UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL 2015

# COURSE NUMBER NGR 6101 Section: 17CH

COURSE TITLE Theory and Research for Advanced Nursing Practice

CREDITS 3

PLACEMENT First Semester in Master's or BSN-to-DNP Program

 or

Second Semester of BSN-Accelerated Track

PRE/COREQUISITE None

FACULTY **Karen Moosvi, PhD, APN, CNE**

 karenvmoosvi@ufl.edu

 732- 682-7716

 Please text or email to arrange meeting

 Office hours: By appointment

COURSE DESCRIPTION

This course is designed to further develop the knowledge and skills necessary to critique theory and research from nursing and related fields. Emphasis is on the relationship among theory, research and practice.

COURSE OBJECTIVES

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

1. Analyze the links among theory, research, and practice in nursing.
2. Analyze the elements of conceptual models and theoretical frameworks.
3. Explore the application of theories to nursing practice and research.
4. Identify steps of the research process.
5. Differentiate between quantitative and qualitative research approaches and their appropriateness to nursing inquiry.
6. Critique research studies used to explore clinical problems in nursing.

COURSE OBJECTIVES (continued)

1. Analyze clinical practices and scientific integrity issues utilizing biomedical ethical principles.

COURSE SCHEDULE

E-Learning in Canvas is the course management system that you will use for this course.

E-Learning in Canvas is accessed by using your Gatorlink account name and password at <https://lss.at.ufl.edu/>. There 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.

VoiceThread will also be used in this course. VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate pages and leave comments using voice or video. The recordings are available to the class during the semester and will not be used for another class.

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. All feedback will be given on the web via Canvas and occasional direct emails, including grades and comments on assignments.

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

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**For the purposes of this class, the week will begin on Monday morning at 8:00 AM and will close on Sunday evening at 11:59 PM.**

TOPICAL OUTLINE

1. Theories from nursing and other disciplines influencing evidenced-based practice including general systems theory
2. Critique/evaluation of theories, models, and frameworks
3. Analysis of the relationship between theory, research, and practice
4. Selected steps of the research process
5. Problem and purpose statements
6. Review of relevant literature
7. Objectives, hypotheses and questions
8. Research design
9. Qualitative research approaches

TOPICAL OUTLINE (continued)

1. Quantitative research approaches
2. Biomedical ethical principles
3. Scientific integrity

# TEACHING METHODS

Asynchronous interactive e-Learning modules using Canvas and VoiceThread.

LEARNING ACTIVITIES

Individual and small group assignments, quizzes, and presentations.

EVALUATION METHODS/COURSE GRADE CALCULATION

Each student is expected to: 1) comprehensively read and critically analyze materials assigned for each class topic; 2) actively participate in individual and small group activities of class topics; and, 3) successfully complete all assignments. Evaluation will be based on the achievement of these criteria. Assignments and their relative weights are as listed below. Details of each assignment will be posted on Canvas.

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| **Assignment** | **% of Final Grade** |
| Individual Assignments (6) | 30% |
| Group Assignments (6) | 30% |
| Quizzes (6) | 30% |
| Qualtrics Survey (2) | Required/Not Graded |
| Journal Club Group Presentation/Peer Evaluation | 10% |
|  | 100% |

*Feedback on assignments will be returned within 2 weeks of due date.*

MAKE UP POLICY

ALL assignments are due on the date and time assigned. If lateness is unavoidable, notify the professor prior to the scheduled time. ***Unexcused late submission will result in grade reduction of 1 point per day late****.* **NO WORK WILL BE ACCEPTED BEYOND ONE WEEK AFTER THE ORIGINAL DUE DATE, UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE WITH THE INSTRUCTOR**. Make-up quizzes may not be available.

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>

University and College of Nursing Policies:

Please see the College of Nursing website for a full explanation of each of the following policies: <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

Academic Honesty

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

# REQUIRED TEXTBOOKS

Polit, D. F., & Beck, C.T. (2014). *Essentials of nursing research: Appraising evidence for nursing practice* (8th ed). Philadelphia, PA: Wolters Kluwer/Lippincott/Williams & Wilkins Health.

