

Oakland University School of Nursing

Research Basis of Nursing Practice

**NRS 3071
CRN #14098
(Accelerated Second Degree)**

Faculty:

**SARAH NEWTON, Ph.D., RN
Associate Professor**

**This course has been determined to meet the Oakland University
General Education Writing Intensive in the Major Requirements**

Winter 2018

COURSE NUMBER:	NRS 3071 (452) - CRN #14098		
CREDIT & HOUR ALLOCATION:	Credits	Hrs/Wks	Total Hours Semester
	3	3 x 14	42
COURSE TITLE:	Research Basis of Nursing Practice		
CLASS TIME & LOCATION:	January 3, 2018 – April 25, 2018		
	Online/MOODLE		
FACULTY OF RECORD:	Sarah Newton, Ph.D., RN		
	Associate Professor		
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	Office Hours: By Appointment ONLY		
	Email: Internal email via MOODLE, only		

Course Communication

If you have any course-related issues, please discuss them with Dr. Newton either in person (please make an appointment) or via e-mail (Internal e-mail on the course Moodle site). Students are expected to demonstrate professional verbal and written communication at all times. It is expected that students check the course Moodle site often (3-4 times/week) for new information/announcements/etc. All course-related materials (slides, handouts, etc.) are the property of Dr. Newton. It is strictly prohibited to send, post in any type of on-line forum, etc. or use any course-related materials in any format outside of the confines of this course without explicit written permission from Dr. Newton.

COURSE PREREQUISITES or COREQUISITES

Prerequisites: Basic-BSN: NRS 2181 (252)
 ASD: NRS 2311 (280), NRS 2411 (380), and NRS 2415 (381)
 BSN Degree Completion Sequence: NRS 2021 (221) and NRS 3511 (310)
 Co-requisites: BSN Degree Completion Sequence: NRS 3531 (340)

OU GENERAL EDUCATION STUDENT LEARNING OUTCOMES

WRITING INTENSIVE

These are the eight (8) elements of a writing intensive course:

1. PREREQUISITE AND ACROSS-CUTTING CAPACITY:
 - Completion of the university writing foundation requirements must be a prerequisite of the Course. Effective Communication must be noted on the syllabus as a cross-cutting capacity for the course.
2. PERCENTAGE OF WRITING IN STUDENT'S GRADE:

- One-third of a student's grade must be based on assignments requiring substantive writing (papers, projects, reports, etc.)

OU GENERAL EDUCATION STUDENT LEARNING OUTCOMES (cont'd.)

WRITING INTENSIVE

3. **MORE THAN ONE WRITING FORMAT:**
 - Writing should be integrated into the course requirements through more than one means. Some examples are written papers, laboratory reports, abstracts, quizzes, examinations, journals, ungraded writing assignments, writing during class, and writing in small groups. Examinations alone are not enough, even though they may include essay questions.
4. **CRITICAL INQUIRY:**
 - The writing process and the writing assignments should emphasize critical inquiry, including gathering, interpreting, and evaluation information appropriate to the area of study.
5. **EVALUATION FOR BOTH FORM AND CONTENT:**
 - Written work should be evaluated for format, organization, style, grammar, and punctuation as well as content.
6. **DRAFT/FEEDBACK/REVISION:**
 - At least one writing assignment should involve revision after the instructor has provided feedback on a first draft.
7. **ASSIGNMENT OF 500 OR MORE WORDS:**
 - At least one writing assignment should be an out-of-class or assignment of at least 500 words.
8. **TOTAL AMOUNT OF WRITING:**
 - Writing assignments may vary in number and length, but should add up to a minimum of 10 pages or 2500 words over the semester.

COURSE OVERVIEW

This course focuses on the research process and evidence-based nursing practice. The difference between the research process and evidence-based nursing practice will be examined. The importance of evidence-based nursing practice to improving patient outcomes will be appraised. Students will search for, retrieve, and critically examine empirical research from the nursing literature relevant to clinical nursing phenomena. The role of the baccalaureate prepared nurse in the research process will be elucidated.

