

Texas A&M University-Texarkana
NURS 504 Nursing Research
Spring 2014

Course Syllabus

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| Course Number: | NURS 504 |
| Course Title: | Nursing Research |
| Faculty: | Regina C. Aune, PhD, RN, FAAN |
| Office Hours: | By appointment: Call or email me to discuss course related issues; do not call before 9 am or after 9 pm daily |
| Phone: | 210-621-5234 |
| Emails: | Through Blackboard (preferred) or raune@tamut.edu |

Course Description: Research focuses on the use of the research process in the development of nursing knowledge and practice. Steps in the research process are reviewed. Research questions are explored with regard to theoretical underpinnings, methods of data collection and analysis, and the interpretation and use of study findings in the care of individuals, families, and communities. Published research reports are critically analyzed to determine the usefulness of findings in nursing practice. The importance of scientific integrity and maintaining ethical standards are highlighted; ethical issues in the conduct of research are explored. The main focus of the course is on the development of researchable problems and the design of research studies as well as how to obtain funding for research. Steps in writing research reports and publishing research outcomes in referred journals is also explored. The roles and responsibilities of nurses as researchers and scholars are examined.

Course Objectives: At the completion of this course, the student will be able to:

1. Explore the contributions of research to advance nursing knowledge and practice;
2. Compare and contrast methods of inquiry;
3. Utilize critical thinking to formulate nursing research questions;
4. Critique published research reports;
5. Develop strategies to increase the utilization of research findings in nursing practice;
6. Discuss the role attributes and responsibilities of the nurse researcher;
7. Explore the professional nursing role in the utilization of research findings;

8. Examine legal and ethical issues in nursing research;
9. Identify sources of funding for conducting nursing research;
10. Write a research proposal;
11. Identify the steps necessary to disseminate research findings through written and published research reports;
12. Delineate the ways in which nursing research can be incorporated into every day nursing practice.

A&M-Texarkana Email Address: Upon application to Texas A&M University- Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Drop Policy: To drop this course after the census date (see [semester calendar](#)), a student must complete the Drop/Withdrawal Request Form, located on the University website <http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Required Texts:

American Psychological Association (2010). *Publication manual (6th ed)*. Washington, D.C.: Author.

Grove, S.K., Burns, N. & Gray, J.R. (2013). *The practice of nursing research: Appraisal, synthesis, and generation of evidence (7th ed.)*. St. Louis: Evolve/Elsevier. ISBN: 9781455707362.

Recommended Texts:

Boswell, C. & Cannon, S. (2011). *Introduction to nursing research (2nd ed.)*. Boston: Jones and Bartlett Publishers.

Corty, E. W. (2007). *Using and interpreting statistics*. St. Louis: Mosby/Elsevier.

Houser, J. (2012). *Nursing research: Reading, using and creating evidence (2nd ed.)* Boston: Jones and Bartlett Publishers.

LoBiondo-Woods, G. & Haber, J. (2010). *Nursing research (7th ed.)*. St. Louis: Mosby/Elsevier.

Meltzoff, J. (1998). *Critical thinking about research*. Washington, D.C.: American Psychological Association.

Patten, M.L. (2009). *Understanding research methods (7th ed.)*. Glendale, CA: Pyrczak Publishing.

Peteva, R.J. (ed.) (2011). *A cross section of nursing research (5th ed.)*. Glendale, CA: Pyrczak Publishing.

Polit, D. & Beck, C. (2011). *Nursing research (9th ed.)*. Philadelphia: Lippincott, Williams & Wilkins.

Pyrczak, F. (2008). *Evaluating research in academic journals (4th ed.)*. Glendale, CA: Pyrczak Publishing.

Salkind, N.J. (2012). *100 questions (and answers) about research methods*. Los Angeles: Sage Publications.

Schmidt, N. A. & Brown, J. M. (2009). *Evidence-based practice for nurses*. Boston: Jones and Bartlett Publishers.

Schwartz, B.M., Landrum, R.E. & Gurung, R.A.R. (2012). *An easy guide to APA style*. Los Angeles: Sage.

Trochim, W.M.K. (2005). *Research methods*. Mason, OH: Cengage Learning.

Teaching Strategies/Learning Experiences:

The course objectives can be met through a combination of active involvement in class discussions, reading assigned texts and articles, thinking critically about the topics discussed, and reflecting on them through writing on specific topics. Achievement of course objectives will be evaluated through written assignments and written examinations. The student is responsible for doing all assignments and participating actively in all discussions and learning activities.

