TEXAS A&M UNIVERSITY-CORPUS CHRISTI
COLLEGE OF NURSING AND HEALTH SCIENCE

NURS 5314 Research Design in Nursing

SYLLABUS-Spring 2009

Course Faculty: Mary Kay Mortimer, Ph.D., RN

Office: Center for Instruction, Room 366

Telephone: 361.825.2270 Available by cell 361-944-9800

E-mail: Web CT email. It is TAMUCC policy that only Web CT email be used for communication with students.

Office Hours: Will be arranged when requested.

General Information:

Lecture Location: TAMUCC Online Courses

http://islandonline.tamucc.edu/islandonline.php

Class Time: Online week runs Tuesday through Saturday. No email or discussions will be viewed or responded to on Sunday and Monday.

On-Line Learning: This section of NURS 5314 is web-based and the principals of distance learning apply for all students. That means that all students should be prepared to discuss the topics assigned on the class schedule through online discussions. All assignments are due on the day indicated in the Course Schedule. Discussions will be conducted in student groups which are assigned. Your participation in your assigned group is critical in your learning experience. Online communities evolve when peer learners and faculty facilitators recognize that you can learn from each other and learn by examining concepts and issues together. The course is naturally expanded by the knowledge and depth of experience of each person in the course.

Credits: 3

Prerequisites: Introductory research (BS or BSN level) and statistics course.
Course Description: Study of intermediate and advanced aspects of research designs and methods relevant to investigation of nursing problems. Emphasis is on research investigation in clinical practice to advance nursing knowledge.

COURSE OBJECTIVES and EXPECTED LEARNING OUTCOMES

1. Judges the adequacy and appropriateness of selected nursing research findings for possible integration into nursing practice:

   1.1. Critically analyzes nursing research reports using established criteria as indicators of scientific rigor;

   1.2. Conducts a Systematic review of the literature related to a selected problem.

2. Integrates research and theory to advance nursing knowledge:

   2.1. In a nursing practice arena, identifies health care problems that require systematic study;

   2.2. Critically analyzes literature from a variety of disciplines to discover what is known about the problem;

   2.3. Develops a research plan to investigate a selected problem.

3. Demonstrates commitment to the advancement of nursing knowledge through the utilization of research:

   3.1. Judges qualitative and quantitative research findings for possible application to problems encountered in nursing practice including those related to caring and cultural sensitivity.

   3.2. Critically analyzes nursing situations to determine the need for change based on research;

   3.3. Organizes change for implementation of research findings into the health care delivery system;

   3.4. Disseminates reported studies with colleagues.

REQUIRED TEXTS


Rules and Regulations of the Texas Nurse Practice Act – website [www.bne.state.tx.us/](http://www.bne.state.tx.us/)

**Additional Required Reading**


**Recommended Readings**

LEARNING EXPERIENCES &
TEACHING METHODS

Discussion, group online seminars, independent reading and study are used to stimulate student understanding of theory, process and principles of research and its application to professional practice. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred. Faculty will provide guidance to assist every student’s successful completion of this course.

GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS

Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the course faculty member in a timely manner to insure satisfactory completion of the assignment on the date it is due. In each written assignment, students must adhere to the APA Publication Manual, 5th Edition guidelines for formatting and organizing written assignments. Review format before writing papers AND before submitting completed assignments. All of the assignments will be judged based on the paper format.

Scientific writing is precise and formal. Students new to formal writing frequently have difficulty transforming creative writing skills into the formal skills required to accurately and adequately report information acquired through the scientific process. Numerous resources are available to assist students to develop these new writing skills. Faculty have numerous recommendations for helpful writing aids and students are strongly encouraged to discuss their needs with faculty. The TAMU-CC Tutoring and Learning Writing Center provides on-line assistance to graduate nursing students. You must adhere
to their timeframe for submitting papers for feedback. Please ask for help from these experts. They welcome emailing papers back and forth in order to assist online students.

