

**CEDAR CREST COLLEGE
DEPARTMENT OF NURSING
NURSING 512 – RESEARCH FOR EVIDENCE-BASED NURSING PRACTICE**

**COURSE SYLLABUS
Fall 2009**

Title: Nursing 512: Research for Evidence-Based Nursing Practice

Credit: 3 semester credits

Course Prerequisites: Admission to the MSN program

Placement: First Semester

Course Description:

This course is designed to develop the role of the professional graduate student as a competent research consumer. Students develop the skills needed to identify and critically appraise scientific evidence to evaluate the quality and applicability to clinical practice. The course content includes an overview of research concepts, ethical issues, literature searches and reviews, quantitative and qualitative research methods and designs, data collection, analysis and interpretation techniques. Students gain an understanding of the research process and the role of research in evidence-based practice. Students develop a knowledge base needed to identify and format a researchable question or problem for further development in Nursing 558 and 559.

Course Format: Lecture, discussion, guest speakers, presentations, web-enhanced assignments

Course Objectives: Upon completion of this course the student will be able to:

1. Describe the foundations of nursing research and evidence-based practice.
2. Discuss issues relating to a study's conceptualization, which includes the formulation of research questions and hypotheses, review of relevant literature, and the use of theoretical and conceptual contexts.
3. Identify components of well-designed, quantitative and qualitative nursing research studies.
4. Describe methods of data collection and analytic techniques for sound research conclusions.
5. Evaluate existing nursing research for its rigor and applicability to clinical practice.
6. Identify and format a researchable question or problem relevant to the student's area of interest.

Course Outcomes:

The student will be a competent user of nursing research and exhibit confidence in evidence-based practice skills. The student will be knowledgeable of quantitative and qualitative methodology, descriptive and inferential statistical methods and will be able to interpret research findings for use in nursing practice.

Required Textbooks

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Melnyk, B. M., & Fineout-Overholt, E. (2005). *Evidence-based practice in nursing & healthcare: A guide to best practice*. Philadelphia: Lippincott Williams & Wilkins.

Polit, D. F., & Beck, C. T. (2008). *Nursing research: Generating and assessing evidence for nursing practice* (8th ed.). Philadelphia: Lippincott Williams and Wilkins.

Recommended Textbooks:

Polit, D.F. & Beck, C.T. (2008). *Resource manual to accompany nursing research* (8th ed.). Philadelphia: Lippincott Williams and Wilkins.

Munro, B. (2005). *Statistical methods for health care research*. (5th ed). Philadelphia: Lippincott Williams and Wilkins.

Required Readings: Available in Document Sharing

Time Allocation: 4:00 pm – 7:00 pm, Wednesday evenings
8/26, 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/11,
11/18, 12/2

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Teaching/Learning Strategies:

This course will utilize a variety of teaching and learning strategies including lecture, discussion and web-enhanced assignments but will also use workgroup or journal club formats. In many settings, nurses form "journal clubs" to gain knowledge and identify evidence-based information to incorporate into their area of practice.

In this course, you will be using a form of a journal club as a work group for a two-fold purpose. The first purpose of the Journal Club (JC) is to collaborate and gain experience while critically reading research literature and to practice critique and research utilization skills. The second purpose of the JC is to serve as a forum for you to collaboratively identify solutions and responses to activities designed to increase familiarity and understanding of the research process. A portion of designated class time will be used for this experience.

Course Assessment: Based on 100 points total

1.	Journal Club Research Critiques (3 at 5 points each) (Done in class as group work)	15 points (15%)
2.	Problem Identification and Literature Search related to project	15 points (15%)
3.	Individual Research Critique	20 points (20%)
4.	Evidence-Based Practice Paper	30 points (30%)
5.	Journal Club Presentation	20 points (20%)
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Grading Scale with Quality Points: The following grading scale, used in other courses at Cedar Crest College, will be applied in this course. Grades will not be rounded for projects, papers, etc., however, the final grade will be rounded.

A	93-100	= 4.0	quality points
A-	90-92	= 3.7	quality points
B+	87-89	= 3.3	quality points
B	83-86	= 3.0	quality points
B-	80-82	= 2.7	quality points
C+	77-79	= 2.3	quality points
C	73- 76	= 2.0	quality points
C-	70-72	= 1.7	quality points
D+	67-69	= 1.3	quality points
D	60-66	= 1.0	quality points
F	below 60	= 0	quality points

Honor Philosophy:

The Cedar Crest College Honor Philosophy states that students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor or membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions in all academic and social situations and for the effect their actions may have on other members of the College community.

Community Standards for Academic Conduct:

Academic integrity and ethics remain steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications.

