

**CEDAR CREST COLLEGE  
DEPARTMENT OF NURSING  
NURSING 332 - RESEARCH II**

**COURSE SYLLABUS  
FALL 2009**

<b>Title:</b>	N 332: Nursing Research II
<b>Credit:</b>	3 semester credits; Classroom-21 hours; Research Project-21 hours
<b>Placement:</b>	Senior standing
<b>Prerequisites:</b>	Cumulative GPA of 2.5 Satisfactory completion of prescribed nursing curriculum

**Course Description:**

This course is to generate understanding of the role and significance of the professional nurse in the research process. Students will utilize critical and creative thinking processes in the analysis, critique and conduct of nursing research. Students will synthesize knowledge from prior college coursework and life experiences in order to demonstrate understanding and incorporation of nursing research as an integral aspect of nursing practice. Seminar topics and actual “hands on” work with clinical research projects will explore several areas of human experience and will serve as touchpoints for the discussion of clinical aspects of research.

**Learning Objectives:**

Upon the completion of the course the student will:

1. Describe each of the components of the research process.
2. State the rights and responsibilities of both participants and subjects in research and critique this information in research articles.
3. Identify nursing problems/processes/issues that need to be investigated in order to foster improved patient care.
4. Utilize critical thinking skills in analysis and utilization of nursing research.
5. Enhance scholarly communication skills.
6. Synthesize material from prior course work utilizing the process of nursing research.
7. Examine human experience within the context of nursing research with a

focus on philosophy, socio-political, cultural, psychological and human rights perspective.

**Time Allocation:** 5:00 pm - 8:00 PM, (8) Thursdays, 8/28 through 12/4

**Faculty:** Nancy Johnston, PhD, CRNP

Hamilton Boulevard Building Room 25

Office Phone: 610-606-4666, Ext. 3491

E-mail: [najohnst@cedarcrest.edu](mailto:najohnst@cedarcrest.edu)

Office Hours: By appointment. Most easily reached by email

**Teaching Methods:**

Audio-visual materials	Lecture and discussion
Case studies	Reflective writing
Computer-assisted instruction	Guest lectures

**Course Evaluation:**

1.	Group Seminar Presentation	20%
2.	Scholarly Paper	20%
3.	Quizzes (3)	30%
4.	Clinical Research Project Journal	20%
5.	Participation	5%
6.	Homework assignments	5%
		100%

**Grading Scale:**

<u>Letter</u>	<u>Percentage</u>		
A	93-100%	D+	67-69%
A-	90-92%	D	60-66%
B+	87-89%	F	<60%
B	83-86%		
B-	80-82%		
C+	77-79%		
C	73-76%		
C-	70-72%		

## Honor Code:

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.

**Academic Honesty.** Be honest. Cheating does not help you learn and is an immoral, unethical and illegal behavior. If I suspect you are not doing your own work, or are not contributing to the group work, we will decide what course of action to take. Cheating gives another person control over your personal situation. I will follow the Cedar Crest College Honor Code Policy in this class.

**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. Embedded in the grading rubric for the presentation and the paper are points ( 5 points on each assignment) contributed by each student of a group toward the grade as to whether or not the group worked together in a collegial manner.(See Student Group Cohesiveness Evaluation Checklist)

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

As an emerging professional nurse it is expected that you will demonstrate character. The definition of character is “doing the right thing when no one is watching”.

**Prior Knowledge:**

The student is reminded that knowledge in nursing is cumulative and that she/he will be held accountable for prior learning. Furthermore, the student is expected to be knowledgeable about anatomy, physiology, pharmacology, and health/physical assessment as they relate to material covered in this course, as well as material from Research I. 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 are to be placed on silence during class and are not to be answered while in the classroom. 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. Please check your email frequently because I may have additional communications to you or you to me about your research projects, presentations, or papers. Keep a hard copy as well as an electronic copy of all work. You are welcome to tape record all class sessions. Please ask our guest speakers first before taping.

**Attendance:**

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus. Absences will be deducted as points from your participation grade. You will be required to make up work missed when absent.

