

GRAYSON COLLEGE
RN TO BSN
NURSING PROGRAM



NURSING RESEARCH

NURS 3324

Fall 2020
GRAYSON COLLEGE
Course Syllabus

Course Information: *NURS 3324 Nursing Research, Fall 2020*

Professor Contact Information

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Course Pre-requisites, Co-requisites, and/or Other Restrictions

Must have a current, unencumbered RN nursing license in your state of residence.

Course Placement: First semester of the RN to BSN Program. Acceptance into the RN to BSN Program required.

Course Description:

(3-0-3) This course introduces the basic concepts, processes, and applications of nursing research with a focus on the research role of the nurse in the delivery of quality patient care.

End of Program Student Learning Outcomes

1.0 Member of the Profession:

- 1.1 Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.
- 1.2 Promote the profession of nursing through advocacy and leadership activities.

2.0 Provider of Patient-Centered Care

- 2.1 Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.
- 2.2 Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities
- 2.3 Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction

- 2.4 Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

3.0 Patient Safety Advocate

- 3.1 Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks
- 3.2 Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

4.0 Member of the Healthcare Team

- 4.1 Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need
- 4.2 Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

Course Outcomes

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

1. Demonstrate an awareness of the professional, legal, and ethical responsibilities of a nurse researcher. (SLO 1.1)
 2. Identify the relevance of research as it relates to evidence-based practice and the role of the professional nurse. (SLO 1.2)
 3. Evaluate selected research studies using established guidelines. (SLO 2.4)
 4. Describe application of research findings to specific nursing practice issues with a focus on client safety. (SLO 3.1)
 5. Utilize retrieval approaches and evidence-based information to support safe patient-centered care. (SLO 3.2)
 6. Integrate knowledge from nursing research into the assessment and care of individuals, families, groups, communities, and populations with special consideration for multicultural, minority, and other vulnerable populations. (SLO 2.2)
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NURS 3324 Nursing Research
Fall 2020 Required Textbooks and Materials
Books can be purchased in print or electronic form

ISBN	Author	Title
978-1771720731	Davies, B. & Logan, J	Reading Research: A User-Friendly Guide for Health Professionals, 6 th ed.
978-1-4338-3216-1		Publication Manual of the American Psychological Association, 7 th ed.

Additional Articles as assigned

Course & Instructor Policies

Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.
3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Methods of Instruction (face-to-face and online)

- Discussion board
- Recorded lectures
- Assigned textbooks and article readings
- Quizzes
- Development of PICOT questions
- Review of literature
- Rapid critical appraisal
- Poster presentation
- Elevator speech
- Peer evaluation

- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

EVALUATION AND GRADES

Graded activities and percent of the overall course grade:

Graded Activity	POINTS
Canvas Discussion x 5 @ 50 points each	250 (25%)
PICOT Worksheet	100 (10%)
Review of Literature	100 (10%)
Rapid Critical Appraisal	100 (10%)
Poster Presentation	200 (20%)
Elevator Speech	150 (15%)
Peer Evaluation	100 (10%)
Total	1000 (100%)

Course Grading Policy

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of “D” is considered unsatisfactory in a student’s major field of study and generally does not transfer. Therefore, a grade of “C” or better is

necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

ASSIGNMENT DESCRIPTIONS

***Please note: Rubrics for all assessments are located at the end of this syllabus and in the assignment on Canvas.**

Discussion Boards (250 points)

There are five Discussion Board postings assigned for the course occurring throughout the course. The discussion board provides an avenue for class interaction and synthesis of material / information.

PICOT Worksheet (100 points)

Students read about how to write PICOT questions, are given examples of different types of PICOT questions; and then are asked to think of some clinical situations from their clinical or work experience, and generate 5 types of PICOT questions using a PICOT template provided. Each type of PICOT question has a special template, and students fill in the appropriate content into the template.

1. Intervention
2. Etiology
3. Diagnosis or diagnostic test
4. Prognosis or prediction
5. Meaning

This assignment will be completed on a form in MS Word. Please use the form for this assignment and be sure to include your name.

Review of Literature (100 points)

Goal: Provide evidence of skills and knowledge to search and locate literature.

Working in assigned small groups (of 5), students will select one intervention PICOT question from those submitted during Week 4, and search for 5 articles. The entire group will work with the one selected question and search for and locate five (5) different types of evidence from the list below. There must be included at least one type of quantitative research and at least one type of qualitative research.

- a. Systematic review or meta-analysis (Cochrane systematic reviews)
- b. Quantitative Study
 - a. Descriptive
 - b. Correlational
 - c. Quasi-experimental

- d. Experimental
- c. Qualitative Study
 - a. Phenomenology
 - b. Grounded theory
 - c. Ethnography
 - d. Case study
- d. Mixed Methods Study

The assignment will be one single MS Word form with:

- 1) List of students in the group
- 2) Selected PICOT question
- 3) Citation for each of the 5 types of evidence listed above in APA format.
- 4) All group members will receive the same grade, so be sure to work together to submit a quality product that is free of APA formatting errors.
- 5) You are encouraged to use the writing center to ensure your APA is correct before submitting!

Rapid Critical Appraisal (100 points)

Goal: Provide evidence of skills and knowledge to appraise literature found for the Review of the Literature.

Students will learn about how to perform rapid critical appraisal. There will be assigned readings and a recording explaining the process. Using the articles found in the review of literature assignment, each student will conduct a critical appraisal on one article using the appropriate Davies & Logan worksheets.

While this is part of the group project, each student will be graded independently for their own appraisal.

PowerPoint Poster Presentation to Share Best Practice Recommendations (200 points)

The purpose of the PPT Poster Presentation is to provide an avenue to share your Evidence-Based Practice Project findings and recommendations with your student colleagues and instructor; and, if desired, with key stakeholders/other individuals in the healthcare organization who would be interested in your findings and help you initiate change in your organization.

Presentations will be prepared following specific guidelines provided. Students upload the presentations in Canvas assignments AND the discussion board.

Poster will give Introduction of the problem, PICOT question, review of literature, critical appraisal, and EBP recommendations. References should be provided in a reference list at the end of the presentation in APA format.

Elevator Speech (150 points)

Elevator speeches are short 90 second-2 minute speeches concisely detailing your topic of interest and why it should matter. *These are presented live. All students are required to attend class on presentation day.* Each member of the group is responsible for preparing their own elevator speech. No presentation will be longer than 2 minutes in length.

Subject to change due to COVID restrictions

Peer Evaluation (100 points)

Students will evaluate the participation of their peers during the group project. Evaluation criteria are time contribution to the project, quality contribution to the product, and collaboration abilities. Students will rate their peers on a Likert scale for each category. The average of your team members' evaluations of you will be posted as the final grade for peer evaluation in Canvas.

STUDENT RESPONSIBILITY & ATTENDANCE

Attendance online is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course projects, self-reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will not be returned until Monday.

Written communication via Canvas: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2020) 7th edition guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.

- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSIGNMENT SUBMISSION AND FEEDBACK

In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at warnerp@grayson.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

LATE WORK OR MISSED ASSESSMENTS POLICY

The course is set up on weekly modules. The week begins on Saturday and ends on Friday. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days.**

Student Conduct & Discipline

Refer to the RN to BSN Student Handbook for policies

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done

by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

****Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.**

****These descriptions and timelines are subject to change at the discretion of the Professor.**

**** Grayson College campus-wide student policies may be found at the following URL on the College website:**

<https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>