ACADEMIC INTEGRITY and HONESTY

The highest standards of academic honesty are expected from the student. Faculty adheres to the University policy regarding academic honesty as published in the University Catalog. Refer to APA Manual, p. 95-98 for the proper way to use and cite quoted material. Students must adhere to the Student Honor Code. All assignments must be the original work of individual students.

Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! The overuse of quotations when you have difficulty paraphrasing the information is not a good solution.


Students with Disabilities
If you have a disability that has been verified and documented by a physician and or neuro-psychologist, that require specific learning supports, you must meet with someone from the Students with Disabilities Office at TAMUCC. They will develop a plan to assist you with your learning activities within this course as needed. Please note that you are expected to contact the Disabilities Office within the first week of class.

COURSE REQUIREMENTS
1. Students are expected to have access to a computer that can support WebCT applications.

2. Students must review the course introduction to learn how communication will occur and how assignments will be managed during the course.

3. Email communication should occur through the WebCT structure. Students should review email at least every 48 hours. **Students are expected to read and be responsible for information that is posted under the announcements reached through the course homepage and received via WebCT email.**

4. All assignments are due on the scheduled date. Students should review the syllabus throughout the semester to insure that class assignments are completed correctly and by the due date.

5. To insure that you complete class assignments correctly, **print a copy of the syllabus as a reference.**

6. Evidence of preparation for class discussion is determined by participation. Group seminars will be held in the discussion board of WebCT Found under “Communication” on the Homepage. Every student should participate in the discussion when scheduled. See criteria for discussions in the Syllabus.

7. Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.

8. Assignments must be turned in on the required date unless other arrangements have been made with the course instructor ahead of the due date. Two (2) points will be deducted from the final grade for the assignment for each day that the assignment is late.

9. Students are expected to complete a course evaluation at the end of the course.
GRADING SCALE FOR THE COURSE
(UNIVERSITY WIDE PARAMETERS)

A = 90 -100
B = 83 -89
C = 75 – 82
D = 67 – 74
F = below 67

COURSE WORK GUIDELINES AND
GRADING CRITERIA

Guidelines for WebCT Skill Demonstration

Many students struggle to comply with course requirements because they cannot navigate the WebCT courseware. The purpose of this exercise is to familiarize students with WebCT and its various tools. To complete this activity, you must complete at least one of several tutorials available through e-learning on WebCT.

For this assignment, select at least one of the tutorials available for student orientation to WebCT. If you are experienced with WebCT, use this exercise to learn something new about the many features. If this course is the first you have taken through WebCT, focus your time on learning the basics about chat, discussion, email, gradebook, assignment tools, and content modules. After completing the tutorial, every student should document on the Learning Program work sheet what tutorial you used and what WebCT tools you tested. You should also identify two support options available to you as a student enrolled in this web-based course.
Guidelines for On-Line Discussions

To meet the requirements for this assignment, students will be assigned to groups but may be expected to post individually as per various modules, and will have access to their group comments. You will also be expected to read other discussions in order to learn additional comment without personally researching every area of content beyond reading the text. To participate in the formal discussion, students should read the discussion question(s) and prepare their response. This response may build on other student comments but each student’s initial response must contain a unique contribution to the discussion. Regarding most questions you will have to explore the literature on the subject and or look for good examples of this issue in the scientific literature. Finally, each student must respond to at least one other student’s comments on the active topic with a substantive comment. Every student will submit a minimum of two (2) contributions to a required discussion topic which includes recent pertinent references as well as evidence that you have read the reference.

In response, each student should:

1. Identify the point made in the opening comments posted to start a discussion. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.

2. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates further discussion by the group.

3. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature. Avoid making “belief”, “I think” statements or describing your own experiences alone. They are different than knowledge or expert opinion statements.