**Grading:**

Course assignments will receive the grade they are assigned. There will be no rounding until the final grade and will be at the professor's discretion.

**Students with Documented Learning Needs**

“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 Evaluation:

1. **Quizzes** may include definition of terms, short essays, multiple test questions, and research critiques. There will be a total of three quizzes that will be on-line and be worth 10% each.

There will be no change of quiz dates or make-up of missed quizzes. The grade for a missed quiz/assignment will be recorded as a zero. If there are extenuating circumstances, these must be brought to the attention of the professor **PRIOR** to the due date.

A study guide is available in Document Sharing that will prepare you for the quiz questions and guide the lecture and discussions. It is expected that students will come prepared ahead of class to discuss the material.

2. Each study guide has a **homework assignment** with instructions. Homework assignments count 5% of the course grade. Each assignment will be awarded one point. To receive the full point the student must adhere to the directions, use clear grammar and sentence structure, show evidence of reading the text, and answer the questions thoroughly.
3. **Participation** is crucial to “an understanding” of the role of the consumer of research. You must be present in class for participation to be achieved. If you will be absent, please let the professor know ahead of time. All students are expected to come to class. Points will be deducted from the participation grade if any classes are missed. Small group exercises and seminar presentations require students to come prepared to discuss assigned readings and completion of the study guides prior to class. Criteria for the participation grade include evaluations of class participation by the professor. During the discussion of each presentation, students will be awarded points for constructive feedback, thought provoking questions and comments.
4. **Group Seminar Presentation** - The purpose of this assignment is to increase student awareness of the potential for utilization of nursing research findings to practice. Each group will conduct a selected review of the literature for the purpose of identifying the “best evidence” to include in a literature synthesis, and present the proposal to the class.
  - A. Each student will work in groups of three (preferred) to four. Each group will select a clinical problem or knowledge focused issue as a topic. 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.....?”
  - B. Each group will conduct an initial search of the literature for relevant scientific evidence related to the topic selection. The literature search must be current (last 5 years) and include at least 8 – 10 recent and relevant nursing research related articles. The studies can include qualitative and quantitative studies. One class session will be designed to have Prof Johnston approve the

studies. If a study is older than 5 years, special approval may be granted by Dr. Johnston.

- C. Critique the three most relevant studies (groups of four will critique 4 studies) and then synthesize their findings into a meaningful format. The final studies chosen must be approved by Dr. Johnston. If at any time a student decides to change their study this must be approved by the professor. The inclusion of one qualitative study is desirable but not required. If it becomes necessary to have a group of two students, they must critique a third study to meet the minimum criteria of providing a beginning evidence based practice table.
- D. Based on the findings, transform the new knowledge into practice by making recommendations on whether or not to implement the nursing practice innovation at a specific organization/setting. Also, speak to the current state of the practice related to this topic. The innovation may be written as a protocol, algorithm, educational session, policy or procedure. Remember to be creative in your implementation plan!
- E. Students will present the scholarly project to the class at a prearranged presentation time. Your presentation is to be a total of 25 minutes in length. **20 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. Refer to the “Group Seminar Grading Criteria” for further details. The presenters **MUST** create an abstract of the project and power point presentation and post on ecollege in the Document Sharing section of the course by 12 midnight on the eve of the presentation.
- F. A **poster** of your presentation must be included and shared with the class. The poster should be **CREATIVE** (20% of grade) and inform the class of the studies and the findings. The studies should be presented in an “Evidence Table” with the authors, sample size, research questions (if applicable), method, and summarize the findings. Utilize knowledge of scholarly poster presentation when designing your poster. The audience for the poster is your class of scholarly colleagues. The poster is to have a professional appearance and format. This project is not a public educational project, but instead is a scholarly poster presentation that could be presented to peers at a professional seminar. Please keep these concepts in mind when designing your poster.
- G. In the event that a member(s) do not participate or are submitting careless citation of work, it is the group’s responsibility to try to “work it out” without involving the professor. Students should be respectful of each other, attend all planning sessions, utilize the Writing Center, and APA tutor in Academic Services prior to alerting the faculty of possible problems. A meeting of the group may be necessary with the faculty present to determine the next step toward successful group process as well as acceptable scholarly work. Students will get to rate the level of effectiveness of the group process that

will count ( 5%) as part of the presentation and paper grade on a Group Process Rating Form (see attached).

