

Oakland University School of Nursing

Theory/Translational Research in Advanced Nursing Practice

NRS 5312 (505)

CRN #14339

CRN #14340

Faculty:

SUHA KRIDLI, Ph.D., RN

Professor

and

CARRIE BUCH, Ph.D., RN

Associate Professor

Winter 2018

COURSE NUMBER:	<u>NRS 5312 (505) – CRN #14349 & 14340</u>		
CREDIT & HOUR ALLOCATION:	<u>Credits</u>	<u>Hrs/Wks</u>	<u>Total Hours Semester</u>
	<u>4</u>		
COURSE TITLE:	<u>Theory/Translational Research in Advanced Nursing Practice</u>		
CLASS TIME & LOCATION:	<u>January 3, 2018 – April 25, 2018 Online</u>		
	<u>Class: January 11, 2018, Thursday, 5:30–7:10 PM 1050 HHB</u>		
FACULTY OF RECORD:	<u>Suha Kridli, Ph.D., RN</u>		
	<u>Professor</u>		
	<u>Office: 2004 Human Health Building (HHB)</u>		
	<u>Office Telephone: (248) 364-8773</u>		
	<u>Office Hours: By Appointment Only</u>		
	<u>Email: kridli@oakland.edu</u>		
	<u>Carrie Buch, Ph.D., RN</u>		
	<u>Associate Professor</u>		
	<u>Office: 3045 Human Health Building (HHB)</u>		
	<u>Office Telephone: (248) 364-8715</u>		
	<u>Office Hours: By Appointment Only</u>		
	<u>Email: buch@oakland.edu</u>		

PREREQUISITES and/or CO-REQUISITES

Pre or Co-requisites: NRS 5322 (510)

Contacting Us and Office Hours

This course is co-taught by Dr. Suha Kridli and Dr. Carrie Buch. Dr. Buch will primarily teach the theory content and Dr. Kridli will primarily teach the research content. While the course will look similar each week, the assignments will vary based on the content. In addition, Dr. Kridli and Dr. Buch have different expectations and will grade differently. Grading rubrics will be provided so that you know what is expected of you.

Please contact us using the course email function in Moodle – either Internal Email or Quickmail. If you use Quickmail, an email you send will be sent to the person's OU email and the response will be sent to your OU email, **so make sure you check your OU email regularly**. If Moodle is not available and you need another way to contact us, you can use our OU email at kridli@oakland.edu or buch@oakland.edu. We will have office hours by appointment either face to face, by phone, or online through WebEx based on your preference and availability.

COURSE OVERVIEW

This course will link critical components of theory and research as they apply to advanced nursing practice. The history of scientific theory development in nursing and its relationship to research will be explored. Relevant theories and concepts from basic, applied, social, and interdisciplinary sciences will be examined as well as research processes (research design, data gathering, and data analysis) within quantitative and qualitative and research into nursing practice using different forms of information technology will be examined. An emphasis will be placed on analysis, evaluation, and use of best evidence to improve health outcomes for diverse groups within a global environment.

COURSE OBJECTIVES

1. Evaluate theories used as the basis for advanced nursing practice.
2. Discuss critical components of scientific theory in nursing and other relevant disciplines.
3. Examine concepts related to the scientific method and evidence-based nursing practice.
4. Analyze current research methodologies for relevance to advanced nursing practice.
5. Distinguish the relationships among theory, research, and advanced nursing practice.
6. Integrate theory, evidence, clinical judgment, research, and inter-professional perspectives using translational research processes and information technology to improve nursing practice and associates health outcomes for diverse patient groups.

General Policies

All policies and procedures found in the Oakland University catalog and School of Nursing handbook will apply for this course. The Oakland University and School of Nursing academic year calendars will be followed for schedules, registration, holidays etc.

All times listed in this syllabus and on the course site are based on the EST time zone. Please see part A of the syllabus for important course information including the course overview, course description, essential content, academic conduct, emergency preparedness, and special considerations.

Required Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN-13: 978-1-4338-0561-5

Butts, J. B., & Rich, K. L. (2018). *Philosophies and theories for advanced nursing practice* (3rd ed.). Burlington, MA: Jones & Bartlett. ISBN-13: 978-1-284-11224-5

Required Textbooks (cont.)