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

 *Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

**Supplemental readings will be required; links will be provided via Canvas.**

**DESCRIPTION OF CLASS MODULES**

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| **MODULE** | **DATES** | **TOPICS** | **READINGS** |
| 0 | 8/24 – 8/30 | Course Orientation and Overview | Review the syllabus, welcome video, frequently asked questions, and journal club assignment instructions. **Sign-up for group journal clubs opens on August 30th at 8 am.** **You will collaborate with this group for the entire term.** |
| 1 | 8/31 – 9/13Labor Day 9/7 | Nursing Research in Clinical PracticeScientific Integrity and Research Ethics | Polit & Beck, Chapter 1, 2, 3, 5 |
| 2 | 9/14 – 9/27 | Clinical Research ProblemsFinding and Reviewing Research Evidence | Polit & Beck, Chapter 4, 6, 7**Read Journal Club article for your group** |
| 3 | 9/28 – 10/11 | Theoretical FrameworksTheory Evaluation and Implementation | Polit & Beck, Chapter 8Pender, N. (2011). The health promotion model manual. Available on Canvas.Srof, B.J., Velsor-Friedrich, B., & Penckofer, S., (2012). The effects of coping skills training among teens with asthma. *Western Journal of Nursing Research, 34*(8), 1043-1061.Wang, Y.H., Chen, S.H., Jou, H.J. & Tsao, L.I.. (2011). Doing the best to control: The experiences of Taiwanese women with lower urinary tract symptoms. *Nursing Research, 60*(1), 66-72. |

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| **MODULE** | **DATES** | **TOPICS** | **READINGS** |
| 4 | 10/12 – 10/25 | Quantitative Research: Measurement and Sampling | Polit & Beck, Chapter 10, 11, 13Blanco et al., (2010). A placebo-controlled trial of phenelzine, cognitive behavioral group therapy, and their combination for social anxiety disorder. *Archives of General Psychiatry, 67*(3), 286-295.McCurry, S.M., Pike, K.C., Vitiello, M.V., Logsdon, R.G., Larson, E.B., & Teri, L. (2011). Increasing walking and bright light exposure to improve sleep in community-dwelling persons with Alzheimer’s disease: Results of a randomized, controlled trial. *Journal of the American Geriatrics Society, 59*(8), 1393-1402.Quinn, J.R. (2005). Delay in seeking care for symptoms of acute myocardial infarction: Applying a theoretical model. *Research in Nursing & Health, 28*(4), 283-294.Yildiz, A., Arikan, D., [Gözüm, S](http://www.ncbi.nlm.nih.gov/pubmed/?term=G%C3%B6z%C3%BCm%20S%5BAuthor%5D&cauthor=true&cauthor_uid=21884372)., [Taştekın, A](http://www.ncbi.nlm.nih.gov/pubmed/?term=Ta%C5%9Ftek%C4%B1n%20A%5BAuthor%5D&cauthor=true&cauthor_uid=21884372)., & [Budancamanak, I](http://www.ncbi.nlm.nih.gov/pubmed/?term=Budancamanak%20I%5BAuthor%5D&cauthor=true&cauthor_uid=21884372). (2011). The effect of the odor of breast milk on the time needed for transition from gavage to total oral feeding in preterm infants. *Journal of Nursing Scholarship, 43*(3), 265-273. |
| 5 | 10/26 – 11/8Homecoming 11/6 | Quantitative Research:Experimental and Non-Experimental Designs | Polit & Beck, Chapter 9Catlin, A. & Taylor-Ford, R.L. (2011). Investigation of standard care versus sham Reiki placebo versus actual Reiki therapy to enhance comfort and well-being in a chemotherapy infusion center. (2001). *Oncology Nursing Forum, 38*(3), E212-E220.**Research Articles from Module 4** |

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| **MODULE** | **DATES** | **TOPICS** | **READINGS** |
| 6 | 11/9 – 11/22Veterans Day 11/11 | Qualitative Research and Mixed Methods | Polit & Beck, Chapter 14, 15, 17, 18Dickson, V., McCarthy, M., Howe, A., Schipper, J., & Katz, S. (2012). Sociocultural influences on heart failure self-care among an ethnic minority black population. *Journal of Cardiovascular Nursing, 28*(2), 111-118.Keenan, G., Yakel, E., Lopez, K.D., Tschannen, D., & Ford, Y.B. (2013). Challenges to nurses’ efforts of retrieving, documenting, and communicating patient care information. *Journal of American Medical Informatics Association, 20*(2), 245-251. |
| 7 | 11/23 – 12/9Thanksgiving 11/26-27 | Journal Club Presentations |  |