Academic Dishonesty and Plagiarism

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary actions." For additional information see the university policy manual.

Disability Accommodations Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Resources Needed: The student will need access to a computer and printer at home or at school or both home/school.

All papers must be submitted in Microsoft Word format or pdf.

[If you are not sure what this means, please consult with the professor.]

Student Technical Assistance:

- Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: <http://www.tamut.edu/webcourses/index.php?pageid=37>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>
- Blackboard Helpdesk contacts:

Office hours are: Monday - Friday, 8:00a to 5:00p

Julia Allen (main contact) 903-223-3154 julia.allen@tamut.edu

Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu

Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

If you have a web/web-enhanced course, please include the following paragraph:

Class Participation

- Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE MAP. Failure to submit online assignments between the first day of classes and the “university census date” (according to the university schedule) will result in an ADMINISTRATIVE DROP from the course.

Technical Requirements

Minimum System Requirements

The following computer system requirements are recommended for an online course:

OS: Windows 2000/XP/Vista; Mac OSX 10.2 & above

RAM: 256 MB, **Processor:** 2.0 GHz, **Free space on HDD:** 500MB **Internet Connection:** (Broadband/DSL)

preferred), Dial Up 56k minimum **Browser:** Internet Explorer 6 or 7, Mozilla Firefox 2.0, Safari 1.0
Java: Version 6 Update 11 or later
Sound card and speakers

Software Requirements

Pop-up Blockers

All pop-up blockers installed on your computer must be set to allow pop-ups from Blackboard

Java Runtime Environment

You must have the Java Runtime Environment installed. This is a free plug-in for your browser that can be obtained by going to <http://www.java.com>

Additional Plug-ins

You may need additional software based on the content that your instructor posts in their course. Commonly needed applications are:

Microsoft Office 2007/2003/XP Suite/Works (not free software)

Adobe Acrobat Reader (free download) **Windows Media Player** (free download)

Real

Time Media Player (free download) **Quick Time Media Player** (free download)

Macromedia/Adobe Flash (free download)

Macromedia/Adobe Shockwave (free download)

Other: The faculty reserves the right to make any changes that are necessary to facilitate student learning and/or to accommodate any other issues that may develop during the semester for this course.

Evaluation:

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

To successfully pass this course, the student must achieve a grade of “C”.

Class Schedule January – May 2014

| Date(s): | Topic(s): | Assignment(s): |
|-----------------|---|---|
| 12 January 2014 | Introduction to the course; ways of knowing, ethical Issues in research | Read: Grove, Burns & Gray, Unit One, Chapters 1-4, pp. 1-73 and Unit Two, Chapter 9, pp. 159-195. Additionally, read the Georges and Benedict article and the Lagerwey article posted in the Content section of the course; complete the research assessment. The assessment is due in the SafeAssign dropbox by 11:59 pm, 19 January 2014; (this is not a graded assignment but a tool for me to assess your knowledge of research) |
| 19 January 2014 | Critiquing research | Read: The Ryan, Coughlan & Cronin articles, Part I and Part II, the Astin & Long article, and the Holt article (these are all located in the class folder under content); Grove, Burns & Gray, Unit Three, Chapter 18, pp. 451-468 |
| 26 January 2014 | General overview of quantitative and qualitative research design; outcomes research and intervention-based research | Read: Grove, Burns & Gray, Unit Two, Chapters 10-14, pp. 195-351 |
| 2 February 2014 | Research problems, questions, hypotheses, frameworks, and the literature review | Read: Grove, Burns & Gray, Unit Two, Chapters 5-8, pp.73-159; journal article critique paper due in the SafeAssign dropbox by 11:59 pm, 23 February 2014 |
| 9 February 2014 | Rigor and validity in quantitative research and trustworthiness and integrity in qualitative research | |

