SYLLABUS
Joseph and Nancy Fail School of Nursing
William Carey University

GRADUATE PROGRAM

COURSE NUMBER:       NUR 642
COURSE TITLE:         Advanced Research Methods in Nursing
CREDIT ALLOTMENT:    2 Semester Hours
PREREQUISITES:       None.

COURSE DESCRIPTION:  This course explores the methodology of nursing research and its relevancy to nursing education and nursing practice. Emphasis is on research design implementation, and application of research.

COURSE OBJECTIVES:

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

1. Examine the status of nursing research and the relationship to theory and practice.
2. Compare basic research designs for their usefulness in the practice setting.
3. Access current and relevant data to address clinical nursing problems.
5. Demonstrate scientific writing and presentation skills.

REFERENCES:

A. Required:


B. Recommended:


NUR 642 – Advanced Research Methods in Nursing Revised 11/02/06/lf – 2/20/07/lf -7/31/07/lf – 7/24/08/lf – 03/06/09
TEACHING/LEARNING METHODS:
- Web-enhanced learning assignments using D2L and self learning modules
- Textbook readings & learning exercises
- Online discussions and group projects
- Review of pertinent internet websites
- Classroom discussion & applied learning activities
- Written assignments
- Presentation of Clinical Protocol Evaluation

ESSENTIAL COURSE COMPONENTS AND GRADING: 100%

Grading scale:
- 91 – 100 A
- 81 – 90 B
- 71 – 80 C
- ≤ 70 F

COURSE POLICIES:

Attendance
This course is offered with an online component. The in-class meetings are posted and are mandatory.

Communication
Students MUST use the mail on D2L to communicate with the instructor unless the D2L server is down. The instructor will not accept assignments not submitted via the drop box on D2L unless permission is requested and granted by the instructor.

D2L
The FIRST week of class the students are to log onto D2L and the EVOLVE website. D2L is located at https://elearning.wmcarey.edu/index.asp.

The EVOLVE web address is https://evolve.elsevier.com/staticPages/s_index.html you will need the instructor ID to add yourself to the class it is 0795_njames57_0001

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. See assignment description for points subtracted from the grade for each day late of any assignment if there is an allowance for late submission. The assignment description also gives the cutoff date for the acceptance of late assignment (note that some assignments are not accepted late).

Turn in all written assignments in via the drop box on D2L.
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 paper is not appropriate.

**Quizzes**

There are 8 short weekly quizzes (10 questions each) beginning week 3 to keep you on target. Each weekly quiz is mandatory and counts 1 point toward your grade (total for all quizzes is 8% of grade). Example (1) student gets all questions correct on the quiz = 1 point. Example (2) student gets half the questions correct = 0.5 points.

The quizzes are timed and open for 2 days – Monday 7AM through Tuesday 7AM and Friday 7AM through Saturday 7PM. If you cannot achieve a 90% on the weekly quizzes you are not spending enough time critically reading the book and other articles.

**Participation**

Students are expected to fully participate in class discussion and activities that enhances 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 both in class and online.

**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 Master of Science in Nursing (MSN) program seeks to build on and advance the knowledge acquired at the undergraduate level to produce an expert in the areas of adult health (clinical focus) and nursing education (role focus).

**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](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](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.

**COURSE ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>Assignment: Due date and time located below in Module Description – also available on D2L in the dropbox</th>
<th>Late allowance and Penalty</th>
<th>Points Each: Total points for the final grade = 100 points</th>
<th>Percent of Final Grade: Total grade percentage = 100%</th>
<th>Evaluation of Course Objective Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments A through C –</td>
<td>0.2 pts off for each day or partial day late – After 7 days late not accepted.</td>
<td>5 points each</td>
<td>15% of the grade for all 3</td>
<td>1, 2, 3, 4, &amp; 5</td>
</tr>
<tr>
<td>Graded Group Assignments 1 through 3</td>
<td><strong>NO late allowed</strong></td>
<td>5 Points each</td>
<td>15% of the grade for all 3</td>
<td>1, 2, 3, 4, &amp; 5</td>
</tr>
<tr>
<td>Literature Review Paper Topic</td>
<td><strong>NO late allowed</strong></td>
<td>Pass/fail but must be passed to pass course</td>
<td>Pass</td>
<td>5</td>
</tr>
<tr>
<td>Literature Review Paper</td>
<td>2 pts each day or partial day late – After 7 days late not accepted.</td>
<td>48 points</td>
<td>48% of the grade</td>
<td>1, 3, 4, &amp; 5</td>
</tr>
<tr>
<td>Weekly Quizzes weeks 3 through 10</td>
<td><strong>NO late allowed</strong></td>
<td>1 point each</td>
<td>8% of the grade for all 8</td>
<td>1, 2, 3, &amp; 4</td>
</tr>
<tr>
<td>Graded</td>
<td>0.2 pts off for each</td>
<td>3 points each</td>
<td>9% of the grade for</td>
<td>1, 2, 3, 4, &amp; 5</td>
</tr>
</tbody>
</table>
Discussions: 1 through 3  
day or partial day late – After 7 days late not accepted.  
all 3  
Weekly Discussions: weeks 1 through 10  
NO late allowed  
1 point each – 5/10 required  
5% of the grade for all 10  
1, 2, 3, 4, & 5

