

**Webster University ~ M S N Program**  
**NURN 5550 Advanced Nursing Research**  
**Spring I, 2008**

This course is web enhanced. It is the student's responsibility to have the ability to access the course online and to be able to download materials and upload assignments without too much difficulty. Remember there are computers on campus for your convenience. Please make sure you know your student id number and password. Contact the help desk in St. Louis at 1-866-435-7270 if you have any problems. Practice logging onto the website: [www.webster.edu](http://www.webster.edu) then click on [online programs](#). Next click the student tab and login and look for this course. The course will be accessible I believe by the Sunday or Monday before our first class.

Benefits of participating in a web enhanced course:

- Can download articles and readings the instructor provides.
- Can email instructor and classmates directly through the course.
- Can check due dates for all class activities.
- If you lose your syllabus you can download another very easily.
- Can upload all of your assignments directly into the course without leaving your home or office.

Student responsibilities when participating in a web enhanced course:

- Use proper netiquette when communicating within the course.
- Check for new announcements and emails frequently.
- Upload assignments due on time.
- Email instructor when you have questions or concerns do not hesitate.
- Check the calendar for any changes (there should be no changes in the calendar other than those discussed week 1 but unexpected events can create the necessity for change, please stay flexible).
- Keep up with your readings (much of what you will be reading in the text is repeat information from undergraduate research but in more depth).

See you soon!  
**Dr. Kathryn Ballou**

**Webster University M S N Program  
NURN 5550 Advanced Nursing Research  
Spring I 2008**

**Instructor:** Kathryn Ballou, PhD, RN

**Email:** [kathrynballou84@webster.edu](mailto:kathrynballou84@webster.edu)

**Class:** Tuesdays, 5:30pm to 9:30pm.

**Course Description:** Students systematically explore and evaluate current nursing knowledge for scientific and clinical merit. Utilization of nursing research is emphasized as it relates to changing and improving nursing practice. Students identify clinical practice issues and examine research designs for their appropriateness in addressing various nursing problems. Students discern the role of researcher by completing a research utilization project related to a nursing practice issue. Prerequisite: NURN 5000.

**Credits:** 3

**Course Objectives:**

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

1. Critically evaluate current nursing research literature for scientific and clinical merit.
2. Identify nursing practice issues needing investigation.
3. Discuss nursing theory-practice-research relationships.
4. Examine qualitative research methodologies.
5. Examine quantitative research methodologies.
6. Examine research designs and related statistical/analysis processes for their appropriateness in addressing various nursing problems.
7. Evaluate the quality and rigor of data collection and analysis.
8. Analyze outcome studies for effectiveness of nursing interventions.
9. Identify computer software used for storage and analysis of data.
10. Discuss procedures for managing ethical concerns in the conduct of research.
- 11. Develop a research utilization project.**

**Textbooks:**

Polit, D. F., & Beck, C. (2004). *Nursing research: Principles and methods* (7<sup>th</sup> ed.). Philadelphia: Lippincott.

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

Required readings as assigned (see calendar).

**Essential Course Content:**

- Critical analysis of nursing research literature
- Identification of nursing problems
- Qualitative research methodologies
- Quantitative research methodologies
- Theoretical/conceptual/philosophical frameworks for research studies
- Purposes of nursing research
- Literature review and use of comprehensive database
- Research designs
- Sampling
- Reliability, validity, credibility
- Analysis of research data
- Computers and nursing research
- Data storage
- Outcomes research
- Evidence Based Practice
- Utilization of nursing research
- Ethical context of nursing research

**Evaluation:**

- Class participation-20%
- Two research critiques-30%
- Written research utilization project-40%
- Project presentation-10%

**Grading Scale**

<b>A/A-</b>	Superior graduate work
<b>B+/B/B-</b>	Satisfactory graduate work
<b>C</b>	Work that is barely adequate as graduate-level performance
<b>CR</b>	Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicum, or specified courses.
<b>F</b>	Work that is unsatisfactory
<b>I</b>	Incomplete work
<b>IP</b>	In progress
<b>NR</b>	Not reported
<b>W</b>	Withdrawn from the course

**Course Requirements:**

**Class Attendance:** Attendance for all scheduled class periods is an expectation. The final course grade will be lowered proportionally for absences, late arrivals and early departures.

**Cell Phones/Pagers:** These devices are to be in the OFF or Vibrate mode during class. If you must be on call during class, please sit close to the door so disruption may be minimized when you leave to answer a page.

**Class participation**

Students’ participation is assessed on a weekly basis with the participation rubric that follows and is assigned 20 points for each in class session. These points will be averaged over the 8 week term to yield an average participation rating. This rating is converted to a value of 20% of your final grade.