COURSE OBJECTIVES

1. Identify the components of the research process.
2. Differentiate between the research process and evidence based nursing practice.
3. Examine the role of the baccalaureate prepared nurse in the research process.
4. Examine the role of professional nurses within inter-professional research environments.
5. Use electronic bibliographic databases (e.g. CINAHL) to retrieve literature relevant to clinical nursing phenomena.
6. Identify and appraise empirically-based nursing research reports relevant to clinical nursing phenomena.

ESSENTIAL CONTENT

Evidence Based Nursing Practice

- Quantitative (deductive)
- Qualitative (inductive)

Role of BSN-prepared nurse in the research process

Identification of clinical nursing phenomena

Search bibliographic databases (e.g. CINAHL) for empirically-based nursing literature

Retrieve and critique the nursing literature for its relevance to clinical nursing phenomena

Importance of using research to improve clinical nursing practice and facilitate the attainment of positive patient outcomes

This course has been determined to meet the Oakland University General Education Writing Intensive in the Major Requirements

Requirements for a Writing Intensive Course	Assignments
Pre-requisite of University's writing Foundation	WRT 160
One-third of grade based on substantive writing assignments	The reference list assignment is worth 10% and the EBP assignment is worth 30% of the final course grade (Total = 40%).
Use more than one writing format	Students submit two written assignments: a reference list and an EBP consisting of an empirically-based literature review.
Emphasize critical inquiry	Critical inquiry is emphasized throughout the course. Students identify a nursing phenomenon, perform a search of the literature related to the phenomenon using the CINAHL database, and synthesize the information into the EBP.
Work evaluated for format, organization, style, grammar, punctuation	Both writing assignments are evaluated for format, organization, style, grammar, and punctuation, as well as correct use of the APA writing format.
One assignment involves revision after instructor feedback	The EBP is evaluated by the instructor and students are given feedback so they may revise the assignment prior to submitting it for grading.
One out-of-class assignment of at least 500 words	The EBP is more than 500 words.
Minimum accumulation of 10 pages or 2500 words	The two writing assignments are more than 2500 words.

RS 452 HONORS COLLEGE POLICY

Any Honors College student taking NRS 452 will use their Honors College theses as their main project for the course.

Required Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Grove S. K., Gray, J. R., & Burns, N. (2015). *Understanding nursing research: Building an evidence-based practice* (6th ed.). St. Louis, MO: Elsevier Saunders.

Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). New York, NY: Routledge.

Required Articles (on the course website)

Christie, J., Hamill, C., & Power, J. (2012). How can we maximize nursing students' learning about research evidence and utilization in undergraduate, preregistration programmes? A discussion paper. *Journal of Advanced Nursing*, 68(12), 2789-2801. doi:10.1111/j.1365-2648.2012.05994.x

Conn, V. S. (2007). Editorial. Nurse researchers begin as undergraduate students. *Western Journal of Nursing Research*, 29(3), 255-257. doi:10.1177/0193945906297620

Gennaro, S. (2016). Editorial. Why write? *Journal of Nursing Scholarship*, 48(2), 117. doi:10.1111/jnu.12200

Kennedy, M. S., Newland, J. A., & Owens, K. O. (2016). Findings from the INANE survey on student papers submitted to nursing journals. *Journal of Professional Nursing*, 33(3), 175-183. <http://dx.doi.org/10.1016/j.profnurs.2016.09.0>

Stepanski, L. M. (2002). Becoming a nurse writer. *Infusion Nursing*, 25(2), 134-140.

COURSE EVALUATION TECHNIQUES

1. One written reference list assignment	10 points
2. One written evidence based paper	30 points
3. Three online quizzes (20 points/quiz)	<u>60 points</u>
Total possible points	100 points

Reference List Assignment (10 points)

The Reference List assignment is *an individual assignment*. It is designed to assess each student's ability to use the CINAHL (Cumulative Index to Nursing and Allied Health Literature) database (Refer to Appendix A for instructions regarding how to access CINAHL) and the APA (6th ed.) guidelines for developing a reference list for a scholarly paper. The Reference List assignment is due the second week of class (see class schedule for exact due date). If you do not submit the Reference List assignment by the designated date/time, you will receive a score of zero (0) on it with no opportunity for a make-up.

