers, interpreters, alternate text, special equipment, and note takers. The ODS acts as a signatory for special waivers. The ODS also works with students, faculty, staff and administrators to enforce the American with Disabilities Act of 1990.

<http://learn.camden.rutgers.edu/disability-services>

Each semester, students are responsible for requesting a memorandum/letter from the Office of Disability Services (<https://ods.rutgers.edu/>) to notify faculty of their requested individual accommodations. This should be done at the start of each semester. It is the **RESPONSIBILITY OF THE STUDENT** to ensure that he/she obtain the required letter of accommodation and notify the course professor in a timely manner.

2. Counseling and Mental Health Services

Students may occasionally have personal issues that arise on the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with the instructor and/or seek confidential assistance at Rutgers Student Health Services (856) 225-6005, visit their web site for more information (<http://healthservices.camden.rutgers.edu>). Rutgers Student Health Services offers a full range of medical, counseling and psychological, and health outreach, promotion, and education services to Rutgers students. Rutgers Health Services cares for the whole student body, mind, and spirit.

3. The **Dean of Student office** assists students having difficulties due to reasons beyond her or his control; whether due to medical, emotional, psychological, familial or financial reasons. If you find yourself struggling or needing additional help beyond faculty assistance, please contact the *Dean of Students* (<http://deanofstudents.camden.rutgers.edu>) who can connect you to various networks of support and resources (856-225-2825).

4. Learning Center Information:

The Rutgers-Camden Learning Center is dedicated to the academic assistance of the Rutgers University student population. They offer a wide range of services such as Individual Course Content Tutoring and assistance with planning, organizing, and writing to name a few.

<http://learn.camden.rutgers.edu/>

231 Armitage Hall
311 N. Fifth Street
Camden, NJ 08102
Phone: 856-225-6442

5. Canvas Information

help@canvas.rutgers.edu

6. Registrar

Student Information - <https://registrar.camden.rutgers.edu/student-information>

Last day to withdraw with a W grade – **November 13th, 2018.**

Course Evaluation


Students are expected and encouraged to comment about their experiences in the classroom and to provide feedback on the quality of instruction in the course through the *Student Instructional Rating Survey* [SIRS] (a University-wide survey). SIRS is conducted at the end of every semester by the Center for Teaching Advancement and Assessment Research. When the course evaluation survey is launched for a semester, students will be contacted through e-mail from the CoursEval System (<https://sirs.ctaar.rutgers.edu/>). That system will include a list of surveys that are available for completion and will also include student log-on information. Students can change their passwords whenever the survey is active. Depending on response rate, surveys typically remain open for 2-4 weeks.

The course evaluation process is central to Rutgers’ efforts to ensure that instruction at the University continues its history of excellence. School instructors and administrators take the information and feedback received from students very seriously. It is the expectation that all students complete all required course evaluation surveys while enrolled in courses at Rutgers University. The online course evaluation system provides security and confidentiality that far exceeds that which is possible with the paper and pencil method. Students can participate in the surveys with complete assurance that their responses will remain *confidential*.

Updated: W. Williams, 08/2018

Course Calendar for the Semester – Mondays (12:30pm – 3:20pm)		
Week	Topic	Reading Assignment
1	Welcome 😊	Chapter readings from the textbook: Grove, Gray & Burns