<b>Participation Weekly Evaluation/ NURN 5550 Advanced Nursing Research</b>				
<b>Student Name:</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Very Good</b>	<b>Superior</b>
<b>Preparation:</b> Evidence shows preparation for class (has prepared notes &/or recalls the readings without the use of the open text).	1	2	3	4
<b>Engagement:</b> Quality of engagement is active, respectful & inclusive.	1	2	3	4
<b>Initiative:</b> Questions asked focus, clarify & summarize discussion.	1	2	3	4
<b>Response:</b> Quality of response reflects knowledge, comprehension & application of the readings.	1	2	3	4
<b>Discussion:</b> Quality of response extends the discussion with peers and reflects analysis, synthesis & evaluation.	1	2	3	4
<b>Totals/20</b>				
<b>Anecdotal Comments:</b>				

**Assignment Guidelines**

**Research article critiques (15% each, total of 30%) Due: xxxxxxxx**

- Each student will prepare one qualitative and one quantitative research critique.
- Critiques will be typed and submitted in class.

Quantitative Article for critique (specific guidelines will be distributed and discussed in class):

Grey, M., Boland, E. A., Yu, C., Sullivan-Bolyai, S., & Tamborlane, W. E. (1998). Personal and family factors associated with quality of life of adolescents with diabetes. *Diabetes Care*, 21(6), 909-914.

Qualitative Article for critique (specific guidelines will be distributed and discussed in class):

Cavendish, R., Konecny, L., Naradovy, L., Luise, B. K., Como, J., Okumakpeyi, P. et al. (2006). Patients' perceptions of spirituality and the nurse as a spiritual guide provider. *Holistic Nursing Practice*, 20(1), 41-47.

### **Written research utilization project (40%)**

- Each student will develop a research utilization intervention project but will not actually implement the project during this course.
- See guidelines in assignment section of online course information and at the end of this syllabus. Guidelines and expectations will be reviewed and discussed extensively in class.
- This paper is due the last day of class.

### **Research utilization project presentation (10%)**

- Each student will give a professional oral presentation of his/her RU project.
- Each power point presentation will last ~10 minutes with 1-5 minutes for questions. Each student will provide a copy of their power point presentation to the faculty and will provide their classmates with an abstract of their project. Abstracts will be no more than 200 words, contain the title and the name of the student at the top of the page.
- Presentations will be graded on completeness, organization, presentation style, knowledge of the topic, ability to respond to questions, & use of research terms. See peer evaluation tool next page.

### **Tips for Writing an Integrated Review of Literature within an academic paper\***

1. When starting to write the ROL remember your purpose, objective, or question.
2. Create a topic outline that helps you develop a traceable (logical flow) narrative demonstrating your line of argument.
3. Within each section of the ROL note differences in content among studies. Look for subtopics with the studies you have reviewed.
4. Note the consistency of results from study to study. Look for obvious gaps, or other areas needing more research.
5. Briefly describe relevant theories used by the researchers.
6. Address how individual studies relate to and advance theory when possible.
7. Summarize periodically and again at the end of the review.

\*Galvan, J. L. (2006). *Writing literature reviews. A guide for students of the social and behavioral sciences.* (3<sup>rd</sup> ed.). Glendale, CA: Pyraczak Publishing.