Grove, S. K., Burns, N., & Gray, J.R. (2013). *The practice of nursing research: Appraisal, synthesis, and generation of evidence* (7th ed.). St. Louis: Elsevier Saunders. ISBN-13: 978-1-4557-0736-2

These books will be excellent resources for you as you progress through the program. Supplemental readings and resources will also be made available online through Moodle.

Meeting Date and Time

Date & Time	Description	Meeting Type & Location
Thursday January 11 th ; 5:30 – 7:10pm	Mandatory Class Meeting	On campus Face to Face* Room 1050 Human Health Building (HHB)

*Bring your laptops with you – you can share with a classmate if you do not own one. Those who live more than 50 miles from campus can participate in the face to face class online via WebEx. For information about how to connect to the WebEx session, please login to Moodle, click on the appropriate link, and follow the directions found there.

Late Work

You will lose one point off of your grade for every day that an assignment is late unless there are extenuating circumstances and the instructor is notified in advance and gives approval for the assignment to be submitted late.

Using Moodle

Moodle is Oakland University's learning management system. You will use Moodle to participate in all course activities and to progress through the course. You can access Moodle at <http://moodle.oakland.edu> – login with your university supplied NetID username and password.

Technical Skills Required

Students enrolled in this course are expected to have a moderate level of computer proficiency. You should be comfortable doing all of the following:

- Using your chosen computer operating system and a web browser
- Following online directions for using a new program
- Typing at least 20 words a minute
- Troubleshooting basic computer problems
- Working through problems you cannot resolve on your own with remote support technicians

Required Technology

In order to fully participate in this course you will need:

- An internet connected computer with a web browser installed. *Use of smartphones and tablets is not recommended.*
- A webcam and microphone.
- A backup plan to be able to log in from another computer or another location as needed in the event that your computer crashes or internet goes down.

Technical Assistance

If you have general questions about the course (such as due dates, content, etc.), please contact the instructor using any of the contact methods described in this syllabus. For technical issues that you cannot resolve on your own, please contact the E-Learning and Instructional Support office:

- Phone : (248) 805-1625
- Submit a help ticket by clicking [here](#)

If you have trouble accessing any of the content in this course, please contact the instructor.

Student and Instructor Expectations

Students are expected to:

- Read the syllabus and all assignment directions carefully.
- Watch the weekly videos.
- Complete all reading assignments before completing the assignment for that week.
- Spend the time necessary to complete all assignments on time and with high quality.
- Login to the Moodle course site at least 4 – 5 times per week.
- Respond to emails and course postings within two days.
- Participate in course discussions in a thoughtful and respectful manner.
- Respect rules of [netiquette](#)
 - Respect your peers and their privacy
 - Provide constructive feedback
 - Refrain from engaging in inflammatory comments.
- Save files frequently and in multiple places including the hard drive, a flash drive, and/or an Internet cloud such as [Dropbox](#) to protect your work.
- Submit all papers as a **.doc or .docx** file types only
- Use the American Psychological Association (APA) 6th edition (2010) format for all written work in this course and for all text and reference citations of sources. Spelling, grammar, and APA format will be a part of the grade for all course assignments.
- Carefully check all work prior to submitting for grammar, spelling, and APA errors. It is highly recommended to have someone else proofread your work before you submit it.

- Review all files and URLs before submitting any assignments to ensure the fact that the correct file is submitted and the correct URL is included in the reference list, etc.
- Submit assignments on time regardless of vacation plans or computer problems. Since computer access is available worldwide, it is expected that students will always have access to the course site. Unexpected computer problems are not an acceptable reason for failure to submit an assignment on time. If you do not have access to a computer in your home, you are expected to find alternative resources at your local libraries or Kresge Library OU. In addition, if you have vacation plans this semester, it is expected that you will notify the instructor and submit all assignments before you leave for vacation, so that assignments are not submitted late.

The instructor is expected to:

- Adhere to part A and part B of the syllabus.
- Make sure assignment directions are clear and the Moodle course site is up to date and well-organized.
- Login to the Moodle course site every week day.
- Moderate conversations in forums.
- Communicate any changes to the course in a timely manner.
- Respond to forum postings and emails within 24 hours during the week. Emails and course postings sent on the weekend (after 3:00 pm on Friday) will typically be responded to on the following Monday.
- Grade all assignments within one week of submission.

