COURSE NUMBER AND TITLE:  Introduction to Research NUR 412

COURSE CREDIT:    Two (2) semester hours

WEEKLY SCHEDULE: In class odd weeks in the term on Wednesdays 9-12 and online even weeks in the term.

FACULTY INFORMATION:   Nadine T. James RN, PhD
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Office hours: Due to the day of the week for class and the instructors in the class being the Dean and The Interim Coordinator of Undergraduate Programs, in person student appointments must be made in advance to assure instructor is available. Drop in visits may be made if the instructor is present and has time to visit. In office appointments may be made via D2L email or by calling the office number.

Virtual office hours are also available for this class. Students should pose a question via D2L email to the instructor and within 24 hours the instructor will reply. For immediate assistance the student should call the office phone number.

PLACEMENT OF COURSE:    Level II BSN

PREREQUISITES:    Statistics

COREQUISITES:   None

OVERVIEW:
This course presents an introduction to the research process and theoretical foundations in nursing. Students are prepared as beginning consumers of research, to critique and interpret published research reports and utilize research as a basis for nursing practice.

TEACHING METHODS: In class lectures and online self learning modules, discussion, audiovisuals, group work, internet assignments, in class presentations, and group work.

LEARNING EXPERIENCES:
Critical thinking exercises, reflective reading and writing, brief research activities, critiquing research articles, discussion and dialogue, internet searches, library searches, and e-mail communication.

The format of this course is blended, that is, 50% of the content is completed online via desire to learn (D2L) and the remaining content is presented in the traditional in-class setting. Odd numbered weeks (1, 3, 5, 7, and 9) will be in-the-class room and the even weeks will be online. Students in the first week of class should log onto D2L, download the syllabus, and add to the discussion board by describing how you think this course will benefit your nursing practice. Appropriate and professional language should always be used when communicating in D2L. Make sure you read the syllabus carefully because the course syllabus is considered your contract.

LEANER OUTCOMES:

1. Examine research as a means of developing a scientific body of nursing knowledge and of providing a foundation for guiding and shaping research-based practice.
2. Identify elements of theory and the role of theory in guiding research.
3. Identify the methods for locating informational resources appropriate for use in defining a topic of inquiry and for use in nursing research.
4. Identify the steps in the research process.
5. Identify various qualitative and quantitative research designs and their appropriate use in nursing knowledge generation.

6. Demonstrate the application of basic concepts of statistics to evaluate the practical and statistical significance of research findings in published reports.

REFERENCES:

Required:

Recommended:

ESSENTIAL COURSE COMPONENTS AND GRADED: 100%
Grading scale: 92 – 100 A  82 – 91 B  77 – 81 C  70 – 77 D  ≤ 69 F

EVALUATION:
Group Assignments (5 at 6% each) 30% (Objectives 1-6)
Homework assignments (5 at 5% each) 25% (Objectives 1-6)
Discussions/class participation (10 at 0.5% each) 5% (Objectives 1 & 2)

Total 100%

COURSE POLICIES:

Attendance
This course is offered both in class and online. The attendance policy for William Carey University is: Students are expected to attend each class; at least 80% of the class must be attended in order to receive a passing grade in the course. Online attendance will be measured by completion of the online assignments. Therefore at least 8 in-the-class room and online sessions must be made to receive a passing grade in the course.

Communication
Students MUST use the email on D2L to communicate with the instructor(s). Assignments MUST be submitted via the drop box on D2L unless permission is requested and granted by the instructor to submit the assignment in another format. The instructor(s) will not accept assignments submitted late unless prior approval has been granted.

D2L
The FIRST week of class the students are to log onto D2L and the EVOLVE website. D2L is located at www.wmcarey.edu then click on e-learning icon.
The EVOLVE web address is located on the back of the front cover of the book. The EVOLVE login process requires a 2-3 day approval process unless you have used the EVOLVE site before so make sure you do this the first week of class so you do not miss any opportunities!
The EVOLVE website has additional student activities to facilitate your learning so make good use of these resources.

Assignments
All assignments must be turned in by the due date. Turn in all written assignments in via the drop box on D2L. All assignments MUST have a title page in APA format – see example in Appendix A of the syllabus.
All written assignments must be typed, doubled-spaced with 1-inch margins. Please adhere to minimum length requirements of assignments. Points may be taken off the grade if the length of the assignment is not appropriate.