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| 16 February 2014 | Sampling in quantitative and qualitative research; measurement and statistics | Read: Grove, Burns & Gray, Unit Two, Chapters 15-17, pp. 351-451 |
| 23 February 2014 | Measurement, statistics and data analysis continued | Read: Grove, Burns & Gray, Unit Four, Chapters 20-25, pp. 507-590 |
| 2 March 2014 | Interpreting outcomes in research | Read: Grove, Burns & Gray, Unit Four, Chapter 26, pp. 590-602; read the articles posted in the folder under the Content section of the course |
| 9 March 2014 | SPRING BREAK | |
| 16 March 2014 | Writing research proposals | Read: Grove, Burns & Gray, Unit Five, Chapter 28, pp. 635-663; read the articles posted in the folder under the Content section of the course |
| 23 March 2014 | Writing research proposals continued | |
| 30 March 2014 | Writing research proposals continued | The research problem paper is due in the SafeAssign dropbox by 11:59 pm, 31 March 2014 |
| 6 April 2014 | Seeking funding for research | Read: Grove, Burns & Gray, Unit Five, Chapter 29, pp. 663-674; read the articles posted in the folder under the Content section of the course |
| 13 April 2014 | Disseminating research findings | Read: Grove, Burns & Gray, Unit Four, Chapter 27, pp. 602-635; read the articles posted in the folder under the Content section of the course |
| 20 April 2014 | Strategies for evidence-based practice | Read: Grove, Burns & Gray, Unit Three, Chapter 19, pp. 468-507; read the articles posted in the folder under the Content section of the course |
| 27 April 2014 | Strategies for evidence-based practice continued | The research proposal is due in the SafeAssign dropbox by 11:59 pm, 27 April 2014 |

Assignments: In addition to the weekly reading assignments and discussions via the Discussion Board, there are three (3) written assignments. The weighting of the assignments is as follows:

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| Discussions | 15% |
| Article critique | 25% |
| Problem paper | 25% |
| Research proposal | 35% |
| TOTAL | 100% |

Assignment #1 (due by 11:59 pm, 23 February 2014): This assignment is a five (5) to seven (7) page (exclusive of title page) written critique of one of the nursing research articles listed below. To write the critique, follow the guidelines given for critiquing quantitative and qualitative articles in the Ryan, Coughlan, and Cronin articles. You may choose any one of the following articles to write the critique.

Adegloba, M. (2011). Spirituality, self-efficacy, and quality of life among adults with sickle cell disease, *Southern Online Journal of Nursing Research*, 11(1) (19p).

Deal, B. & Grassley, J. (2012). The lived experience of giving spiritual care: a phenomenological study of nephrology nurses working in acute and chronic hemodialysis settings, *Nephrology Nursing Journal*, 39(6), 471-496.

Papastavrou, E., Efstathiou, G., Tsangari, H., Shonen, R., Leino-Kilpi, H., Patiraki, E., Karlou, C., Balogh, Z., Palese, A., Tomietto, M., Jarosova, D. & Merkouris, A. (2011). A cross-cultural study of the concept of caring through behaviours: patients' and nurses' perspectives in six different EU countries, *Journal of Advanced Nursing*, 68(5), 1026-1037.

Pistulka, G.M., Winch, P.J., Park, H., Han, H. & Kim, M.T. (2012). Maintaining an outward image: a Korean immigrant's life with Type 2 diabetes mellitus and hypertension, *Qualitative Health Research*, 22(6), 825-834.

Ray, S.L. & Vanstone, M. (2009). The impact of PTSD on veterans' family relationships: an interpretative phenomenological inquiry, *International Journal of Nursing Studies*, 46, 838-847.

Weis, K. & Lederman, R.P. (2010). Prenatal spousal military deployment and maternal adaptation as predictors of postpartum maternal-infant attachment, *Southern Online Journal of Nursing Research*, 10(3) (17p).

Assignment #2 (due by 11:59 pm, 31 March 2014): This assignment is a three (3) to four (4) page paper(exclusive of title page) identifying a researchable problem that is of interest to you and one that would be suitable for writing your research proposal. Go to the nursing literature (nursing research literature is preferred but not required)and identify at least three (3) articles that discuss

the identified problem. Write an annotated bibliography for each article (no more than one page for each article) and then integrate the findings of the articles and distill them into the research problem (again no more than one page for the integration). End your paper with a clear, concise statement of the research problem.

Assignment #3 (due by 11:59 pm , 27 April 2014): Following guidelines that will be given throughout the course and particularly during the writing research proposal discussions, write a research proposal. The final guidelines for writing the proposal will be given to you when appropriate. Write your research proposal – the proposal that you will use for your research project. This proposal has no page length per se; however, most proposals are 15-25 pages at a minimum.