Directions: Each student, *individually*, is to search the CINAHL database to locate *five (5) empirically-based original reports of research* related to the use of *aromatherapy* as a nursing intervention. The articles must come from the *nursing literature/nursing journals* (no interdisciplinary journals or journals from any other discipline are allowed) and have a publication date between 2012 and 2018 (See Appendix A for instructions on how to access CINAHL). After you locate the five articles, you are to *prepare a reference list* using the APA (6th ed.) format. The Reference List assignment must include an APA-formatted title page.

The Reference List assignment is worth 10 points. Each reference is worth a possible two (2) points. Every element of the reference page, including the running head, page numbers, spacing,

etc. done incorrectly will have .2 points deducted. A missing Title page will result in a 2 point deduction from the total score.

To prepare the Reference List, *consult the APA Manual*; specific reference examples can be found starting on p. 198. You must include the article's doi number in all five references. While most nursing journals published in the USA use the doi system (refer to the APA manual for explanation of the doi), many international nursing journals do not. **For the Reference List assignment, all references must include a doi number.** Submit the Reference List assignment as an attachment to an e-mail message using Internal e-mail (on the course Moodle site).

Quizzes (60 points)

The course has three online quizzes, and each online quiz is *an individual assignment*. Each quiz has 20 questions and is worth 20 points (3 x 20 = 60). Any student who does not complete an online quiz on the scheduled date/time will receive a score of zero (0) on it with no opportunity for a make-up.

Directions: The quizzes are available on the NRS 3071 course website (in Moodle) and each online quiz will be open for 12 hours on the designated date. The pre-established dates for the three online quizzes are firm, and will not be changed.

Evidence Based Paper (30 points)

For the Evidenced-Based Paper (EBP) assignment, *students will work in a team of two*. By the last week of January, each writing team must notify Dr. Newton (via Internal e-mail in MOODLE) to let her know the names of the two team members and to submit your proposed EBP topic/PICO statement. *The EBP topic must be submitted to Dr. Newton in the form of a PICO statement* (refer to Appendix B), and it must be pre-approved by Dr. Newton. Please recognize that it may take more than one submission in order for the PICO statement to be approved. **The PICO statement is not part of/go in the actual EBP assignment**

Directions: Each writing team is responsible for submitting one formally written paper. The assignment is an empirically-based (original reports of research) *literature review related to a nursing issue/phenomenon and corresponding nursing intervention relevant to generalist nursing practice* (refer to the Powerpoint presentation on the course website for specific instructions).

The EBP assignment must include the following sections: Introduction, Purpose statement, Review of the Literature, Summary, Nursing Implications, and Conclusion (refer to the Powerpoint presentation on the course website for specific instructions).

The EBP assignment must be prepared using the APA (6th ed.) writing format (e.g. margins, citations, language, references, page numbers, headers, etc.), and it must be written in 12 point Times New Roman font. Correct grammar, spelling, and punctuation are expected, and will be graded. **The EBP is 8 pages in length** (no shorter/no longer), double-spaced, including the title page and reference list. (Title page = page 1, text = pages 2-7, reference list = page 8). **If you*

include more than the minimum number of required references, the reference list may go longer than the designated one page, and that is OK.

All of the EBP assignment's references must be original reports of research from the nursing literature (meaning - **only nursing journals**; there should be no citations and/or references from the non-nursing literature; no text books, no websites, etc.). Dr. Newton will check all of the references. If any reference is found that does not satisfy the EBP inclusion criteria, then the writing team will not receive any credit for the reference (meaning – no credit for the citation(s) in text and no credit for the reference(s) in the reference list). ***A minimum of four studies/original reports of research from the nursing literature must be cited in the paper, and at least two studies must be included in the Review of the Literature section of the paper.***

Each writing team will have ***one opportunity to submit an EBP draft to Dr. Newton*** prior to the assignment's final submission deadline (see class schedule for exact date). It is expected that each writing team will use the feedback provided by Dr. Newton to revise the EBP prior to submitting it for grading. No additional EBP drafts (meaning – no part of the paper or the entire paper) will be reviewed by Dr. Newton prior to the submission deadline date.