Asynchronous Online Learning Activities

In an online course, you are expected to participate in asynchronous activities, such as online discussions, papers, and/or quizzes. These activities do not require the entire class to “meet” in the traditional sense – instead you are expected to participate anytime that is convenient for you within a specific window of time. For instance, you may be expected to contribute to an online discussion two or three times a week. For information about specific asynchronous activities, please login to Moodle or refer to the schedule in this syllabus. The more frequently you login to the course site and actively participate in the course, the better the learning experience will be for everyone.

Grading

Students will be graded based on the following assessments.

- | | |
|--------------------------------|--------------------|
| ● Quizzes | 20% of Final Grade |
| ● Question Guided Discussion | 20% of Final Grade |
| ● Critique Paper | 20% of Final Grade |
| ● Citi Training | 10% of Final Grade |
| ● Literature Review Assignment | 30% of Final Grade |

Oakland University's published grading policy will be used, which can be found on the Oakland University website by searching for "grading policy". The School of Nursing Graduate Grade Conversion table can be found on the last page of this syllabus.

Course Schedule

The due date for activities/assignments is the last day of the week by 11:59 pm.

Week 1: January 3 – 10

Topics

- Course overview
- Nursing Theory and Nursing Practice

Readings

- Course syllabus – make sure to read both part A and part B of the syllabus in detail
- Familiarize yourself with the course – review and read all course links
- Butts & Rich: Chapter 4

Activities

- Course Introduction Video
- Week 1 Video
- Question Guided Discussion: Introduce Yourself
- Quiz: Syllabus & Course Introduction
- Quiz: Chapter 4 (Butts & Rich)

Week 2: January 11 – 17

Topics

- Nursing Theory and Nursing Knowledge

Readings

- Butts & Rich: Chapters 5 and 21

Activities

- Week 2 Video
- Attend class on January 11th
- Question Guided Discussion: Nursing Theory and Nursing Knowledge
- Quiz: Chapter 5 (Butts & Rich)
- Quiz: Chapter 21 (Butts & Rich)

Week 3: January 18 – 24

Topics

- Nursing Theory and Nursing Care

Readings

- Butts & Rich: Chapters 18, 19, and 22

Activities

- Week 3 Video

- Question Guided Discussion: Nursing Theory and Nursing Care
- Quiz: Chapter 18 (Butts & Rich)
- Quiz: Chapter 19 (Butts & Rich)
- Quiz: Chapter 22 (Butts & Rich)
- Week 3 Course Survey

Week 4: January 25 – 31

Topics

- Evaluating Nursing Theories

Readings

- Butts & Rich: Chapter 25

Activities

- Week 4 Video
- Question Guided Discussion: Evaluating Nursing Theories
- Quiz: Chapter 25 (Butts & Rich)

Week 5: February 1 – 7

Topics

- Preliminary Steps in Research

Readings

- Grove, Burns and Gray: Chapters 5, 8 and 6

Activities

- Week 5 Video
- Chapter 8 video
- Chapter 6 video
- Quizzes: Chapter 5 Quiz, Chapter 8 Quiz and Chapter 6 Quiz
- Explanation of the critique article video

Week 6: February 8 – 14

Topics

- Quantitative Research Part 1

Readings

- Grove, Burns and Gray: Chapters 3 & 11

Activities

- Week 6 video
- Chapter 3 video
- Chapter 11 video
- Quizzes: - Chapter 3 Quiz and Chapter 11 Quiz

Winter Recess: February 17 – 25

Week 7: February 26 – March 7

Topics

- Quantitative Research Part 2

Readings

- Grove, Burns and Gray: Chapters 15, 16 & 20

Activities

- Week 7 video
- Chapter 15 video
- Chapter 16 video
- Chapter 20 video
- How should my critique look like video
- Quizzes: Chapter 15 Quiz and Chapter 16 Quiz

Week 8: March 8 – 14**Topics**

- The ABCs of statistics

Readings

- Grove, Burns and Gray: Chapters 20 & 25

Activities

- Week 8 video
- Chapter 20 and 25 video
- Critique Assignment

Week 9: March 15 – 21**Topics**

- Qualitative Research and Ethics

Readings

- Grove, Burns and Gray: Chapters 4 & 12

Activities

- Week 9 video
- Chapter 4 and 12 video
- Citi Training

Week 10: March 22 – 28**Topics**

- Evidence Based Practice and Translational research

Readings

- Grove, Burns and Gray: Chapter 2 and 19
- Research, EBP and QI: what is the difference?
- What is Evidence Based Practice?
- Evidence Based Practice: Part 1
- Evidence Based Practice: Part 2
- Where can I find Evidence?