4. Extend discussion into another relevant area whenever possible.
Grading Criteria for Discussions

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message contains evidence that student correctly understands lesson content.</td>
<td>2</td>
</tr>
<tr>
<td>Message demonstrates student’s unique ideas about content, critical thinking and inquiry.</td>
<td>2</td>
</tr>
<tr>
<td>Message clearly links theory and principles from required readings to topic under discussion.</td>
<td>2</td>
</tr>
<tr>
<td>Response to other student comments is substantive and provokes further examination of each participant’s perspective.</td>
<td>2</td>
</tr>
<tr>
<td>Provides references for discussion postings from reports the student has personally searched and located and which support position on issue.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
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Guidelines for Statement of a Research Problem

This assignment provides students with an opportunity to develop nursing topic in need of scientific investigation. The topic will likely emerge from your practice area so this assignment will allow you to explore what is known about a topic and what additional knowledge is needed to affect nursing care. Students will need to spend some time thinking about their practice before selecting the focus of this assignment.

Students are required to write the introductory sections of a research plan in an area of personal interest. You should focus on convincing others that a problem exists in practice that may be improved through research. In your description of the problem and its significance, you write to convince others that your perspective on a problem is sound,
logical, and worth hearing (and financial investment). You confront challenges to your position by providing evidence that supports your plan. The need for research is explained in detail (using extant knowledge from the scientific literature) in the Background to the Problem section. The evidence that justifies your research exists in the professional literature (conceptual, empirical, and opinion). You support your position through the use of in-text citations.

This assignment does not require students to select a design or develop a method to answer the questions posed in the Statement of the Problem. The student should only focus on clearly describing the problem that may later be addressed through the last assignment, a systematic review of the literature. Your position should be based in the knowledge about this topic. Therefore students should review the current literature related to this topic as background to this activity. You do not, however, have to complete the full literature review to establish the background or significance of the problem. Literature should be from primary sources published within the past 5 years. The literature you review for this paper will also be used in your final project, a systematic review of the literature. Your textbook has a detailed description of essential guidelines for writing research proposals. REFER TO THE GUIDELINES FOR THE STATEMENT OF THE PROBLEM IN YOUR TEXT AS YOU WRITE YOUR PAPER!

Your paper should adhere to APA format and include an introduction and summary. Your ideas should be identified through section headings that function as a roadmap for the reader. Use the Criterion in the Grade Criterion as subject headings. You should include a reference list for any resources you use to complete this paper (including any references to readings in your text). Each page should be numbered and you should use a title page to identify your paper and topic. The file should be saved as a Microsoft Word doc (.doc) with a filename that includes your name. Submit your final paper through Student Tools feature of the course shell.

If you do not understand these instructions, contact the faculty member immediately. These have been added to the assignment description in the Student Tools of the course shell. All communication about this assignment should occur through the course shell.
### Grading Criteria for Statement of a Research Problem

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Describes purpose/aims/goals of scientific investigation as it relates to a nursing issue.</td>
<td>2</td>
</tr>
<tr>
<td>Summarizes what is known about the problem and importance to nursing practice using research reports</td>
<td>3</td>
</tr>
<tr>
<td>Explains conceptual model used in studies identified OR briefly describes a potentially useful conceptual/theoretical model that supports the relationship under investigation.</td>
<td>3</td>
</tr>
<tr>
<td>Describes how the theoretical/conceptual model relates to or leads to the research purpose and questions. Does the theory support the research question and how? Are the variables drawn from the conceptual/theoretical framework?</td>
<td>3</td>
</tr>
<tr>
<td>Writes research problem statement that clearly identifies nature of the problem and the context where the problem is encountered</td>
<td>3</td>
</tr>
<tr>
<td>Writes a research question that reflects current state of knowledge about the nursing issue. Use either a question or hypothesis. Question must be feasible for this course and narrowly defined. You will build on this paper when you write your Systematic Literature Review as the primary product of this course.</td>
<td>2</td>
</tr>
<tr>
<td>Defines variables under investigation using references and includes the operational variable used.</td>
<td>3</td>
</tr>
<tr>
<td>Describes research findings that indicate the contribution/impact of this research (that is the resolution of the research problem or answering the research question) to nursing knowledge or practice</td>
<td>2</td>
</tr>
<tr>
<td>Logically and clearly presents scientific knowledge.</td>
<td>2</td>
</tr>
<tr>
<td>Adheres to APA format throughout paper</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
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Guidelines for Human Participant Protections Education for Research Teams