- 5. Scholarly Paper** – Students will work in groups of three or four. Using a research topic of interest, a scholarly paper, no more than 10-12 pages, is to be written. The scholarly paper relates specifically to topic presented by the group seminar presentation. The paper will describe the significance of the research topic and elaborate on the reason it is chosen for review. The process of the literature search and synthesis of **three** studies is to be highlighted. These studies must be approved by the professor. Students must alert the professor if they decide to change their study in adequate time to not interfere with group process of submitting the paper on time. The paper is to be typed and formatted according to APA style. Please use headings/subheadings. An abstract is required. Selected works must be RESEARCH. Two of the selected works must be published in peer-reviewed nursing journals. One of the research works may be published in a non-nursing journal, but must include a nurse as a primary author of the publication. It is expected that other supporting publications will be utilized within the paper.
- An Introduction should include a brief overview of the intention of the paper.
  - A Conclusion should include the student’s opinion about the quality of the studies and knowledge gained on the topic.
  - Incorporate the Evidence Table used in the presentation.
- See “Scholarly Paper Grading Criteria” for additional details and the grading rubric.

**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 three selected research articles as well as any supporting publications cited in the paper. Also include a hardcopy of any Internet referenced materials. Do not include textbooks.
- Include a copy of the grading rubric available from eCollege.
- All of the above is to be handed in together in a folder/envelope.
- Prior to submission, a stamp must be obtained by the office staff indicating date and time of submission. The staff member will also initial the stamp. This stamp and initial are required and offer proof for the student of timely paper submission. Please verify with the nursing office the hours of operation prior to the due date/time of scholarly papers. Papers will not be accepted without a stamp and initials from the office staff. It is the student’s responsibility to obtain the required stamp during normal office hours.
- In the event that a member(s) do not participate or are submitting careless citation of work, it is the group’s responsibility to try to “work it out” without involving the professor. Students should be respectful of each other, attend all planning sessions, utilize the Writing Center, and APA tutor in Academic Services prior to alerting the faculty of possible problems. A meeting of the group may be necessary with the

faculty present to determine the next step toward successful group process as well as acceptable scholarly work.

### **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 Services and the Writing Center have summer hours and are available for students who request assistance with scholarly papers.
- An APA tutor is available through Academic Services for the sole purpose of APA formatting questions. Please contact Academic Services for instructions on contacting the tutor. Allow ample time for an appointment.
- The professor will designate a segment of class hours for students who seek assistance with assignments. This assistance is designed to provide guidance and is not meant to provide a complete graded review of the paper. Students are encouraged to seek assistance from Academic Services for APA and grammar questions. Papers will not be reviewed less than one week prior to the due date.

### **Appeal of Paper/Presentation Grade**

In the event a student group feels the paper or presentation grade is in question, the first step is to ask for a meeting with the professor to discuss the grading points as detailed on the rubric. If the students are still not satisfied then the paper will be blind-graded by another faculty outside the course. No appeals will be accepted after 3 days of posted grades.

6. **Group Process Rating Criteria**---If you can answer “yes” to each item and sign that you feel your group worked well together then you will achieve 5 points total for your group.

We worked well together. Yes No

Each person contributed equally Yes No

Each person had special talents to share with the group. Yes No

I am proud of our presentation/paper Yes No

I learned a lot about evidence based practice from being in this group Yes No



## Comments

If you answered NO to any item, please explain.

In the event there are difficulties each group should call a meeting and “work out the difficulties prior to involving the professor. Involving the professor in settlement of group process problems will most likely require face to face meetings with all members of the group and possibly an objective outside observer to insure all members are being heard and the resolution is fair.

**7. Clinical Research Project and Journal** – Each student is required to select a clinical research project (CRP) of interest from the approved options provided by Dr. Johnston. A total of 21 hours dedicated to the completion of the CRP. The 24 clinical hours are to be arranged with the clinical research preceptor.