**MODULE ONE ASSIGNMENTS weeks 1 through 4**

**Reading Assignments**

Chapters in the LoBiondo-Wood Textbook – 1 through 5
Powerpoints for Module 1

**Assignment A due Week 3 Saturday at 5 pm - Worth a total of 5% of the course grade –**

**Evaluation of course objective one.**

After reading chapter 5 in the LoBiondo-Wood textbook, each student will find 4 websites to visit related to theory. Find the example on D2L for this assignment under the heading *Examples* – Assignment A. Load your completed assignment on the D2L drop box – Assignment A by Saturday 5PM week 3. Late Assignments - 0.2 pts off for each day or partial day late – After 7 days late assignment is not accepted.

1. Go to the websites and write a ½ page summary for each site (total 4 pages) of what you found on the website (include the website url).
2. To fill the remaining ½ page (for each site) you are to list 3 strengths and weaknesses of the website. Make sure you describe why you felt it was a strength or weakness.
3. Answer these 2 questions for each site.
   (a) Would you use this site (if so describe where you would use the site)?
   (b) How could you use this site?

**Grading criteria for Assignment A**

<table>
<thead>
<tr>
<th>Grading criteria for 100%</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One page double spaced for each of 4 websites</td>
<td>3.00</td>
</tr>
<tr>
<td>2. APA format</td>
<td>0.35</td>
</tr>
<tr>
<td>3. Proper grammar</td>
<td>0.35</td>
</tr>
<tr>
<td>4. 3 Strengths and 3 weaknesses identified</td>
<td>1.00</td>
</tr>
<tr>
<td>5. Style of writing</td>
<td>0.30</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>5 points = 100%</strong></td>
</tr>
</tbody>
</table>

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Literature Review Paper Topic due Week 4 Saturday at 5pm – Evaluation of course objective five.

After reading chapters 3 and 4 in the LoBiondo-Wood textbook, all students must sign up for a Literature review paper topic by the end of week 4. I suggest you start early so you can be approved by the instructor. Topics can only be used by one student. All topics must have a research focus and should be on a subject related to research that you like.

1. Students should look at the discussion board to see if the topic has been chosen already by another student – the topics are on a first come first taken basis.
2. Students should develop a research question in the format used in the book Page 54 Table 3-2 for the topic.
3. The topic/question should be first loaded onto the discussion page – then upload the topic/question in the dropbox under Literature Review Paper Topic. A sample is listed under the Heading Example – Literature Review Topic.

Grading criteria for Literature Review Paper Topic

This assignment is a pass/fail grade and students cannot move forward on the paper without receiving a passing grade.

Assignment B due Week 4 Saturday at 5 pm to student grader and due to drop box Week 5 Saturday at 5pm - Worth a total of 5% of the course grade – Evaluation of course objectives two, three, and four.

After reading chapter 4 in the LoBiondo-Wood textbook, you will choose a research study article from the electronic journal access site on the WCU library (try to find a pdf version of the journal – it is the easiest to send via D2L). Assignment B requires your instructor to have a copy of your article that you used for this assignment. Find the example on D2L for this assignment under the heading examples – Assignment B. You will send your assignment to another student by Saturday week 4 at 5 pm. Then you will grade the assignment you receive from another student using the grading rubric for this assignment (you have one week to do this grading). You will upload the paper you graded to the dropbox on D2L by Saturday at 5PM on week 5. Late Assignments - 0.2 pts off for each day or partial day late – After 7 days late assignment is not accepted.

