

Oakland University School Of Nursing

Nurse Anesthesia Practice III

**NRS 6998 (687)
CRN #14394**

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and
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Graduate Program of Nurse Anesthesia**

COURSE NUMBER:	NRS 6998 (687) - CRN #14394		
CREDIT & HOUR ALLOCATION:	Credits	Hrs/Wks	Total Hours Semester
	Theory	1	
COURSE TITLE	Graduate Research Project		
CLASS TIME & LOCATION:	January 3, 2018 – April 25, 2018		
	TBA - WEB		
FACULTY OF RECORD:	Anne Hranchook, DNP, CRNA		
	Program Director and Assistant Professor		
	Office: 3024 Human Health Building (HHB)		
	Office Telephone: (248) 364-8708		
	Office Hours: By Appointment Only		
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COURSE OVERVIEW

The purpose of this course is to enhance professional advanced nursing practice through the development of a graduate project and dissemination of scholarly findings. Students will develop a graduate research project under faculty guidance, based upon phenomenon importance to advanced nursing practice. Students will then disseminate results from the graduate project in a scholarly manner.

COURSE OBJECTIVES

1. Examine phenomenon of importance to advanced nursing practice and identify gaps that are amendable to change via nursing intervention.
2. Apply principles of nursing research and evidence-based practice during development of a graduate research project under faculty guidance which addresses an identified advanced nursing practice phenomenon of importance.
3. Disseminate graduate project findings in a scholarly manner.

ESSENTIAL CONTENT

Professional advance nursing practice

Advanced nursing practice-issues/phenomenon of interest

Research process

Evidence-based practice

Scholarly dissemination of findings

NRS 687 Graduate Research Project

Meeting Times/location: By appointment Mondays between 0830-10, Program Offices, Beaumont, Royal Oak, MI.

Instructor: Anne Hranchook, CRNA, DNP, 586-480-0001, Office hours on Mondays by appointment

Text: Health sciences literature review made easy: the matrix method by Garrard, Judith; available online Kresge Library

Format for Writing Papers: APA Manual of Style

Goals: Students will be able to:

- Research a broad scientific topic.
- Use PICO method and Matrix Method to record research, narrow focus, summarize findings and draw conclusions based on the scientific evidence.
- Develop or revise a proposal for an area of study
- Develop or select a data collection tool
- Complete and submit necessary documents for IRB approval
- Write and revise final paper of progress made in course for submission
- Present findings in class in a Power Point format
- Plan to present findings at the 2018 Fall Beaumont Anesthesia Symposium
- Plan to collect data when IRB applications approved

Description: This course will assist students in completing the research sequence in fulfillment of completing the MSN.

Requirements: Make appointments with Faculty of Record (For), attend all classes scheduled by FOR, read chapters from assigned book as a guide to how to conduct literature review and develop a matrix, develop your paper with Matrix Method, make suggested revisions, submit assignments on time.

Oakland writing center: <https://www.oakland.edu/ouwc/>

Course Schedule: Fall 2011 / Term 2121

Date	Topic	Assignment
January 8	Introduction/rubric/syllabi	Review rubric and syllabi
January 15	Martin Luther King Day/No class	None
January 22	Idea generation/overview of PICO method	
January 29th	Individual appointments:	Submit idea for project – submit PICO worksheet Preliminary literature review Read chapters in assigned book on completing a matrix
February 5	Individual appointments:	Develop plan for execution of project Continue literature review
February 12	Individual appointments:	Submit literature review in the form of the Matrix method by 1155 via Moodle
February 19	Winter Recess/no class	
February 26	Individual appointments:	Via Moodle and by 1155: Submit first draft of proposal and first draft of data collection tool due
March 5	Individual appointments: Amy/Johee 0900; Jayson/Brian 0930	Via Moodle and by 1155 submit final proposal with revisions
March 12	Individual appointments: Amy/Johee 0900; Jayson/Brian 0930	Via Moodle and by 1155 submit final draft of data collection tool
March 19	Individual appointments: Amy/Johee 0900; Jayson/Brian 0930	Via Moodle and by 1155: submit first draft of IRB app for nursing and IRB net
March 26	Individual appointments: Amy/Johee 0900; Jayson/Brian 0930	Submit IRB apps electronically as directed through Beaumont IRB net and Nursing
April 2	Individual appointments: Amy/Johee 0900; Jayson/Brian 0930	Begin writing final paper Begin draft of Power Point presentation
April 9	Individual appointments: Amy/Johee 0900; Jayson/Brian 0930 Course Evaluations	Via Moodle and by 1155: Submit PowerPoint presentation of progress to date on research and draft of final paper
April 16	Winter classes end	Present Power Point to classmates under the direction of Dr. Hranchook Course Evaluations due
April 22	Finals week	Via Moodle and by 1155: All final papers/Power Points and any other course work not previously

Your final grade will be calculated using your score divided by the following possible points:

- 50 points – PICO Worksheet and Research Matrix
- 50 points – IRB applications to both nursing and IRB net
- 50 points – Power Point Presentation
- 150 points – Final Paper

Literature Review Rubric

Grading of Assignment:

The following rubric will be used to assess your final paper. To calculate your grade, divide total points earned and by 150 (the total points possible), resulting in a percentage.

