UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2014

COURSE NUMBER NUR 3169

COURSE TITLE Inquiry and Evidence in Professional Nursing Practice

CREDITS 3

PLACEMENT BSN Program: 2nd Semester Upper Division

PREREQUISITES Admission to Upper Division BSN Program

COREQUISITES None

# FACULTY Joyce K. Stechmiller, ACNP-BC, PhD, FAAN

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COURSE DESCRIPTION The purpose of this course is to examine the processes required to translate and integrate evidence into nursing practice. Emphasis is on evaluation and application of scientific evidence affecting nurse-sensitive quality indicators. Focus is on an understanding of the ways in which cumulative interprofessional data sets are used.

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

1. Explain the significance of using theories and conceptual frameworks in research.
2. Identify processes of inquiry relevant to provision of evidence based healthcare by members of the interprofessional team.
3. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
4. Identify credible sources of evidence pertinent to clinical practice.

COURSE OBJECTIVES (continued):

1. Identify nurse-sensitive quality indicators and performance measures.
2. Analyze discrepancies between evidence based standards of care and common practices that impact client outcomes.
3. Discuss legal and ethical issues pertinent to the acquisition of scientific evidence.

COURSE SCHEDULE

 Section Day Time Room

 1C59 Tuesday 12:50-3:50 G101

 1C69 Tuesday 12:50-2:45 & G101

4:05-4:55pm G103

E-Learning in Sakai is the course management system that you will use for this course. E-Learning in Sakai is accessed by using your Gatorlink account name and password at <http://lss.at.ufl.edu>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

ATTENDANCE

Students are expected to be present for all scheduled classes, other learning experiences, and examinations. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor **prior** to the scheduled class or as soon as possible thereafter. Instructors will then make an effort to accommodate **reasonable** requests. A grade penalty may be assigned for late assignments, including tests.

ACCOMMODATIONS DUE TO DISABILITY

Each semester, students are responsible for requesting a memorandum from the Disability Resource Center (<http://www.dso.ufl.edu/index.php/drc/>) to notify faculty of their requested individual accommodations. This should be done at the start of the semester.

COUNSELING AND MENTAL HEALTH SERVICES

Students may occasionally have personal issues that arise on the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575, visit their web site for more information: <http://www.counseling.ufl.edu/cwc/>.

STUDENT HANDBOOK

Students are to refer to the College of Nursing Student Handbook for information about College of Nursing policies, honor code, class demeanor, and professional behavior. <http://nursing.ufl.edu/students/student-policies-and-handbooks/>.

ACADEMIC HONESTY

The University of Florida Student Conduct and Honor Code may be found at http://www.dso.ufl.edu/index.php/sccr/process/student-conduct-honor-code/

TOPICAL OUTLINE

1. Relationships between and among theory, practice, and research
2. Carper’s ways of knowing
3. Principles and models of evidence-based practice
4. Evaluating sources of evidence
5. Nurse sensitive quality indicators and performance measures
6. Forces driving research agendas in the professions
7. Ethical conduct of scholarly work
8. Qualitative research methods
9. Quantitative research methods
10. Problems, questions, and hypothesis
11. Design
12. Reliability and validity
13. Sampling
14. Data analysis and meta-analysis
15. Dissemination of scholarship
16. Translation of evidence into practice

TEACHING METHODS

Web-based asynchronous learning modules, small group seminars, selected readings and electronic sources

LEARNING ACTIVITIES

Small group discussions, seminar presentations, and attendance at selected research meetings

EVALUATION METHODS/COURSE GRADE CALCULATION

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| Assignments | Percent | Due Date |
| Journal ClubClinical Research Problem Presentation Brainstorming 12 per week | 105 | Weekly  |
| First Clinical Problem Research Paper | 15 | March 11 |
| Quizzes | 60 | Feb 25,April 15, April 30 |
| Second Clinical Problem Research Paper  | 10 | April 22 |
| Total | 100% |  |

*Assignments/Papers will be returned within 10 working days.*

MAKE UP POLICY

There will be no make-ups for missed quizzes and exams. If a student misses an exam, the score on the final exam will be the score for the final exam and the missed exam.

GRADING SCALE/QUALITY POINTS

A 95-100 (4.0) C 74-79\* (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

 B 84-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

FACULTY EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

# REQUIRED TEXTS

 American Psychological Association. (2010). *Publication manual of the American*

 *Psychological Association* (6th Ed.). Washington, DC: Author.

Houser J (2014). *Nursing research: Reading, using, and creating evidence* (3th Ed.). Burlington: Jones & Bartlett Learning.