Exams
Both exams are online and open book. THE Exam RULES INCLUDE:

1. Every student MUST work alone on the exam.
2. The book may be used for the exam.
3. Strict adherence to the plagiarism rules will be followed on the exam – you cannot just write “word for word” from the book. Quotes are accepted when paraphrasing will change the meaning of the content ONLY.
4. All references you use must be listed in APA format at the end of the question.
5. Due dates and last day to submit the exam are listed on the assignment matrix (no late exam submissions are accepted).

Participation
Students are expected to fully participate in class discussions and activities that enhance their own learning and the learning of their classmates. There is a class participation grade which is a collection of class discussions throughout the semester.

Cheating
“Academic dishonesty (cheating or plagiarism) as defined in the ASB Student Handbook violates the Code of Student Conduct and may result in an F on the work involved in the course. Cheating not only violates the Code of the Student Conduct, but may also be grounds for probation, suspension, and/or expulsion.”

ADA AND INTEGRITY STATEMENT:
Americans with Disabilities Act (ADA) Statement
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact the following person on their respective campus:
Hattiesburg Campus – Contact Mrs. Brenda Waldrip at (601) 318-6188. Mrs. Waldrip is located in the Student Services Office in Lawrence Hall.
Gulfport Campus – Contact Mr. Jerry Bracey, 228-897-7102, located in the Administration Trailer.
New Orleans Campus – Contact the Director of Administrative Services at (504) 286-3276, located in the William Carey University Nursing Building.

Statement of Academic Integrity
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the university’s Policies and Procedures Manual and in the student handbook, The Lance.

Academic Program Purpose:
The School of Nursing seeks to prepare individuals for self-directed practice and continuing growth in professional nursing; for formal graduate study; and for service to people as an expression of the Christian life and commitment.

Disaster Plan Statement
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

ASSIGNMENTS:
Because this class is delivered in both the traditional setting and online, assignments will be ordered as followed:
Each week there will be a description of the: required reading(s), study guide, homework assignment, and group work if there is any. Additionally, there are two exams in this course - A midterm exam on week four (4), a final exam on week ten (10).

Week one
Reading: Chapter one and five in the text
Review Study Guide Chapters one and five
Homework
1. Complete the class participation discussion: due 6/5/09 7 PM D2L time (6PM central time).
Go onto D2L add to the discussion statement a minimum requirement of 100 words.

Grading criteria for Week 1 Discussion Assignment

Possible Points for 100%
One hundred words 0.4
Proper grammar 0.1

TOTALS 0.5 points = 100%
2. Complete the assignment online - due 6/7/09 7PM D2L time (6PM central time).
1. Go online and do a search for nursing theory. You are to choose two nursing theory web pages. Go to the web page and spend a few minutes surveying what can be found on the page. Write one page summaries - include at least 3 strengths and weaknesses from the web page for each nursing theory web page that you visited (total 2).
2. Find at least 3 more websites related to nursing theory and list the website url.
Upload your Assignment to the Week 1 drop Box on D2L. An example for the summary pages is provided under the examples heading: however, the example has additional page requirements and no 3 urls like your assignment so make sure you use your instructions to complete the assignment.

Grading criteria for Week 1 Homework Assignment

Possible Points for 100%
One page double spaced for each of 2 websites 2
3 additional url’s listed 0.5
APA format 0.5
Proper grammar 0.5
3 Strengths and 3 weaknesses identified 1
Style of writing 0.5
TOTALS 5 points = 100%

Group work - due 6/10/09 8AM D2L time (7AM central time).
This assignment will take the information that you learned about nursing theory and apply it to clinical practice.
Choose a group (there is to be 4 students in a group). Name your group. This group you make will be the group that you will work with throughout this term on many assignments. This group process will be challenging because we do not meet each week in person. Of course you can meet in person if your group chooses. You can also use the telephone or email to communicate.
Now choose a clinical patient education topic. Go to the internet and choose a theory. Develop an educational session based on the theory you choose. Decide how you want divide up the work.
Note: ONLY ONE GROUP CAN CHOOSE A SPECIFIC TOPIC - therefore once you have your topic please check to make sure that no other group already has your topic under the discussion area under Week one. Then upload your topic to the group assignment discussion area under Week one.
Here are the requirements:

1. Write a brief summary of the theory.
2. State the clinical problem that requires the education.
3. Describe how the education will be accomplished. Make sure you incorporate the theory terms in your education plan
4. Describe how you would evaluate the education program

Upload your in educational topic using theory to the specified drop box by the due date. Make sure you indicate your group name and the members in the group.
A sample is listed under the sample section on D2L.