Rubric:

	Rating				Score
	15	10	5	0	
Research Matrix	Information is gathered from at least 12 current peer reviewed journal articles. Logical organization, summarizes major findings, methods, population.	Information is gathered from 10 current peer reviewed journal articles. Logical organization, summarizes major findings, methods, population.	Information is gathered from 8 current peer reviewed journal articles. Missing one of the following: Logical organization, summarizes major findings, methods, population.	Information is gathered from 6 or less current peer reviewed journal articles. Missing two or more of the following: Logical organization, summarizes major findings, methods, population.	
Title Page	Includes specific and informative title, author, course and date. Signature obtained from FOR.	Omits one of previous	Omits two of previous	Omits three of previous or any title page that does NOT include signature of FOR.	
Organization	Well organized, demonstrates logical sequencing and structure.	Well organized, but demonstrates illogical sequencing or structure.	Weakly organized with no logical sequencing or structure.	No organization, sequencing, or structure.	
Abstract	Clearly states aim and scope; concisely summarizes major points.	Aim and scope are stated clearly, major points are not summarized.	Aim and scope are not stated, major points are summarized.	Aim and scope are not clearly stated, major points are not summarized.	
Introduction	Aim and scope are repeated and problem/topic is introduced, rationale for study is explained.	Aim and scope are repeated and problem/topic is introduced, rationale for study is not explained.	Aim and scope are repeated, problem/topic is not introduced, rationale for study is not explained.	Aim and scope are not repeated, problem/topic is not introduced, and rationale is not explained.	
Method	-Clearly identified methodology/approach -Method appropriate to research focus -Evidence is sufficient that method will address the research question	Clearly identified methodology /approach -Method appropriate to research focus -Evidence is not sufficient that method will address the research question	Clearly identified methodology/ approach -Method not appropriate to research focus -Evidence is not sufficient that method will address the research question	Methodology/ approach unclear -Method not appropriate to research focus -Evidence is not sufficient that method will address the research question	

PICO/Research Question	Research question(s) are formed through the literature review and clearly stated.	Research question(s) are formed through the literature review.	Research question(s) were not formed but could be formed through review.	Research question(s) were not formed and are not apparent from the literature review.	
Results	-Results section organized -Major findings clearly identified -Synthesis of findings clear and well thought out	-Results section organized -Major findings clearly identified -No evidence that data was synthesized or that findings are clear and well thought out	Results section organized -Major findings are not clearly identified -No evidence that data was synthesized or that findings are clear and well thought out	Results section is not organized -Major findings are not clearly identified -No evidence that data was synthesized or that findings are clear and well thought out	
Conclusion	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from evidence offered.	No conclusions are made from the evidence offered.	
References	Information is cited properly and in APA format. None less than 10 years.	Information is cited properly. 1 or 2 errors in APA format. Articles less than 10 years.	Information is cited, but has errors. 3 -5 errors in APA format. Articles less than 10 years.	Information is not cited or is cited incorrectly. More than 5 errors in APA format and/or articles found older than 10 years.	

Power Point Presentation Rubric					
Each Area Will be Scored on a Scale from 1-10	1-3 Points	4-6 Points	7-9 Points	10	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

Academic Integrity Policy:

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the [student judicial system](#).

Examples of Academic Dishonesty:

1. Cheating on assignments and examinations. This includes, but is not limited to, the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, works completed for a past or concurrent course, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.
2. Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect, claiming credit for someone else's thinking. This can occur in drafts, papers and oral presentations. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is [plagiarism](#).
3. Cheating on lab reports by falsifying data or submitting data not based on the student's own work.
4. Falsifying records or providing misinformation regarding one's credentials.
5. Unauthorized collaboration on assignments. This is unauthorized interaction with anyone in the fulfillment of academic requirements and applies to in-class or take-home coursework. Individual (unaided) work on exams, lab reports, homework, computer assignments and documentation of sources is expected unless the instructor specifically states in the syllabus or verbally that it is not necessary. Collaboration can also include calculating homework problems with another person, having another help to rewrite a paper, sharing information/sources with others and checking coursework with others.
6. Resubmission of original work. When an instructor assigns coursework, the instructor intends that work to be completed for his/her course only. Work students may have completed for a course taken in the past, or may be completing for a concurrent course, must not be submitted in both courses unless they receive permission to do so from both faculty members.

Faculty Standards

Faculty members are expected to maintain the following standards in the context of academic conduct:

1. To inform and instruct students about the procedures and standards of research and documentation required to complete work in a particular course or in the context of a particular discipline.
2. To take practical steps to prevent and detect cheating.
3. To report suspected academic misconduct to the Dean of Students, 144 Oakland Center, for consideration by the Academic Conduct Committee of the University Senate.
4. To present evidence of plagiarism, cheating on exams or lab reports, falsification of records, or other forms of academic misconduct before the Academic Conduct Committee.

Student Standards

Students are expected to abide by the following standards in the context of academic conduct:

1. To be aware of and practice the standards of honest scholarship.
2. To follow faculty instructions regarding exams and assignments (including group assignments) to avoid inadvertent misrepresentation of work.
3. To be certain that special rules regarding documentation of term papers, examination procedures, use of computer-based information and programs, etc., are clearly understood.
4. If a student believes that practices by a faculty member are conducive to cheating, he or she may convey this information to the faculty member, to the chairperson of the department, or to any member of the Academic Conduct Committee (either directly or through the Dean of Students Office).