Prior to the start of the project, a brief overview of the project and **three objectives** are to be submitted to the professor and preceptor for approval. These objectives are due following initial meeting with the preceptor.

At the completion of the project, a **Journal (2-3 pgs)** that outlines the project and its outcomes is to be completed. The journal should discuss the project, objectives, work completed to date including a sample of the project, and recommendations for improvement.

The **Preceptor Evaluation** form MUST be completed by the due date determined by the CRP coordinator, as listed on the Pacing Schedule. If there are extenuating circumstances, these must be brought to the attention of the professor prior to the due date.

**6. Assignments** - All assignments not submitted by the last day of class will be given a grade of zero. It is the responsibility of the student to keep a hard copy of all papers and work. If the assignment is lost, it is the student’s responsibility.

## Required Textbooks:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.

Burns, N. & Grove, S. (2007). *Understanding nursing research: Building an evidence-based practice* (4th Ed.). St. Louis, MO: Saunders.

## Required Readings (On Reserve):

Fuss, M. A. & Pasquale, M. (1998). Clinical management protocols: The bedside answer to clinical practice guidelines. *Journal of Trauma Nursing*, 5(1), 4-10.

Houser, J. & Bokovoy, J. (2006). *Clinical research in practice: A guide for the bedside scientist*. Chicago: Jones & Bartlett. (Chapters, 1, 2, 3)

Corwin, E. J., Bozoky, I., Pugh, L. C. & Johnston, N. (2003). Interleukin-1 $\beta$  elevation during the postpartum period. *Annals of behavioral medicine*, 25(1), 41-47.

Lundin, L., Sargent, T., & Burke, L. (1998). Research utilization and improvement in outcomes after diagnostic cardiac catheterization. *Critical Care Nurse*, 18(5), 30-9

Rosswurm, M. & Larrabee, J. (1999). A model for change to evidenced-based practice. *Image: Journal of Nursing Scholarship*, 31(4), 317-322.

Titler, M., Kleiber, C., Steelman, V., Rakel, B., Budreau, G., et al. (2001). The Iowa model of evidence-based practice to promote quality care. *Critical Care Nursing Clinics of North America*, 13(14), 497-509.

Moore, S. & Munro, M. (1990) The Neuman Systems Model applied to mental health nursing of older adults. *The Journal of Advanced Nursing*, 15, 293-299.

Knight, J. (1990). The Betty Neuman systems model applied to practice: An adult with multiple sclerosis. *The Journal of Advanced Nursing* 15, 447-455.

Skalski, C.A., DiGerolamo, L., & Gigliotti, E. (2006). Stressors in five client populations: Neuman Systems Model-based literature review. *The Journal of Advanced Nursing* 56(1), 69-78.

Beebe, L. H. (2003). Theory-based research in schizophrenia. *Perspectives in Psychiatric Care*. 39(2), 67-74.

Newman, D. M. (?????). A community nursing center for the health promotion of senior citizens based on the Neuman Systems Model. *Nursing Education Perspectives*. 26(4), 221-223.

Graham, J. (2006) Nursing theory and clinical practice: How three nursing models can be incorporated into the care of patients with end stage renal disease. *The CANNT Journal* 16(4), 28-31.

Webliography of eCollege contains many websites of interest, including sites addressing plagiarism, APA formatting, and research topics of interest.