As a student at Cedar Crest College, each student shall:

- Only submit work which is his/her own.
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property.
- Neither seek nor receive aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor.
- Follow the instructions of the professor in any academic situation or environment, including taking of examinations, laboratory procedures, the preparation of papers, properly and respectfully using College facilities and resources, including library and computing resources, to ensure that these resources may be effectively shared by all members of the College community.
- Abide by the Cedar Crest Computer Use Policy.
- If a student witnesses a violation of the Academic Standards, he/she will go to their instructor.
- If you are unable to resolve the problem with the instructor, you should go to the chair of the department. If you need further assistance after consultation with the instructor and the chair, you should see the Provost.

Students are reminded to review the Honor Code and Plagiarism statements as found in the Cedar Crest College Customs Handbook. Students found guilty of Honor Code offenses will receive a failing grade in this course. Dishonesty constitutes a failing grade in this course.

Plagiarism is the presentation of someone else's ideas or language as one's own. Examples of plagiarism include turning in someone else's paper or lab report under one's own name with or without additions or modifications; downloading and turning in a paper from the Internet or including concepts, phrases, sentences, or paragraphs from print or electronic sources – whether verbatim or paraphrased – in one's own paper without proper attribution. As well, all papers are to be the student's original work. Submission of a paper from a previous course is unacceptable and will result in a zero. Unintentional plagiarism and accidental improper citation of sources according to APA is considered plagiarism.

All students are encouraged to review the reference material related to plagiarism located in the webliography of eCollege, as well as seek assistance from the professor, APA tutor and the Academic Advising Center with any questions about plagiarism and correct citation within APA. Ignorance of APA citation rules and unintentional plagiarism will not be accepted as a defense for plagiarized work.

Students who are involved in a group project or paper are responsible for all materials related to the project or paper. Students are to proofread the entire contents of the paper and correct any errors related to citations or plagiarism. If the paper is demonstrated to be plagiarized, all students will receive the same consequence, not just the student whose work it is. Understand that all students are responsible for any group project work or group paper as a representation of their work.

The penalty for plagiarism in this course is a zero in the assignment; however, the professor reserves the right to impose a harsher penalty.

Prior Knowledge:

The student is reminded that knowledge in nursing is cumulative and that she/he will be held accountable for prior learning. The student is responsible for material discussed in class as well as information covered in the required readings.

Classroom Protocol:

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest education. Cell phones and pagers are to be placed on silence during class and are not to be answered while in the classroom. Cell phone disruptions are viewed as a violation of courteous and respectful classroom protocol. Sidebar conversations are disruptive to all students and will not be tolerated. Students who arrive late during a guest speaker will not be permitted to enter the room until a break, or until the lecturer has completed the presentation.

Disability Accommodation:

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

Description of Course Assessment:

1. Attendance

It is the student's responsibility to participate in his/her learning by attending class and contributing to class discussion and to the group work. If you are unable to attend a regularly scheduled class please notify the professor in advance (by email or phone) that you will be absent. It will be your responsibility to ask a colleague to share information for any class material you miss if you are unable to attend a class session. All assignments and presentations are due on the date noted in the course schedule. Work will not be accepted late without prior approval.

2. Participation

Participation is crucial to "an understanding" of the role of consumer research. You must be present in class for participation to be achieved. Journal clubs, small group exercises and seminar presentations require students to come prepared to discuss assigned readings for each class. Points will be deducted from assignments if you are absent.

3. Journal Club Research Critique (15 points)

In many settings, nurses form "journal clubs" as a means to keep abreast of the latest research in their area of practice. Utilizing current research findings in the practice setting leads to better patient outcomes (Valente, 2003). In this class, we will be using a form of journal club to gain experience with reading the research literature, with applying information gained during the course, and to practice critique and evidence-based practice skills. A portion of designated class time will be used for this experience.

For the journal club (JC), you will be assigned into small groups of approximately 4 members each. For each JC meeting, group members will read the assigned study prior to the scheduled JC session. During the designated JC time, group members will discuss and critique the study (to the extent possible relative to content covered in the course up to that time) with the critiquing tool found in document sharing. The review/discussion should include elements relevant to the nature of the study (quality of the study, rationale, type of study, design, etc.) as well as preliminary implications for practice and further research and/or evaluation.

Following each JC, each group will prepare a written critique and synthesis, to be submitted for grading at the designated class time. These critiques are to be informal, although correct grammar, spelling, etc. still are appropriate. The critique should include a brief description of the study that was reviewed and should address elements of the study relevant to critique.

A total of three critiques (5 points each) will be completed. The grade received for the group critiques will apply to all members contributing to the assignment. It is the responsibility of the groups to accurately assess each member's contribution. In the event of absence from a JC session, the student **MUST** forward their critique to a member of the group prior to class to receive credit for that assignment. In the case of absence, points may be deducted at the discretion of the professor. Refer to the "Journal Club Research Critique Grading Criteria" for further details.