- Evidence Based Research & PICO & EBP database searching

Activities

- Week 10 video
- Chapter 2 video
- Chapter 19 video
- Question Guided Discussion

Week 11: March 29 – April 4

Topics

- Translational Research Processes
- Relationships among Nursing Theory, Research, and Practice

Readings

- Butts & Rich: Chapter 26
- Article for Critique Assignment

Activities

- Week 11 Video
- Question Guided Discussion: Relationships among Nursing Theory, Research, and Practice
- Quiz: Chapter 26 (Butts & Rich)
- Optional: Literature Review Outline

Week 12: April 5 – 11

Topics

- Literature Review Assignment

Readings

- Articles for Literature Review Assignment

Activities

- Week 12 Video
- Open discussion forum focused on answering questions related to the Literature Review Assignment

Week 13: April 12 – 17

Topics

- Literature Review Assignment

Readings

- No additional readings

Activities

- Week 13 Video
- Literature Review Assignment
- Peer Evaluation

- Final Course Survey

Week 14: April 19 – 25

- No Final Exam

Course Assignments

Question Guided Discussions

Students are expected to make substantive comments when using the discussion forums. Substantive comments are those that show integration and synthesis of the readings and professional experience (evidence-based practice) used to discuss the issue. Simple declarations of agreement with the work of others are not sufficient. Whenever possible, students should refer to comments made by others in the group and give some indication of the influence those comments may have had on their thinking. Students will be evaluated individually for the quality of their contributions to the discussions in the modules.

Quizzes

There are multiple quizzes in this course. You should read the chapters carefully before attempting the quiz. All quizzes are multiple choice, true/false, and/or matching. You will be allowed two attempts to take each quiz (except for the syllabus and course introduction quiz in week one); the highest grade on the two attempts will be your grade for the quiz. Completing the quizzes is the method used to assess the understanding of factual information only. Other assignments will be used to assess application of that information.

Critique Assignment

The critique will be a maximum of three (3) pages (excluding the cover page and reference list) and must be in Microsoft Word format, and follow APA format. All parts of the questions must be addressed, even if it requires an explanation of why it does not apply to this study. You should be concise, but complete in your answers. The critique is a narrative (not an outline or using a question and answer format) that contains the answers to the questions for that week. The article for critique is already posted for you in Moodle. I would suggest that you read this article several times before attempting to write the critique.

The evaluation criteria for this assignment is clearly outlined in the “Critique” below. This assignment is one method for evaluating the application of the content from the readings.

CRITIQUE RUBRIC (No more than 3 pages - excluding title page and reference list)

	Meets Criteria Fully (10 points)	Somewhat lacking (6 points)	Seriously Lacking (3 points)	Not Found (0 point)
1. Research problem				
2. Theory/Conceptual Framework				
3. Research Design				
4. Sampling				
5. Measurement				
6. Data Collection				
7. Data Analysis				
8. Results				
9. Discussion				
10. Style	Grammatically correct, fluid and well-written, without spelling or typing errors; meticulously follows APA style for references and internal citations.	No spelling errors, perhaps minor grammatical or punctuation errors; few errors in APA style for references and internal citations.	Major spelling, grammatical or punctuation errors, awkward or confusing writing; Multiple errors in APA style for references and internal citations	

GUIDELINES FOR THE CRITIQUE OF A QUANTITATIVE STUDY
(No more than 3 pages - excluding title page and references page)

A. Research Problem

1. What is the major research problem identified in the study? Is the problem clearly stated?
2. What is/are the purpose(s) of the study?
3. What is (are) the research question(s) or hypotheses?