Research must be ethical. That is, nurse researchers must act in a way that prevents harm to individuals who agree to participate in a project, that supports a potential participant’s right to self-determination and fair treatment. Not all health care researchers have acted ethically in their efforts to advance knowledge about humans and their response to illness and health care. The Office of Human Research Protections (OHRP) was created to monitor researcher behavior and protect the citizens of the United States who agree to participate in research projects.

This activity is an opportunity to learn about federal regulations designed to protect participants in government-sponsored research. For this assignment, you must complete the Human Participant Protections Education for Research Teams tutorial provided for scientists by the CITI program. The specific program is “Social and Behavioral Research.” You are expected to complete the first 42 modules. You may cut and paste the record of your completed modules since if you do not fully complete the section, you may not be able to print a certificate. When you complete the tutorial, you should save to your computer the document/certificate that appears at the end of the tutorial. Submit through the learning programs work sheet included in the same email. You can access the tutorial at http://citiprogram.org You should complete this tutorial after you have read Chapter 7 in your text. The certificate for this fairly lengthy program makes up 5 points of your total grade.
Grading Criteria for Research Critique

The purpose of this assignment is to enhance your skills in the critical evaluation of research findings and their value as evidence for nursing practice. You will use these analysis skills to perform a systematic review of the literature on a topic of your choice in the major product of this entire course.

You will also use these skills in your clinical practice as you decide how best to care for your patients using evidenced based practice. For this assignment, students will select a research article published in a scientific journal. You may use one of the quantitative experimental research reports that you have identified for your Systematic Literature Review. The critique guidelines outlined in your text will best support your analysis of a nursing research article.

DO NOT SELECT A THEORY OR CONCEPT ANALYSIS FOR THIS ASSIGNMENT OR A QUALITATIVE RESEARCH REPORT BECAUSE THE EVALUATION AND CRITIQUE OF A QUALITATIVE WORK IS VERY DIFFERENT AND IS NOT THE FOCUS OF MOST OF THIS COURSE. HENCE THE GRADING CRITERIA ARE NOT APPROPRIATE FOR A QUALITATIVE STUDY. DO NOT CHOOSE A QUALITATIVE RESEARCH REPORT FOR THIS ASSIGNMENT.

The research critique is not simply a description of what is contained in the article. A research critique is a methodical analysis of a research report and the study described in the report. The analysis requires students to comprehend information contained in the report, compare the information against the ideal research process, evaluate the extent to which the research process fits the research problem, and judge the accuracy and significance of the researchers’ conclusions about the findings. An excellent Guide to writing a comprehensive critique may be found at the following:
http://www.uwm.edu/~brodg/Handout/critique.htm

Research critiques are scientific papers. As such, use APA format and organize your content with section headings. The criterion for grading provides good section headers to guide your paper. Refer to your textbook guidelines for the critical evaluation of research reports. Reference all ideas that you have developed as a result of your participation in this course. You do not use citations only for quotes.
Use your own words rather than rely on quotations to make your point.