<p>September 10</p>	<p>Course Overview – Review syllabus What is Nursing Research? What does Evidence-Based Practice mean to you? Historical perspective</p>	<p>Read Chapter 1</p> <p>Read: (Canvas)</p> <ol style="list-style-type: none"> 1. AACN Position Statement on Nursing Research 2. Article: <i>Engaging Clinicians in Research</i> by Trisha Dunning
<p>2 September 17</p>	<ul style="list-style-type: none"> ◇ Review APA ◇ The PICO format ◇ Identify your research question or a topic of interest to you <p>Brief Review of library resources</p> <ul style="list-style-type: none"> • Introduction or review of databases (Medline, Medline Plus (Medlars), CINHAL, RN-Index, Psycinfo, and Proquest Direct) Google Scholar • Reviewing the Literature review process 	<p>Handouts:</p> <ol style="list-style-type: none"> 1. Reference Managers 2. PICO <p>Read Chapter 6 & 12</p>
<p>3 September 24</p>	<p>What is <i>Quantitative</i> Research? Research Problems, Purposes, & Hypotheses</p> <p>In-Class Assignment: <i>Critical appraisal</i></p> <p>★ Critiquing Research (Critical appraisal) Each week we will conduct a systematic process of critiquing a research article by addressing a key area that relates to the class topic for that day. Your textbook presents a critical appraisal in each chapter specific for that content.</p>	<p>Read Chapter 2 & 5</p> <p>Handout: Step-by-step guide to critiquing research</p> <p>Research in the News Session A</p>
<p>4 October 1</p>	<p>No face-to-face class (<i>on-line assignment</i>)</p> <p>Complete CITI modules (IRB/Ethics)</p> <ul style="list-style-type: none"> ◇ Protecting Human Rights ◇ Ethical considerations ◇ Submit certificate to the In-box (IRB=Institutional Review Board) <p>CITI certification due by 4:00pm No late assignments will be accepted</p>	<p>Read Chapter 4</p> <p>Access the CITI webpage and follow instruction provided on the site. http://rbhs.rutgers.edu/hsweb/education/</p> <p><i>“Initial Registration for New Learners”</i></p>
<p>5</p>	<p>What is Qualitative Research?</p>	

<p>October 8</p>	<p>In-Class Assignment: Critical appraisal (★) ◇ Discuss and critique a <i>qualitative</i> Research article [1st Test is due]</p>	<p>Read Chapter 3 Need to submit your PICO question for my approval</p>
<p>6 October 15</p>	<p>Research Design In-Class Assignment: Critical appraisal (★)</p>	<p>Read Chapter 8 Research in the News Session B</p>
<p>7 October 22</p>	<p>Theory, Conceptual models, Frameworks Constructs Variables Conceptual definition Operational definition</p>	<p>Read Chapter 7 http://currentnursing.com/nursing_theory/ http://people.umass.edu/aizen/tpb.diag.html</p>
<p>8 October 29</p>	<p><u>Group discussion and presentation:</u> 1. Social Cognitive Theory (SCT) 2. Pender - Health Promotion Model (HPM) 3. Health Belief Model (HBM) 4. Roy's Adaptation Model (RAM) 5. Self-Care Theory 6. Transtheoretical Model (TTM) 7. Theory of Planned Behavior (TPB) 8. Orem's Self Care 9. Watson's Theory of Caring 10. Social Ecological Model (SEM)</p>	<p>Read Chapter 7 ○ RCT (Randomized Clinical Trial) ○ Quasi-experimental ○ Pilot test or study Adobe Spark Video https://spark.adobe.com/</p>
<p>9 November 5</p>	<p>Populations / Samples Settings [2nd Test is due]</p>	<p>Read Chapter 9</p>
<p>10 November 12</p>	<p>Measurement & Data Collection Validity & Reliability In-Class Assignment - Critical appraisal (★)</p>	<p>Read Chapter 10 Research in the News Session C</p>
<p>11 November 19</p> 	<p>Data Analysis ◇ Inference and Generalization ◇ Descriptive Statistics ◇ Using Statistics: to describe, to examine, and to predict In-Class Assignment - Critical appraisal (★)</p>	<p>Read Chapter 11 (Grove, Gray & Burns) Research in the News Session D HAPPY THANKSGIVING</p>

12 <i>November 26</i>	Putting it all together ... “ <i>Building an Evidence-Based Nursing Practice</i> ”	Chapter 13
[3rd Test is due]		
13 <i>December 3</i>	Evidence-Based Project Students need to be present for <u>all</u> class presentations. Therefore, attendance for December 3rd & 10th are MANDATORY . Students not in class on these dates will receive a 2-point reduction off of their final grade for the <u>course</u> .	ALL written materials are due Students’ presentations begin
14 <i>December 10</i>	EBP presentation (continues) <i>(Our last Class)</i>	Students’ presentations <i>Continues</i>
December 12	Last Day of Classes for the University	
December 13th	Reading Days	No Classes
December 14-21	Final Exam Week (No Final Exam in this Class)	<i>I HAVE ENJOYED HAVING YOU IN CLASS 😊</i>
Note: All test in this class will be conducted on-line outside of class. No test will be conducted in class Handouts for this class will usually be located on Canvas under the weekly module tab.		

After lecturer and completing any required assignments for that week, a student should be able to:

- See the “*Learning Outcomes*” at the beginning of each required chapter(s) to obtain the learning objectives for that week