Beginning at the bottom of page 3 (on the assignment) are these questions (in green):

1. Which of the questions does this literature review answer?
2. Which of them doesn't it answer?
3. What system has the writer used to organize the literature review?
4. Is it a good literature review? Why/why not?

Question 1 and 2 refer to the questions on the top of page 3 (in yellow) of the assignment in relation to what your literature review should answer. I have also listed them below:

1. What do we already know in the immediate area concerned?
2. What are the characteristics of the key concepts or the main factors or...
variables?
3. What are the relationships between these key concepts, factors or variables?
4. What are the existing theories?
5. Where are the inconsistencies or other shortcomings in our knowledge and understanding?
6. What views need to be (further) tested?
7. What evidence is lacking, inconclusive, contradictory or too limited?
8. Why study (further) the research problem?
9. What contribution can the present study be expected to make?
10. What research designs or methods seem unsatisfactory?

You are to answer the 1st set of questions above (numbered 1 through 4) in relation to the second set of questions for the review titled: II LITERATURE REVIEW on the assignment located on page 3. You are to also answer the same questions for your research article that you acquired from the library (a total of 2 sets of answers).

Example: The literature review for the article titled II Literature review answered questions 1, 2, 3, 8, and 10 (NOTE that these are made up and are not correct – you must add in the correct ones). The review did not answer questions 4, 5, 6, 7, or 9 (NOTE that these are made up and are not correct – you must add in the correct ones). The writer used __________ (you fill in the data here) __________________ as a method to organize the literature review. According to the assignment readings this is a good/fair/poor literature review. (NOW ADD YOUR RATIONAL).

Grading criteria for Assignment B

You will be graded as follows on this assignment by another student in your class for 90% of the grade and 10% by your instructor on how well you graded the classmate you graded.

<table>
<thead>
<tr>
<th>Grading criteria for 100%</th>
<th>Possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions the 1st literature review answered</td>
<td>0.50</td>
</tr>
<tr>
<td>Questions the 1st literature review did not answer</td>
<td>0.50</td>
</tr>
<tr>
<td>Writer method identified 1st literature review</td>
<td>0.50</td>
</tr>
<tr>
<td>Rational for rating 1st literature review</td>
<td>0.75</td>
</tr>
<tr>
<td>Questions the 2nd literature review answered</td>
<td>0.50</td>
</tr>
<tr>
<td>Questions the 2nd literature review did not answer</td>
<td>0.50</td>
</tr>
<tr>
<td>Writer method identified 2nd literature review</td>
<td>0.50</td>
</tr>
<tr>
<td>Rational for rating 2nd literature review</td>
<td>0.75</td>
</tr>
<tr>
<td>How well you did on grading your classmate</td>
<td>0.50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5 points = 100%</td>
</tr>
</tbody>
</table>
Graded Discussion Topic due week 3 Saturday at 5pm - Worth a total of 3% of the course grade - Evaluation of course objective one, two and four.

Week three discussion topics to choose from are (choose one):

1. What is research?
2. What is a theoretical framework?
3. How are research questions formed?
4. When do you use research hypotheses?
5. Differentiate between primary and secondary sources.

Every student must reply to one topic without repeating what other students have said already. At least 4 lines of content per student must be completed (please note that a line which indicates agreement with another student is not considered a line of content). You will be graded using the discussion rubric (Appendix A) AND the instructor will respond to you in the threaded discussion area. Late Assignments - 0.2 pts off for each day or partial day late – After 7 days late assignment is not accepted.

Participation Discussions – Worth a total of 1 point of the course grade - Evaluation of course objectives one, two, three, and four.

Each week there will be a discussion topic related to the reading materials for the week. Students must participate in at least 5 of the weekly discussion topics. Please note that these weekly discussions are only graded as participation; however a one sentence answer is not sufficient for a full credit. Respond to the discussions that you wish to respond to and remember that this discussion can go in any direction that the class feels is appropriate. The instructor will add in content where she/he feels the need. You will be graded only as participation; however a one sentence answer is not sufficient for a full credit. The instructor may or may not participate in the weekly discussion topics. No late participation discussions are allowed.

Topic week one is – Review the meaning of promoting depth in Nursing Research.
Topic week two is - U.S. Department of Health and Human Services National Research Agenda.
Topic week three is – What is the reason for critical reading?
Topic week four is - discuss the process of identifying and refining a research question.