**N332 PACING SCHEDULE--- Fall 2009**

<b>Wk</b>	<b>Date</b>	<b>Topic</b>	<b>References</b>
1	Thursday August 27 5-6 PM HBB #8	Welcome Course Overview	Dr. Johnston
2	Thursday Sept 3 5-8PM	Clinical Research Projects Evidence-Based Practice	<b>Quiz 1</b> —What I Remember from Research I?  Burns & Grove Ch. 14 Study Guide
3	Thursday Sept 17 5-8PM	Qualitative Research Burns & Grove Ch. 3 Study Guide	<b>Quiz 2</b> —Evidence Based Practice <b>Homework 1</b> ---Bring a written question about EBP  Guest Speaker Linda Scott RN MSN
4	Thursday Oct 1 5-8PM	Group project work & Student reports on research projects	<b>Homework 2</b> ---Critique of qualitative study in Chapter 3 Dr. Johnston will approve research studies.
5	Thursday Oct 15 5-8PM	Ethics in Nursing Research On Being a Scientist Discussion of Case Scenarios IRB Tutorial	Burns & Grove Ch 7 Study Guide <b>Homework 3</b> ---Cedar Crest IRB
6	Thursday Oct 29 5-8PM	Clinical Research Trials	<b>Quiz 3</b> --Ethics
7	Thursday Nov 19 5-8 PM	Seminar Presentations	
8	Thursday Dec 3 5-7 PM	Course evaluations	Scholarly Paper Due C R P Journals Due

## GROUP SEMINAR PRESENTATION GRADING CRITERIA

	Criteria	% Points Possible	% Points Received
1.	Content of the Material	55%	
	a. Significance of the Topic: Clearly describes the topic, why it was selected and it's significance to nursing practice.	(5%)	
	b. Process: Summarizes the approach and findings of the literature search. (i.e. key words, databases, # of articles)	(5%)	
	c. Review of the Literature: Synthesizes the scientific merit of the research studies selected as relevant to the topic incorporated in an Evidence Based Table.	(20%)	
	d. Recommendations: Describes the current state of practice, the recommended practice change and associated criteria.	(10%)	
	e. Implementation Plan: Describes the implementation plan for successful initiation at a specific organization /setting.	(10%)	
	f. Conclusions	(5%)	
2.	Organization of Material Presented Evidence of group cohesiveness and scholarly Process counts for 5 points of the total of 10 points	10%	
3.	Presentation Style	10%	
4.	Creativity and Use of Time	20%	
5.	Handouts	5%	

TOTAL

Seminar Topic: \_\_\_\_\_

Date of Presentation: \_\_\_\_\_

Students:

## SCHOLARLY PAPER GRADING CRITERIA

Criteria	% Points Possible	% Points Received
1. 1. Content of the Material		55%
A. Statement of the Problem: Clearly describes the topic and significance to nursing practice.	(5%)	
B. Process: Summarizes the approach and findings of the literature search.	(5%)	
C. Review of the Literature: Summarizes the scientific merit of the research studies selected as relevant to the topic.	(20%)	
D. Recommendations: Describes the current State of practice, practice change and associated criteria.	(10%)	
E. Implementation Plan: Describes the implementation plan for successful initiation at a specific organization/setting.	(10%)	
F. Conclusions	(5%)	
2. Organization of Material: Introduction and conclusion present; paragraphs flow; professional word choice. Evidence of working as a cohesive group counts 5 of these points.	10%	
3. Adherence to APA Format, grammar, spelling	20%	
4. Evidence Table	10%	
5. References	5%	
	<b>TOTAL</b>	

Seminar Topic: \_\_\_\_\_  
 Student Names \_\_\_\_\_

**Practicum in Nursing Research II**  
**Evaluation Summary**

**Directions:** To be completed upon completion of the Practicum in the Nursing Research II course as stated below. The supervising preceptor should complete this form to evaluate the student's performance. A copy of this completed form should then be returned to the Cedar Crest College, Nursing Department to be placed in the student's file.

**Practicum in Nursing Research II**

Name of Student: \_\_\_\_\_ Name of Preceptor: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Evaluation/Summary of the Practicum: (Completed by the preceptor)

**On a scale of 1 to 7 (1 being very poor to 7 being excellent), please evaluate (and circle) the student's contribution to your research effort.**

**1 = Very Poor; 2 = Poor; 3 = Weak; 4 = Fair; 5 = Passing; 6= Good; 7=Excellent**

**Signature of Preceptor Signature: \_\_\_\_\_**

**This rating score converts to points in calculation of your final grade.**

**7 =100 =20points maximum**

**6 =86=17 points**

**5 =73=14points**

**4 = 57=11 points**

**3 =43=8points**

**2=29=5 points**

**1 =15=2 points**