The EBP assignment is due on the date specified; exceptions to this rule ***WILL NOT BE GRANTED FOR ANY REASON***. Any EBP assignment that is not submitted by the designated due date (see class schedule for exact date) will receive a score of zero (0) with no opportunity for make-up. (Refer to Appendix C for the EBP assignment grading rubric).

Course Rules & Course Grading

- 1) There is no rounding or curving of grades in this course.
- 2) There are no revisions, re-takes, extra credit, etc. in this course.
- 3) The score earned for group work is given to all members of the group.
- 4) Be **PROACTIVE**; if you need assistance with an assignment, please ask Dr. Newton.
- 5) The final course grade is the **sum of the points** earned on each of the five (5) course assignments (Reference list assignment, Quizzes x 3, and EBP assignment).

Appendix A

How to Access CINAHL

1. Go to the OU website
2. Click on “Library” at the top of the page
3. Click on “Databases”
4. Click on “C”; go to CINAHL Plus with full-text
5. Enter up to three search terms; one should be *Nursing*

Appendix B

Posing a Researchable Question Using PICO

The best way to become proficient in formulating searchable, answerable clinical nursing questions is to 1) think of relevant clinical issues/nursing phenomena, and 2) learn to phrase the question appropriately. There are quantitative questions (e.g. related to etiology, diagnosis, prevention, and prognosis) and qualitative questions (e.g. to determine meaning/understanding, to appreciate a person’s experience, or to understand the influence of culture on health).

Whatever the question, the components need to be worded correctly to facilitate finding strong evidence (e.g. original reports of research) to help answer the question.

Questions usually have four components termed PICO: 1) **P**atient population of interest, 2) nursing **I**ntervention tested, 3) **C**omparison intervention, and 4) **O**utcome of interest.

The patient population (P) needs to be an explicit description of who comprises the group of interest. Limiting the population to patients in a certain age group, ethnic group, or other specific sub-group is a good idea if there is valid reason for doing so (e.g. the elderly and restraint use; adolescents and tobacco use).

The nursing intervention (I) tested may include any intervention implemented by nurses on behalf of the patients to facilitate more positive patient outcomes (e.g. music therapy for sleep promotion; distraction therapy to minimize the pain of injections).

The comparison (C) intervention is usually the routine/standard care patients receive (e.g. testing a Q4 hour turn schedule vs. the comparison/standard care Q2 hours).

Identifying the **Expected Outcome (O)** before you search the nursing literature will help you locate evidence that examines the outcome variable you are interested in learning more about

(e.g. sleep quantity; pressure ulcer formation; pain level; etc.) and not some other outcome that is not related to the question you want answered.

PICO examples:

Among elderly patients with dementia who are aggressive (P), does a nurse-initiated music intervention (I) lead to decreased aggressive behavior (O) compared to standard care (C)?

Among premature infants (P) does the use of skin-to-skin care as a nursing intervention initiated immediately after birth (I) lead to more exclusive breastfeeding (O) than infants who do not receive skin-to-skin care?

Among men receiving chemotherapy for prostate cancer (P), does the use of massage therapy as a nursing intervention as part of the nursing plan of care (I) lead to decreased anxiety levels (O) than men with prostate cancer who do not receive massage therapy (C).

Appendix C

Evidence Based Paper Grading Rubric

Introduction	3 points
Purpose statement	2 points
Review of the Literature	10 points
Summary	2 points
Nursing Implications	5 points
Conclusion	3 points
Grammar	2 points
APA/References	<u>3 points</u>
Total possible	30 points

NRS 3071 CLASS SCHEDULE:

Module	TOPICS	REQUIRED READINGS	OUTSIDE ACTIVITIES
<p>1 <i>January 3 – January 14</i></p>	<ul style="list-style-type: none"> - Course Introduction - Nursing as a scientific discipline - Critical thinking and evidence-based nursing practice 	<p>On the course website read: NRS 3071 syllabus</p> <p>OU Code of Academic Conduct</p> <p>Introduction to NRS 3071</p> <p>Christie, Hamill, & Power (2012)</p> <p>Conn (2007)</p> <p>and Review APA manual</p>	<p>Reference List assignment due (send as an e-mail attachment via Internal e-mail): by Thursday, January 11, 2018 at 12:00 noon</p>
<p>2 <i>January 15 – January 28</i></p>	<ul style="list-style-type: none"> - Discipline specific writing and use of APA - Introduction to nursing research and evidence-based nursing practice - Introduction to quantitative research - Introduction to qualitative research 	<p>Grove, Gray, & Burns (GGB): Chapters 1, 2, & 3</p> <p>Galvan & Galvan: Chapters 1, 2, & 3</p>	<p>Team & EBP topic/PICO statement (send via Internal e-mail): by Thursday, January 25, 2018 at 12 noon</p>
<p>3 <i>January 29 – February 11</i></p>	<ul style="list-style-type: none"> -Examining ethics in nursing research -Research problems, purposes, and hypotheses -Understanding and critically-appraising the Literature Review 	<p>GGB: Chapters 4, 5, & 6</p>	<p>Quiz # 1, Modules 1-2 (covers all required readings): Thursday, February 1, 2018 (online)</p>
<p>4 <i>February 12 – March 4</i></p>	<ul style="list-style-type: none"> -Understanding theory and research frameworks -Clarifying quantitative research designs 	<p>GGB: Chapters 7 & 8</p>	<p>Have a Safe and Healthy Spring Break!</p>

<p style="text-align: center;">5 <i>March 5 – March 18</i></p>	<ul style="list-style-type: none"> -Examining populations and samples -Clarifying measurement and data collection in quantitative research - Understanding statistics in research 	<p>GGB: Chapters 9, 10, & 11</p> <p>Galvan & Galvan: Chapters 4, 5, 6, 7, & 10</p> <p>Gennaro (2016)</p>	<p>Quiz # 2, Modules 3-4 (covers all required readings): Thursday, March 8, 2018 (online)</p> <p>Submit EBP draft for feedback (send as an e-mail attachment via Internal e-mail): by Thursday, March 15, 2018 at 12:00 noon</p>
<p style="text-align: center;">6 <i>March 19 – April 1</i></p>	<ul style="list-style-type: none"> -Critical appraisal of quantitative and qualitative research for nursing practice -Building an evidence-based nursing practice 	<p>GGB: Chapters 12-13</p> <p>Galvan & Galvan: Chapters 12 & 13</p> <p>Kennedy, Newland, & Owen (2016)</p> <p>Stepanski (2002)</p>	
<p style="text-align: center;">7 <i>April 2 – April 11</i></p>			<p>Quiz # 3, Modules 5-6 (covers all required readings): Thursday, April 5, 2018 (online)</p> <p>EBP assignment due (send as an e-mail attachment via Internal e-mail): by Sunday, April 8, 2018 at 12 noon</p>

Oakland University School of Nursing
GRADE CONVERSION

Note: 70% = 2.5

<u>PERCENTAGE</u>	<u>GPA</u>
100.00	4.0
98.00 – 99.99	3.9
96.00 – 97.99	3.8
94.00 – 95.99	3.7
92.00 – 93.99	3.6
90.00 – 91.99	3.5
88.00 – 89.99	3.4
86.00 – 87.99	3.3
84.00 – 85.99	3.2
82.00 – 83.99	3.1
80.00 – 81.99	3.0
78.00 – 79.99	2.9
76.00 – 77.99	2.8
74.00 – 75.99	2.7
72.00 – 73.99	2.6
70.00 – 71.99	2.5
68.00 – 69.99	2.4
66.00 – 67.99	2.3
64.00 – 65.99	2.2
62.00 – 63.99	2.1
60.00 – 61.99	2.0
58.00 – 59.99	1.9
56.00 – 57.99	1.8
54.00 – 55.99	1.7
52.00 – 53.99	1.6

<u>50.00 – 51.99</u>	<u>1.5</u>
<u>48.00 – 49.99</u>	<u>1.4</u>
<u>46.00 – 47.99</u>	<u>1.3</u>
<u>44.00 – 45.99</u>	<u>1.2</u>
<u>42.00 – 43.99</u>	<u>1.1</u>
<u>40.00 – 41.99</u>	<u>1.0</u>

Approved Faculty Assembly 2/20/03
Updated WI05