MODULE TWO ASSIGNMENTS weeks 5 through 7

Reading Assignments
Chapters in the LoBiondo-Wood Textbook – 6 through 12
Powerpoints for Module 2

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Assignment C due Week 6 Saturday at 5 pm - Worth a total of 5% of the course grade – Evaluation of course objectives three, four, and five.

This assignment is to develop an outline of your literature review paper. Assignment C requires your instructor to have a copy of your articles that you used for this assignment. Find the example on D2L for this assignment under the heading examples – Assignment C. You will upload the articles with your assignment on the D2L drop box Assignment B by Saturday at 5PM on week 6.

The following guidelines must be followed for the outline:

1. The outline must be in APA format.
2. Topic sentences MUST be used in the outline (Note: see example).
3. A title page must be used for this assignment.
4. At least 6 research articles must be used in the outline for the literature review and they must be from a research or medical journal (i.e. JAMA).
5. Web sites cannot be used as the 6 research journals but may be used as additional information in the introduction and discussion sections of the paper.
6. A copy of all 6 research articles you are going to use MUST be attached to the outline.
7. List all references you will be using in your research paper (not just the literature review references).
8. Make sure you use APA format.

You will be graded as follows on this assignment

<table>
<thead>
<tr>
<th>Grading criteria for 100%</th>
<th>Possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All required sections present</td>
<td>3.75</td>
</tr>
<tr>
<td>Proper format</td>
<td>0.75</td>
</tr>
<tr>
<td>Organization</td>
<td>0.25</td>
</tr>
<tr>
<td>Spelling, grammar, APA style</td>
<td>0.25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5 points = 100%</td>
</tr>
</tbody>
</table>

Group Graded Assignment ONE due Week 5 Saturday at 5pm - Worth a total of 5% of the course grade – Evaluation of course objectives three, four, and five.

This assignment will take the information that you learned about sampling and apply it to your chosen topics. Get into your group (this is the same group that you formed for the 1st week of class). No late group discussions are allowed.
This group process will be challenging because we do not meet in person. Of course you can meet in person if your group chooses. You can also use the telephone or email to communicate.

Differentiating Concepts: Sampling Designs
This strategy can 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 to be discussed.

The 2 articles you will need to get for this assignment are listed below and can be found on the evolve website


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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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-

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Study 1 reference:

Study 2 reference:

Upload your in assignment to this drop box by the due date. Make sure you indicate your group name and the members in the group.

Each group member will be graded as follows on this assignment

<table>
<thead>
<tr>
<th>Grading criteria for 100%</th>
<th>Possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part one</td>
<td>1.25</td>
</tr>
<tr>
<td>Part two</td>
<td>1.50</td>
</tr>
<tr>
<td>Part three</td>
<td>1.50</td>
</tr>
<tr>
<td>Organization</td>
<td>0.25</td>
</tr>
<tr>
<td>Spelling, grammar, APA style</td>
<td>0.50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5 points = 100%</td>
</tr>
</tbody>
</table>

Graded Discussion Topic due week 5 Saturday at 5pm - Worth a total of 3% of the course grade - Evaluation of course objective one, two and four.

Week five discussion topics to choose from are (choose one):

1. When do you want to use a qualitative research design?
2. What is an experimental design?
3. How do you decide on a sample?
4. What is a purposive sample?

Every student must reply to one topic without repeating what other students have said already. At least 4 lines of content per student must be completed (please note that a line which indicates agreement with another student is not considered a line of content). You will be graded using the discussion rubric on the next page as a grade AND the instructor will respond to you in the threaded discussion area. Late Assignments - 0.2 pts off for each day or partial day late – After 7 days late assignment is not accepted.

Participation Discussions Topics – Worth a total of 1% of the course grade - Evaluation of course objective one, two and four

Each week there will be a discussion topic related to the reading materials for the week. Students must participate in at least 5 of the weekly discussion topics. Please note that these weekly discussions are only graded as participation; however a one sentence answer is not sufficient for a full credit. Respond to the discussions that you wish to respond to and remember that this discussion can go in any direction that the
class feels is appropriate. The instructor will add in content where she/he feels the need. You will be graded only as participation; however a one sentence answer is not sufficient for a full credit. The instructor may or may not participate in the weekly discussion topics.

Topic week five is - discuss one of the KEY CONCEPTS of qualitative research. Topic week six – differentiate between data collection procedures within qualitative research methods. Topic week seven - Research Designs. How do you choose them? Why do you use them?