B. Theory/Conceptual Framework

1. Is there a theoretical basis for the study? If yes, briefly describe the theory.
2. Are the theoretical concepts clearly defined? If so, explain them.
3. Describe the relationships between the theoretical concepts.
4. Is there a relationship between the theoretical concepts and the variables being measured in the study? If so, explain how.

C. Research Design

1. What is the design used in the study?
2. Is it an appropriate design to obtain the needed data?
3. Does the design provide a means to examine the research questions, or hypotheses?
4. Have the threats to design validity been minimized?
5. Is the design logically linked to the sampling method?
6. Are the rights of human subjects protected?

D. Sampling

1. What is the sampling method?
2. Will it produce a representative sample for the population?
3. What are the potential biases in the sampling method?
4. What were the sampling criteria?
5. Is the sample size justified or sufficient to avoid a Type II error?
6. If more than one group is used, do the groups appear equivalent?
7. What is the setting used in the study and is it typical of clinical settings?
8. Was sample mortality a problem? If so, how might this factor influence the findings?

E. Measurement

1. What instruments were used?
2. Do the instruments adequately measure the study variables?
3. Are the psychometric properties of instruments explained? (If so, briefly describe)
4. Are the instruments appropriate to the setting and sample?

F. Data collection

1. Is the data collections process clearly described?
2. Is the training of data collectors clearly described and adequate?
3. Is inter-rater reliability addressed? Describe.
4. Are the data collection methods ethical? Describe.

G. Data Analysis

1. Are data analysis procedures appropriate for the level of data collected?
2. Are data analysis procedures clearly described?
3. Do data analyses address each research objective, question, or hypothesis?

H. Results

1. What are the major results/findings of the study?
2. Are the results presented in an understandable way by narrative, tables, or figures, or a combination of methods?
3. Do these results truly address the original research question(s) or hypotheses?

I. Discussion section or Interpretation of the Findings

1. Are findings discussed in relation to each question, or hypothesis?
2. Are explanations for significant and nonsignificant findings examined?
3. Are the findings clinically significant?
4. Do the conclusions fit the theoretical framework?
5. Are limitations identified by the researcher?
6. Are future study ideas identified by the researcher?

CITI Training

Every Oakland University student who participates in research through the university is required to complete the "CITI Modules". These are designed to inform and ensure that you will have an adequate understanding of your responsibilities as a researcher here at Oakland University. The website for the Citi training is <https://www.citiprogram.org>. You will need to complete the specified modules and submit your certificate of completion through the Moodle site in the assignment section.

After you login to the CITI PROGRAM website, you need to do the following:

- Scroll down to "Subscriptions".
- Go to "Learners: How to Take Courses".
- Register under "Learners Affiliated with a Subscribing Organization".
- Register as an OU student for a basic course of Human Subjects Research (HSR)
- Complete the required Modules for Social-Behavioral-Educational (SBE) Basic
- Print out and scan or save the completion certificate and submit it in the assignment section.

Literature Review Assignment: Translational Research

This assignment will be completed in pairs. Students are expected to perform a literature review in an area of interest using nursing based research articles. This assignment is worth 30% of your grade and will be evaluated using the Literature Review Assignment Rubric found later in this syllabus.

A forum will be developed for each pair to discuss this assignment. This forum is optional and is designed to give you a place to work on this assignment with your partner. **One assignment should be submitted per pair.**

A minimum of three studies are needed for the literature review. Make sure the three studies that you choose all have a similar purpose so that you can sufficiently compare and contrast them. The studies should be current – within the last five years. The studies do not have to come from nursing journals. Suggested length: 10 pages (excluding title page and reference list)

We are willing to review a **1-2 page outline** of your paper **one time and two weeks prior to the deadline**, and make comments about the general content of the project. There is no guarantee, however, that the grade for the project will improve after we have reviewed it. The grade is dependent on the quality of the final product.

Students who earn less than 80% on this assignment will have the opportunity to revise and resubmit within 48 hours of receipt of grade. If the paper is significantly improved, you will receive a passing grade (80%) on this assignment.