You will be graded as follows on this assignment

Possible points for 100%
Summary of theory 1
Education component 3
Match between theory and education component 1
Organization 0.5
Spelling, grammar, APA style 0.5
TOTAL 6 points = 100%

Week two
Reading: Chapter three in the text
Study the PowerPoint on chapter three provided online with instructors notes – make sure you choose to view the notes pages
Review Study Guide Chapter three
Homework
1. Complete the class participation discussion: due 6/12/09 7:00 PM D2L time (6PM central time).
Go onto D2L add to the discussion statement a minimum requirement of 100 words
Grading criteria for Week 2 Discussion Assignment

Possible Points for 100%
One hundred words 0.4
Proper grammar 0.1

TOTALS 0.5 points = 100%

2. Develop a research question concerning a topic of interest to you – one that you may be interested in using as your topic for a paper in NUR 414 next term. Use page 52 as a guide. Due 6/14 7PM D2L time (6PM central time). Upload your Assignment to the Week 2 drop Box on D2L 7PM D2L time (6PM central time).

Grading criteria for Week 2 Homework Assignment

Possible Points for 100%
Research question developed in proper format 5

TOTALS 5 points = 100%

Group work - due 6/17/09 8AM D2L time (7AM central time).
Using the PICO method, develop a research question related to a clinical topic of interest. See the grading rubric below for the requirements of the assignment.
You will be graded as follows on this assignment

Possible points
Describe the PICO method 1
Summarize the clinical problem 1
Develop 4 research questions on the topic 2
Choose the best 2 questions 0.5
Write the 2 best questions in the interrogative form 0.525
Write the 2 best questions in the declarative form 0.525

TOTAL 6 points = 100%

Week three
Reading: Chapters two and four in the text
Review Study Guide Chapters two and four
Homework Due 6/19 7:00 PM D2L time (6PM central time).

1. Complete the class participation discussion: due 6/19/09 7:00 PM D2L time (6PM central time).

Go onto D2L add to the discussion statement a minimum requirement of 100 words

Grading criteria for Week 3 Discussion Assignment

Possible Points for 100%
One hundred words 0.4
Proper grammar 0.1

TOTALS 0.5 points = 100%

2. Use your personal research question developed in week two to develop:
1. Nondirectional hypothesis
2. Directional hypotheses
3. Research hypothesis
4. Null hypothesis

Upload your Assignment to the Week 3 drop Box on D2L by 6/19/09 at 7PM D2L time (6PM central time).

You will be graded as follows on this assignment

Possible points
Non directional hypothesis 1.25
Directional hypothesis 1.25
Week Four
Homework Due 6/26 7:00 PM D2L time (6PM central time).

1. Complete the class participation discussion: due 6/26/09 7:00 PM D2L time (6PM central time).

Go onto D2L add to the discussion statement a minimum requirement of 100 words

Grading criteria for Week 4 Discussion Assignment

Possible Points for 100%
One hundred words 0.4
Proper grammar 0.1

TOTALS 0.5 points = 100%

Open book mid term exam.

Multiple choice - 100 questions
Short essay – 10 questions

Exam will be done on D2L using the quiz feature. Students may use the book to complete the exam. Please note you must study for the exam and not rely on the open book feature. The exam is timed. Students will have three hours to complete the exam. Please schedule a 3 hour period of uninterrupted time to complete the exam as you cannot stop and start the exam. The exam will be open for 5 days 6/26/09 at 8AM (7AM D2L time) until 7/01/09 8AM (7AM D2L time).

Week five
Reading: Chapters nine, ten, and eleven
Review Study Guide Chapters nine, ten, and eleven
Homework

1. Complete the class participation discussion: due 7/03/09 7:00 PM D2L time (6PM central time).

Go onto D2L add to the discussion statement a minimum requirement of 100 words

Grading criteria for Week 5 Discussion Assignment

Possible Points for 100%
One hundred words 0.4
Proper grammar 0.1

TOTALS 0.5 points = 100%

…

2. Using your research question (from week 2) develop a quantitative research design to include the following (make sure you add an explanation of each design):
   a. Experimental design
   b. Quasi-experimental design
   c. Non-experimental design

Upload your Assignment to the Week 5 drop Box on D2L by 7/03/09 at 7PM D2L time (6PM central time).