**Grading Criteria for Research Critique**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critiques research problems, question, hypotheses 10 possible points</td>
<td></td>
</tr>
<tr>
<td>• Identifies purpose, problem statement, and/or hypotheses</td>
<td></td>
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<tr>
<td>• Evaluates the extent to which the researchers’ establish the importance of the problem to practice.</td>
<td></td>
</tr>
<tr>
<td>• Evaluates appropriateness of problem, question or hypotheses to state of knowledge as described in the article.</td>
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<tr>
<td>• Analyzes supporting review of the literature as summarized in research report</td>
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<tr>
<td>• Discusses the impact of the written presentation on the reader’s comprehension of the study’s purpose and significance.</td>
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<tr>
<td>Critiques conceptual framework 3 possible points</td>
<td></td>
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<tr>
<td>• Discusses presence (or absence) of conceptual model</td>
<td></td>
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<tr>
<td>• Discusses the adequacy of the model description as it informs the reader about the significant relationships under examination</td>
<td></td>
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<tr>
<td>• Evaluates basis for selection of variables examined in study</td>
<td></td>
</tr>
<tr>
<td>Critiques research design 10 possible points</td>
<td></td>
</tr>
<tr>
<td>• Identifies research design and rationale for designation</td>
<td></td>
</tr>
<tr>
<td>• Analyzes fit between research design and research question(s)</td>
<td></td>
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<tr>
<td>• Evaluates effect of instruments on validity of results</td>
<td></td>
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<tr>
<td>• Evaluates “representativeness” of sample related to target population</td>
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<tr>
<td>• Analyzes the appropriate controls used by researchers to promote internal validity of the study</td>
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<tr>
<td>• Discusses impact of design on research findings</td>
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<tr>
<td>Logically presents ideas 2 possible points</td>
<td></td>
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<tr>
<td>• Organizes paper such that reader can follow student’s argument</td>
<td></td>
</tr>
<tr>
<td>• Provides sufficient scientific evidence to support position</td>
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Guidelines for Systematic Review of the Literature

The purpose of this assignment is to provide students an opportunity to refine their expertise on a practice topic, engage in the research process, and to present their findings to others through a formal poster presentation. The student can achieve the purpose through the formal investigation of the evidence or knowledge related to nursing topic. This type of research is generally known as an integrative or systematic review of the literature. A systematic review of the literature is a research investigation that requires the clear specification of a research problem. The research problem is present in the research question that the investigation seeks to answer. The literature is the sample from which the data are collected.

The wise student will analyze the literature related to the research problem discussed in the first writing assignment. The even wiser student will use an article reviewed for this assignment to complete the research critique assignment. Hence, this assignment is the culmination of a student’s work for this course. Specific guidelines for this assignment are available to the student in the NURS 5314.W01 course shell under assignments.

The final systematic review report should be prepared as a poster or Power Point (preferred). Poster presentations are used to disseminate research findings to a large audience and allow for face-to-face interactions with others interested in the research topic. Posters communicate essential information about the study through a visual format. Researchers must use bullets, graphs, photographs, and visual images to represent all aspects of the research process. A PowerPoint presentation is an excellent method to complete this assignment. Students should contact the course faculty to discuss alternatives if they do not want to use PowerPoint to create their poster. Your text contains details about poster presentations and guidelines for designing a succinct and thorough poster.
### Grading Criteria for Systematic Review of the Literature

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Describes a clearly focused research problem related to nursing. Provides rational and data to substantiate research problem. Clearly stated research question.</td>
<td>5 points</td>
</tr>
<tr>
<td>Defines key variables (concepts or constructs) contained in research question. Includes operational definition. Describes details of sampling plan with discussion of why particular studies not included in review. Clearly describes data collection methods.</td>
<td>10 points</td>
</tr>
<tr>
<td>Describes data analysis method: See page 132 of Polit &amp; Beck. Summarizes data in table format.</td>
<td>4 points</td>
</tr>
<tr>
<td>Presents conclusions about state of knowledge clearly and succinctly. Connects data to conclusions.</td>
<td>3 points</td>
</tr>
<tr>
<td>Logically and Clearly presents ideas. Uses references appropriately. Includes complete bibliography with notations for literature excluded from the review. APA style used for all references.</td>
<td>3 points</td>
</tr>
</tbody>
</table>

**Total** 25