Required Components of this Assignment

- Introduction to the problem
 - The Literature Review assignment must have an introduction that ends with a one sentence statement of purpose.
 - Make sure to cite at least one reference in the introduction to support your points.
- Search strategies
 - The second section should begin with a single paragraph that describes the complete decision making process used to decide which studies were included in the literature review. This statement should include databases used, keywords input, and any other information necessary to allow the reader to replicate the search. The literature review itself follows this paragraph, and should show clear description of each reviewed study in the following areas:
 - Purpose
 - Design
 - Sampling/sample
 - Data collection
 - Measurement (Instruments)
 - Interventions (if applicable)

- Data analysis
 - Results
 - Limitations
- Similarities and differences
 - The next section is a discussion of similarities and differences between the reviewed articles. It is important to point out relevant differences as well as similarities in findings and discuss potential causes for these differences.
- Translational research
 - Discuss how the research findings translate into practice for the three studies.
- Conclusion
 - The conclusion should be one or two paragraphs. Do not use referencing in the conclusion as it should be your own thoughts.
- Appendices (Placed after the reference list)
 - Table 1 should include the following subheadings.
 1. Author/year
 2. Name of conceptual model/theoretical framework that guided the study if applicable
 3. Purpose
 4. Design
 5. Sampling/sample
 6. Data collection
 - Table 2 should include the following subheadings.
 1. Author/year
 2. Measurement (Instruments)
 3. Interventions (if applicable)
 4. Data analysis
 5. Results
 6. Limitations

LITERATURE REVIEW ASSIGNMENT RUBRIC

	Meets Criteria Fully (10 points)	Somewhat lacking (6 points)	Seriously lacking (3 points)	Not Found (0 points)
Introduction and	Introduction provides relevant background information and includes at least one reference citation.	Introduction does not include relevant background information or does not include a reference citation.	Introduction does not include relevant background information and does not include a reference citation.	Introduction section is missing.
Purpose	Purpose of the literature review clearly stated reflecting the searched variables	Purpose of the literature review is not clearly written but reflects the searched variables	Purpose of the literature review is poorly written and does not reflect the searched variables	Purpose Statement is missing
Search Strategy	A list of all relevant bibliographic databases is present and a complete description of the search strategy (including combined terms) is described.	A list of all relevant bibliographic databases is present and a partial description of the search strategy (including combined terms) is described.	A list of all relevant bibliographic databases is present and an incomplete description of the search strategy (including combined terms) is described.	Search Strategy section is missing.
Articles' Summaries	Summary is clearly written in a brief narrative form that briefly discusses each of the major areas of the research process.	Summary is not clearly written in a brief narrative form that does not include one or more of the major areas of the research process.	Summary is poorly written or confusing, not in a narrative form and does not discuss a majority of the major areas of the research process.	Articles summaries section is missing.
Similarities and Differences	An outline of the similarities and differences is clearly developed for each of the major areas of the research process.	An outline of the similarities and differences is not clearly developed and is missing a few areas of the research process.	An outline of the similarities and differences is poorly developed and is missing most of areas of the research process.	Similarities and differences section is missing.
Translational Research	Clearly discusses how the research findings translate into practice for the three studies.	It is not clear how the d research findings translate into practice for most of the studies.	It is not clear how the research findings translate into practice for all of the studies..	Translational research section is missing.

Conclusion	The conclusion restates the purpose of the paper and clearly (and briefly) states how it is met.	Purpose not restated or it is not clear how it is met.	Purpose not restated and it is not clear how it is met.	Conclusion is missing.
Table # 1	Table includes all 6 required components clearly.	Table includes most required components clearly.	Table missing major components.	Table # 1 is missing.
Table # 2	Table includes all 6 required components clearly.	Table includes most required components clearly.	Table missing major components.	Table # 2 is missing.
Style	Grammatically correct, fluid and well-written, without spelling or typing errors; meticulously follows APA style for references and internal citations.	No spelling errors, perhaps minor grammatical or punctuation errors; few errors in APA style for references and internal citations.	Major spelling, grammatical or punctuation errors, awkward or confusing writing; Multiple errors in APA style for references and internal citations.	