Grading criteria for Week 5 Homework Assignment

You will be graded as follows on this assignment
Possible points for 100%
Experimental Design 1.25
Quasi-experimental design 1.25
Non-experimental design 1.25
Explanation of the design and APA format 1.25
Week six
Reading: Chapters twelve
Review Study Guide Twelve
Homework
1. Complete the class participation discussion: due 7/10/09 7:00 PM D2L time (6PM central time).
Go onto D2L add to the discussion statement a minimum requirement of 100 words

Grading criteria for Week 6 Discussion Assignment

Possible Points for 100%
One hundred words          0.4
Proper grammar              0.1

TOTALS 0.5 points = 100%

Group work - due 7/15/09 8AM D2L time (7AM central time)
Differentiating Concepts: Sampling Designs
This activity will broaden your awareness of alternative sampling approaches to a given study. Figure 12-1 in the LW book lists studies that should already be familiar to you, along with the sampling designs used for each. The last column contains suggested alternative sampling designs. Before implementing this strategy, students should have read Chapter 12 in the textbook and the study article to be discussed.
The 2 articles you will need to get for this assignment are found on the evolve website under resources/articles.
Part 1
Go to page 270 in the LW book. Decide on a system to collect 100 numbers from this page. Describe your system and the rational.

Part 2
Fill in the chart below for the 2 studies

<table>
<thead>
<tr>
<th>Investigators</th>
<th>Design used</th>
<th>Sampling techniques</th>
<th>Alt. sampling techniques</th>
</tr>
</thead>
</table>

Part 3
Define the two types of sampling and find one study in the library that uses these techniques. List the reference for your studies below in APA format.

A) Probability-
B) Non- Probability-
Study 1 reference citation:
Study 2 references citation:
Upload your in assignment to this drop box by 7/15/09 8AM D2L time (7AM central time).
You will be graded as follows on this assignment

Possible points
Part one       1.5
Part two       1.5
Part three      1.5
Organization    1
Spelling, grammar, APA style 0.5
Week seven
Reading: Chapters 15
Review Study Guide Chapter 15
Homework
1. Complete the class participation discussion: due 7/17/09 7:00 PM D2L time (6PM central time).
   Go onto D2L add to the discussion statement a minimum requirement of 100 words

Grading criteria for Week 7 Discussion Assignment

Possible Points for 100%
One hundred words 0.4
Proper grammar 0.1

TOTALS 0.5 points = 100%

2. Go to the web and find an established instrument. Find the original article where the instrument was tested in the population.
   a. Using your book chapter 15, identify the reliability and validity tests the authors described in the article on the instrument.
   b. Do a new search for all the articles in Pubmed that have used the instrument. List the articles.
   c. Discuss your understanding of the instrument’s value.

Upload your Assignment to the Week 7 drop Box on D2L by 7/17/09 at 7PM D2L time (6PM central time).

Grading criteria for Week 7 Homework Assignment

You will be graded as follows on this assignment
Possible points for 100%
Instrument identified 1
Description of reliability and validity 1.5
Article listed 1.25
Explanation of the understanding and APA format 1.25
TOTAL 5 points = 100%

Week eight
Reading: Chapters six, seven, and eight
Review Study Guide chapters six, seven, and eight
Homework
1. Complete the class participation discussion: due 7/22/09 7:00 PM D2L time (6PM central time).
   Go onto D2L add to the discussion statement a minimum requirement of 100 words

Grading criteria for Week 8 Discussion Assignment

Possible Points for 100%
One hundred words 0.4
Proper grammar 0.1
1. Locate the table of how to evaluate evidence based practice (EBP) on the website found here - http://evidence.ahc.umn.edu/ebn.htm (note you will need to do the tutorial first which is found at the url listed). Take one of your articles, or one from the Evolve resources, and evaluate the research according to the table. Make sure you include your article when you complete the assignment and upload it to D2L.

2. Find the website of one of the research based journals listed on the web address listed above. On the journal’s website locate and describe the journal’s mission/vision. Describe any topics related to EBP at the site.

3. Go to this website http://www.cebm.net/index.aspx?o=1042 read the content and describe how it relates to EBP (note – you will need to go around the links on the website in order to fully answer this question).

4. Go to this website http://healthlinks.washington.edu/ebp/pico.html read the content and develop a clinical question of your own using the same PICO method.

5. Go to this website http://www.ahrq.gov/ and describe how ARHQ relates to EBP.

6. Choose one of the 3 listed models of EBP. Find information about the model on the web. Describe the model and when to use the model. The Iowa Model/Stelter Model/The Conduct and Utilization of Research in Nursing (CURN) Project.