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| **Date** | **Lecture** | **Concepts/Theories/Research** | **Journal Club** | **Readings** | **Assignment** |
| Jan 7 | **Part I Introduction to Research**Introduction to Course Importance of Research as Evidence in Nursing Dr. Stechmiller | Research as Evidence in Nursing Practice; Purpose of Nursing Research; Levels of Evidence; Resources for EBP;  | LOE review for Journal Club; Journals as resources for EBP; Impact factors; examining Journals for critical information | Houser Chapter 1 | <http://guides.uflib.ufl.edu/nursing>review research literature search proceduresSign up for clinical problem presentationSign up for Journal club group |
| Jan 14 | The Research Process and ways of knowing; Key concepts and steps in qualitative and quantitative research **in class- Dr. Stechmiller** | The Research Process; Qualitative and quantitative research  |  **Journal Club** Critiquing Research articles; Guide to an overall critique of a quantitative research report (Box 5.2) research problem, hypothesis, questions, variables; critique of research report – critique theory | HouserChapter 2 | Initiate literature review for investigation of clinical problem for class paper and presentation Initiate literature review for clinical problem; sign up for clinical problem presentation |
| Jan 21 | Ethics in Nursing Research | Controlling the research situation IRB; HIPPA; data safety; human subjects safety | **Journal Club**Critiquing Research articles; Guide to an overall critique of a quantitative research report (Box 5.2) research problem, hypothesis, questions, variables; critique of research report – critique theory  | HouserChapter 3 | Clinical Problem Presentations (12) |

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| **Date** | **Lecture** | **Concepts/Theories/Research** | **Journal Club** | **Readings**  | **Assignment** |
| Jan 28 | **Part 2: Planning for Research**Conceptualizing and planning a study to generate evidence; Overview of research problems, questions and hypotheses **Dr. Stechmiller** | Finding Research problems and writing questions, hypotheses | **Journal Club**Critiquing Research articles;Guide to an overall critique of a quantitative research reportresearch problem, questions, begin using critique of research report (LOE) | HouserChapter 4 | Clinical problem presentations (12) |
| Feb 4 | Literature Reviews; finding and critiquing evidence |  | **Journal Club**Critiquing Research articles;Guide to an overall critique of a quantitative research report research problem, hypotheses, questions, variables; critique of research report; LOE | HouserChapter 5 | Clinical Problem Presentation (12);  |
| Feb 11 | Research-theory link; Theories, models and frameworks; nature of models used in nursing research ; Assessment of a model or theory Generating | Health Belief Model, Penders Model, Cognitive Behavior Model, Stress and Coping Model | **Journal Club**Critiquing Research articles;Guide to an overall critique of a quantitative research report research problem, hypotheses, questions, variables; critique of research report; LOE |  |  Clinical ProblemPresentations (12) |

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| **Date** | **Lecture** | **Concepts/Theories/Research** | **Journal Club** | **Readings** | **Assignment** |
| Feb 18 | Qualitative Research |  | **Journal Club**Critiquing Research articles;Guide to an overall critique of a quantitative research report research problem, hypotheses, questions, variables; critique of research report; LOE |  | Practice Quiz |
| Feb 25 | Quiz 1 |  | No Journal Club |  |  |
| March 11 | **Part 3: Research Process** | Planning Quantitative and Qualitative StudiesAPA | **Journal Club**Critiquing Research articles; Guide to an overall critique of a quantitative research report (Box 5.2) research problem, hypotheses, questions, variables, critique of research report – critique theory Box 6.1 LOE | HouserChapter 6, 8 | Clinical Problem Presentations (12) Paper 1 due |

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| **Date** | **Lecture** | **Concepts/Theories/Research** | **Journal Club** | **Readings** | **Assignment** |
| March18 |  Designing and conducting Quantitative studies to generate evidence for nursing Quantitative Research |  | **Journal Club**Critiquing Research articles; Guide to an overall critique of a quantitative research report (Box 5.2) research problem, hypotheses, questions, variables; critique of research report – critique theory Box 6.1 LOE | HouserChapter 9,12 | Clinical Problem Presentations (12) |
| March 25 | Rigor and Validity in Quantitative ResearchSpecific types of quantitative research |  | **Journal Club**Critiquing Research articles; Guide to an overall critique of a quantitative research report (Box 5.2) research problem, hypotheses, questions, variables; critique of research report – critique theory Box 6.1 LOE | HouserChapter 10-11 | Clinical Problem Presentations (12) |
| April 1 | Sampling in Quantitative Research |  | **Journal Club**Critiquing Research articles; Guide to an overall critique of a quantitative research report (Box 5.2) research problem, hypotheses, questions, variables; critique of research report –  | HouserChapter 7 | Clinical Problem Presentation (12) |
| **Date** | **Lecture** | **Concepts/Theories/Research** | **Journal Club** | **Readings** | **Assignment** |
| April 8 | Data Collection in Quantitative Research |  | **Journal Club**Critiquing Research articles; Guide to an overall critique of a quantitative research report (Box 5.2) research problem, hypotheses, questions, variables; critique of research report – critique theory  | Houser Chapter 8 | Clinical Problem Presentation (12) |
| April 15 | Quiz 2 |  |  |  | Clinical Problem Presentation (12) |
| April 22 | Analysis & Reporting Quantitative Data |  | **Journal Club**Critiquing Research articles; Guide to an overall critique of a quantitative research report (Box 5.2) research problem, hypotheses, questions, variables; critique of research report – critique theory  | HouserChapter 13 | Clinical Problem Presentation (12); Paper 2 due |
| April 30 10am | Final |  |  |  |  |

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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 09/0909/0910/09 |

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