## Research Utilization Paper Guidelines

**Student:** \_\_\_\_\_

**Project Title:** \_\_\_\_\_

Content	Possible Points	Points Earned
Title Page (follow sample provided in content module)	2	
Abstract (no more than 200 words)	3	
Introduction <ul style="list-style-type: none"> <li>• Define problem or practice issue</li> <li>• Background information/Provide necessary statistics</li> <li>• Significance to Nursing</li> <li>• State purpose of project</li> </ul>	10	
Review of Literature This section must show analysis and <u>synthesis</u> of an extensive ROL. In this section the student must address the following: <ul style="list-style-type: none"> <li>• What is known</li> <li>• What is the quality of what is known</li> <li>• Potential limitations of previous research.</li> </ul>	20	
Comparative Evaluation of Research to Practice <ul style="list-style-type: none"> <li>• Provide brief overview of important points from the literature and how the findings can be used in practice setting(s).</li> <li>• Review the current practice in your setting</li> <li>• Fit of the research to your setting (will the proposed change work or how can you make it work)</li> <li>• Is it feasible to implement in the setting of choice</li> <li>• Offer substantiating evidence from the literature reviewed.</li> </ul>	20	
Application Plan <ul style="list-style-type: none"> <li>• Describe your proposed research utilization project.</li> <li>• Discuss operational details both informally and formally: Include the key players, approval processes, resource utilization, education of staff and others, time lines, and maintenance strategies.</li> <li>• Describe evaluation plan.</li> </ul>	15	
Summary <ul style="list-style-type: none"> <li>• Restate the purpose(s) of this project.</li> <li>• Restate key findings of the literature review that indicate purpose(s) was achieved.</li> <li>• State recommended research that is needed in the area.</li> <li>• State implications if your RU project is implemented.</li> </ul>	10	
Composition <ul style="list-style-type: none"> <li>• Unity/order: Clearly defined issue; paper stays on topic with sense of completeness; progresses by clearly ordered stages</li> <li>• Development/Coherence: Issue is developed with proportionate emphasis; ideas are supported; all parts are effectively connected</li> </ul>	5	
Copy editing/Grammar <ul style="list-style-type: none"> <li>• Sentence format</li> <li>• Limited Spelling/Punctuation/Grammar Errors</li> </ul>	5	
References & APA format <ul style="list-style-type: none"> <li>• Appropriate and adequate references for scope and topic of paper</li> <li>• Correct citations (in text)</li> <li>• References listed using correct APA format</li> <li>• Margins 1" all sides, Times New Roman font, Font size 12, Spacing throughout double only, Used a header followed by page number, Placed a running head on the title page, Use appropriate headings and subheadings per APA format manual.</li> </ul>	10	
<b>Total Points</b>	<b>100</b>	

<b>Research Utilization Presentation Peer Evaluation/ NURN 5550 Advanced Nursing Research</b>				
<b>Student Name:</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Very Good</b>	<b>Superior</b>
<b>Preparation:</b> Shows preparation for presentation as evidenced by handouts, development of PowerPoint, uses research terminology throughout the presentation, thorough overview of literature, discusses fit, feasibility, costs, and presents application plan.	1	2	3	4
<b>Organization:</b> Presentation structured in a clear & logical sequence based on the RU guidelines.	1	2	3	4
<b>Originality:</b> Visual & written aids are interesting, innovative/creative & helpful. Application plan is creative.	1	2	3	4
<b>Engagement:</b> Is respectful & inclusive when answering questions. Has the knowledge to answer questions from the class members & faculty.	1	2	3	4
<b>Total points possible: 16 (worth 10%)</b>				
<b>Anecdotal Comments:</b>				

**NURN 5550 Advanced Nursing Research  
Course Calendar\* \*\***

<b>Date</b>	<b>Content</b>	<b>Assignments</b>
Week 1	Introduction to Advanced Nursing Research Requirements for article critiques (Review Sample Critique Formats) Requirements for Research Utilization Project  Nursing Research <ul style="list-style-type: none"> <li>• Historical Developments</li> <li>• Theory-Practice-Research Relationship</li> </ul> Evidence Based Practice and Research Utilization	Review of syllabus  Readings: Polit & Beck: Ch. 1, 2, 3, 27  Melynck & Fineout-Overholt: Ch. 1 Making the case for evidence-based practice.
Week 2	Conceptualizing Research <ul style="list-style-type: none"> <li>• Research problems, questions, hypotheses</li> <li>• Review of Literature</li> </ul> Research critique Quantitative critique	Readings: Polit & Beck Ch. 4, 5, 26  Read Quant article for critique and Melynck et al Ch. 5 Evaluating Quantitative Evidence
Week 3	Research Methodologies: <ul style="list-style-type: none"> <li>• Quantitative and Qualitative Designs</li> <li>• Sampling Designs</li> </ul> Continue Quant critique	Readings: Polit & Beck: Ch. 8, 10, 11, 12 & 13 Valente, 2003, Critical analysis of research.
Week 4	Assessing Data Quality  Ethics in Nursing Research  Qualitative critique	Readings: Polit & Beck: Ch. 7, 18  Read Qual article for critique And Melynck et al Ch 6 Evaluating Qualitative Evidence
Week 5	Continue Qual critique  Review progress of research utilization projects  Review of APA	<b>*Both critiques due</b>
Week 6	Analysis of quantitative and qualitative data  Computer software for data management and analysis	Readings: Polit & Beck Ch. 19, 20, 23 .
Week 7	Dissemination of research  Presentations of research utilization projects	Polit & Beck Ch 24  <b>*Written research utilization paper due</b>
Week 8	Presentations of research utilization projects and wrap-up	

\*This syllabus is subject to change.

\*\* Due dates for written work are identified on the Course Calendar and presentation dates will be negotiated in advance. Please notify instructor immediately if you are going to be late with an assignment. Instructor may deduct points for late assignments, even with permission. Late assignments will not be accepted without prior notification except in rare circumstances.