4. Problem Identification and Literature Search (15 points)

This assignment is the initial step for the evidence-based practice project. For this assignment, the student will provide a written statement of the clinical problem identified as the focus of the project. The student will conduct a current literature search of at least 3 bibliographic data bases (e.g., Medline, CINAHL, PubMed) on this topic. Include with your written problem statement, a description of the search strategy you used, including search terms, MeSH terms, analysis of results, and strategies you will/would use to retrieve material. Identify the number of references located and any mechanisms you used to sort through/select relevant literature from these databases. Provide a reference list of 8-10 recent and relevant references using APA format (anticipated length, 3-4 pages)

5. Individual Research Critique (20 points)

Each student will prepare, individually, a critique of a complete research report. This critique may be of a qualitative or quantitative study. Students may discuss their individual articles and critiques with their journal club groups or with others as desired. The written work must be completed independently. Refer to the “Individual Research Critique Grading Criteria” for further details.

6. Evidence-based Practice (EBP) Paper (30 points)

Each student will conduct a review of the literature for the purpose of transforming the “best evidence” into practice. Think about a clinical problem that requires solution or an accepted nursing care protocol or practice guideline that needs implementation in a specific clinical area. Identify a research utilization project guideline or model (and associated steps) you might use to guide the utilization of your research findings. Insight for topic selection may be best solved by asking a question, “Is it safe to use?” or “What is the scientific evidence for our current practice of?”

Review and critique at least 3 studies from your literature search to support/substantiate your EBP project. Assess if the body of research in the area is scientifically sound, ample, and applicable to your population of interest. Determine if and how, as a MSN prepared nurse, you would utilize/implement the research in the practice area. If you do not plan to implement the findings, discuss your rationale. Identify the barriers and facilitators in the specific practice area to your EBP project. Refer to the “Evidence-based Practice Paper Grading Criteria” for further additional details and the grading rubric.

EBP Paper Logistics:

- Due date: Wednesday, December 2, at the beginning of the class
- Length: Approximate length 6-8 pages, not including cover page, abstract, and references
- Format: Times New Roman, 12 font, one inch margins
- Citations: Content demonstrates scholarly writing and use of APA (5th ed) format throughout. Headings and subheadings are desirable.
- Sources: Approximately 3 references

EBP Paper Components:

- Abstract of the paper (100 – 150 words)
- Introduction (background and significance of problem, and purpose statement)
- Review of Relevant Literature (abbreviated summary in a meaningful format, approximately 3 references-all research studies)
- Recommendations for Practice
- Utilization/Implementation Plan
- Barriers/Facilitators
- Evaluation Plan
- Ethical Concerns

General Paper Submission Process:

- All papers are due on the date/time as posted in the pacing schedule by the professor.
- Submit one copy of the paper to the assignment drop box in eCollege. This copy must be posted prior to the paper due date/time.
- Submit one hard copy of the paper in a folder to the professor. Include a copy of the selected research articles
- Include a cover page and copy of the grading rubric available from eCollege.
- All of the above is to be handed in together in a folder/envelope.

Assignment Lateness Policy:

- Papers submitted late will receive a deduction of 10 points per day, increasing by 10 points every 24-hour period after the due date.
- Both the electronic copy and the hard copy must be submitted on time. If one is late, 10 points will be deducted according to the policy. Do not wait until the last minute to post your electronic copy. Plan appropriately and allow for enough time to submit prior to the due time.
- Email copies of assignments will not be accepted. The paper is to be submitted according to the explicit submission policy provided.
- If there are extenuating circumstances, these must be brought to the attention of the professor prior to the due date.

Available Resources:

- Academic Advising services are available for students who request assistance with scholarly papers. Please confirm their hours of operation and allow ample time for an appointment.
- An APA tutor is available through Academic Advising Services for the sole purpose of APA formatting questions. Please contact the Academic Advising Office for instructions on contacting the tutor. Allow ample time for an appointment.

7. Journal Club Presentation (20 points)

Each journal club (JC) will present a relevant research study to the class at a prearranged presentation time. The purpose of this assignment is to help class members stay abreast of

clinical research and to improve their ability to critically evaluate published research. The presentation is to be a total of 30 minutes in length - **25 minutes for the presentation with 5 minutes for questions** Points will be deducted for infractions related to time (too long or too short). All students must take part in the presentation.

One week prior to the presentation, the presenters will upload the selected study chosen from nursing literature for review. In addition, the presenters may pose a clinical scenario or questions related to the chosen study to guide discussion the following week. The presentation format is left to the discretion of each JC. Suggestions for a dynamic presentation could include: audience participation, role-playing, invited experts/disciplines to assist with the presentation, videotape or case study. Refer to the “Journal Club Presentation Grading Criteria” for further details.