You will be graded as follows on this assignment
Possible points for 100%

- Item 1 requirement 1
- Item 2 requirement 1
- Item 3 requirement 1
- Item 4 requirement 1
- Item 5 requirement 1
- Explanation of the understanding and APA format 1

TOTAL 6 points = 100%

Week nine
Reading: Chapter 16
Review Study Guide chapter 16
Homework
1. Complete the class participation discussion: due 7/29/09 7:00 PM D2L time (6PM central time).
Go onto D2L add to the discussion statement a minimum requirement of 100 words

Grading criteria for Week 9 Discussion Assignment

Possible Points for 100%
One hundred words 0.4
Proper grammar 0.1

TOTALS 0.5 points = 100%
Group work - due 7/29/09 8AM D2L time (7AM central time)

In class you will be completing a group project under the guidance of Dr. Carl W. Miller. You MUST
read chapter 16 prior to class. Bring a calculator for your group to use in the group work. The assignment will be collected at the end of class, graded by Dr. Miller, and returned to Dr. James. Your grade will be posted on D2L for this assignment. 

You will be graded as follows on this assignment

Possible points for 100%

- Measures of central tendency 2
- Measures of variability 2
- Inferential statistics 2
- TOTAL 6 points = 100%

Week Ten

Homework Due 8/01/09 7:00 PM D2L time (6PM central time).

1. Complete the class participation discussion: due 8/01/09 7:00 PM D2L time (6PM central time).

Go onto D2L add to the discussion statement a minimum requirement of 100 words

Grading criteria for Week 10 Discussion Assignment

Possible Points for 100%

- One hundred words 0.4
- Proper grammar 0.1

TOTALS 0.5 points = 100%

Open book final exam.

Multiple choice - 100 questions
Short essay – 10 questions

Exam will be done on D2L using the quiz feature. Students may use the book to complete the exam. Please note you must study for the exam and not rely on the open book feature. The exam is timed. Students will have three hours to complete the exam. Please schedule a 3 hour period of uninterrupted time to complete the exam as you cannot stop and start the exam. The exam will be open for 3 days 7/30/09 at 8AM (7AM D2L time) until 8/04/09 8AM (7AM D2L time).

Writing Intensive Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>100-93</th>
<th>92-85</th>
<th>84-77</th>
<th>Below 77</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Focus on topic consistently sustained</td>
<td>Focus on topic not consistently sustained</td>
<td>Importance of points not well developed</td>
<td>Important points not addressed</td>
</tr>
<tr>
<td></td>
<td>Important points well developed</td>
<td>Some important ideas not addressed</td>
<td>Important points unclear and/or not addressed</td>
<td>Below 77</td>
</tr>
</tbody>
</table>

Score 100-93 92-85 84-77 Below 77
<table>
<thead>
<tr>
<th>Organization</th>
<th>Logical sequence of ideas or events; effective order</th>
<th>Logical sequence of ideas but not presented in the most effective order</th>
<th>Flaw in logical sequence of ideas; order of ideas not effective</th>
<th>Order of ideas haphazard and ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherent with sense of completeness</td>
<td>Coherent with minor flaws in completeness</td>
<td>Coherent but lacking completeness</td>
<td>Not coherent and/or not complete</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>100-93</td>
<td>92-85</td>
<td>84-77</td>
<td>Below 77</td>
</tr>
<tr>
<td>Mechanics (Grammar, Punctuation, Spelling and Usage)</td>
<td>Grammar professional and without flaws</td>
<td>Occasional errors but not enough to distract</td>
<td>Distracting errors, difficult to read</td>
<td>Fragmented sentences, very difficult to read</td>
</tr>
<tr>
<td></td>
<td>Free of errors in punctuation</td>
<td>Few, if any, errors in punctuation</td>
<td>Some errors in punctuation</td>
<td>Serious and frequent punctuation errors</td>
</tr>
<tr>
<td></td>
<td>Free of spelling errors</td>
<td>Few, if any, spelling errors</td>
<td>Some spelling errors</td>
<td>Frequent errors in spelling</td>
</tr>
<tr>
<td></td>
<td>Professional word choice and usage</td>
<td>Simple but acceptable word choice and usage</td>
<td>Some mistakes in word choice and usage</td>
<td>Inadequate or inappropriate word choice and usage</td>
</tr>
</tbody>
</table>