Peer Rating of Team Members

Name: _____

Date: _____

Please write the names of both of your team members, INCLUDING YOURSELF, and rate the degree to which each member fulfilled his/her responsibilities in completing the homework assignments. The possible ratings are as follows:

Excellent (10) consistently went above and beyond carried more than his/her fair share of the load

Very good (8) consistently did what he/she was supposed to do, very well prepared and cooperative

Satisfactory (6) usually did what he/she was supposed to do, acceptably prepared and cooperative

Ordinary (4) Often did what he/she was supposed to do, minimally prepared and Co-operative

Marginal (3) sometimes failed to participate or complete assignments, rarely prepared

Unsatisfactory (2) consistently failed to show up or complete assignments, unprepared

Superficial (1) practically no participation

No, show (0) No participation in discussion board at all

*These ratings should reflect each individual's level of participation and effort and sense of responsibility, not his or her academic ability. **Total number of students per group will be determined by the instructor. No changing of group membership will occur once the groups have been determined.***

Name of team member

Rating

Your signature: _____

Table Linking Course Assignments to Course Objectives, SON Graduate Program Outcomes, and AACN Essentials

Assignment	Course Objectives	SON Graduate Program Outcomes	AACN Essentials
<p>Question Guided Discussion</p> <p>Quizzes</p> <p>Literature Review Assignment</p>	<p>1. Evaluate theories used as the basis for advanced nursing practice.</p> <p>2. Discuss critical components of scientific theory in nursing and other relevant disciplines.</p> <p>3. Examine concepts related to the scientific method and evidence-based nursing practice.</p>	<p>Integrate theories and scientific findings from nursing, biopsychosocial fields, genetics, public health, and organizational sciences using translational processes to improve evidence-based nursing practice across diverse settings.</p>	<p>Essential I: Background for Practice from Sciences and Humanities</p> <p>Essential IV: Translating and Integrating Scholarship into Practice</p>
<p>CITI Training assignment</p>	<p>4. Analyze current research methodologies for relevance to advanced nursing practice.</p>	<p>Synthesize requisite knowledge of legal and regulatory processes, health policy, ethics, and advocacy to improve health outcomes of diverse populations at the organizational, local, state, and federal level. (Essentials IV, VI, VIII, IX)</p>	<p>Essential I: Background for Practice from Sciences and Humanities</p> <p>Essential IV: Translating and Integrating Scholarship into Practice</p>
<p>Critique Paper</p>	<p>4. Analyze current research methodologies for relevance to advanced nursing practice.</p>		<p>Essential I: Background for Practice from Sciences and Humanities</p> <p>Essential IV: Translating and Integrating Scholarship into Practice</p>

Literature Review Assignment	4. Analyze current research methodologies for relevance to advanced nursing practice.		Essential I: Background for Practice from Sciences and Humanities Essential IV: Translating and Integrating Scholarship into Practice
Question Guided Discussion Quizzes Literature Review Assignment	5. Distinguish the relationships among theory, research, and advanced nursing practice.	Integrate theories and scientific findings from nursing, biopsychosocial fields, genetics, public health, and organizational sciences using translational processes to improve evidence-based nursing practice across diverse settings.	Essential I: Background for Practice from Sciences and Humanities Essential IV: Translating and Integrating Scholarship into Practice
Question Guided Discussion Quizzes Literature Review Assignment	6. Integrate theory, evidence, clinical judgment, research, and inter-professional perspectives using translational research processes and information technology to improve nursing practice and associates health outcomes for diverse patient groups.	Integrate theories and scientific findings from nursing, biopsychosocial fields, genetics, public health, and organizational sciences using translational processes to improve evidence-based nursing practice across diverse settings.	Essential I: Background for Practice from Sciences and Humanities Essential IV: Translating and Integrating Scholarship into Practice

Oakland University – School of Nursing				
Graduate Grade Conversion				
PERCENTAGE	GPA		PERCENTAGE	GPA
99.00 - 100	4.0		80.00 - 80.99	3.0
97.00 - 98.99	3.9		78.00 – 79.99	2.9
95.00 - 96.99	3.8		76.00 – 77.99	2.8
93.00 - 94.99	3.7		74.00 – 75.99	2.7
91.00 - 92.99	3.6		72.00 – 73.99	2.6
89.00 - 90.99	3.5		70.00 - 71.99	2.5
87.00 - 88.99	3.4		68.00 – 69.99	2.4
85.00 - 86.99	3.3		66.00 – 67.99	2.3
83.00 - 84.99	3.2		64.00 – 65.99	2.2
81.00 - 82.99	3.1		62.00 – 63.99	2.1
			60.00 – 61.99	2.0