**MODULE THREE ASSIGNMENTS weeks 8 through 10**

**Reading Assignments**

Chapters in the LoBiondo-Wood Textbook – 13, 14, and 16 through 18
Powerpoints for Module 3

**Group Graded Assignment TWO due Week 8 Saturday 5pm - Evaluation of course objective one, two three, and five.**

This assignment will take the information that you learned about evidenced based practice and apply it to your clinical practice. Get into your group (this is the same group that you formed for the 1st graded group assignment). No late group discussions are allowed.

This group process will be challenging because we do not meet in person. Of course you can meet in person if your group chooses. You can also use the telephone or email to communicate.

This activity is designed to (1) create awareness of the types of knowledge used by health care providers to develop practice protocols, (2) develop an appreciation for evidence-based practice protocols, and (3) apply EBP rating systems to the assessment of existing practice protocols.

**Directions:**

1. Select a practice protocol from your employment or student clinical practice agency. (Obtain a protocol from a policy and procedure manual that guides your practice.)
2. Determine who wrote the protocol. (You may need to ask your supervisor or preceptor for this information if it is not apparent on the written protocol.)
3. Request an interview with one or more individuals who were involved in developing the protocol. Interview questions may include, but are not limited to, the following:
   - How does your agency develop protocols?
   - On what specific information was this protocol based?
   - Can you identify any references that would give a better understanding of the rationale for the practices included in the protocol?
   - What rating system was used to critique the protocol guidelines?
After the interview, categorize the sources of knowledge identified by the interviewee (e.g., authority, experience, research-based). Then, using the Iowa method below assess the protocol for its validity in application to practice.

The steps in The Iowa Model of Evidence-Based Practice:

- Selecting a topic
- Forming a team
- Retrieving the evidence (literature)
- Grading the evidence:
  - Critique of EBP guidelines
  - Critique of research
  - Synthesis of research findings
- Setting forth EBP recommendations:
  - Decision to change practice
  - Development of EBP
- Implementing the EBP change
- Evaluating the EBP change:
  - Staff
  - Patient
  - Fiscal outcomes

Prepare a paper (approximately 2 to 3 pages) describing your experience, your findings, and your conclusions. Also you will prepare a presentation for Group Assignment THREE from this assignment. Be sure to include the following:

- A brief description of the protocol you chose
- The title and credentials of the individual(s) you interviewed (do not include names)
- A summary of the information you obtained during the interview about how the protocol was developed
- A conclusion regarding the types of knowledge utilized in developing the protocol and supporting rationale
- A description of the rating scale you used to assess the protocol
- An assessment of the validity of the protocol
- A copy of the protocol appended to your paper (remove identifying information)

Each group member will be graded as follows on this assignment

<table>
<thead>
<tr>
<th>Grading criteria for 100%</th>
<th>Possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protocol description</td>
<td>1</td>
</tr>
<tr>
<td>Interview summary</td>
<td>1</td>
</tr>
<tr>
<td>Validity assessment</td>
<td>1</td>
</tr>
<tr>
<td>The group’s conclusion</td>
<td>1</td>
</tr>
<tr>
<td>Grammar, APA, writing style</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5 points = 100%</td>
</tr>
</tbody>
</table>

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Group Graded Assignment THREE due last in person class - Evaluation of course objectives three and five.

Use Group Assignment TWO above and prepare a presentation for the last day of class. The presentation should be 15 minutes in length and will use the presentation rubric (Appendix B) and the criteria below for grading.

Each group member will be graded as follows on this assignment

<table>
<thead>
<tr>
<th>Grading criteria for 100%</th>
<th>Possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protocol description</td>
<td>0.5</td>
</tr>
<tr>
<td>Interview summary</td>
<td>0.5</td>
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<tr>
<td>Validity assessment</td>
<td>0.5</td>
</tr>
<tr>
<td>The group’s conclusion</td>
<td>0.5</td>
</tr>
<tr>
<td>Presentation rubric</td>
<td>3.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5 points = 100%</td>
</tr>
</tbody>
</table>

Literature Review Paper Assignment (worth 48% student’s grade) due week 9 Saturday at 5pm – Evaluation of all course objectives.

1. The guidelines for the paper will follow the specifics below. The grading scale for the paper follows the assignment description.
2. All students must sign up for a paper topic by week 4. Topics can only be used by one student. All topics must have a research focus and should be on a subject related to your final MSN project.
3. An outline of the paper with topic sentences MUST be turned into your professor. If no outline is received by the time allotted (see assignment C) 10 points will be deducted from the paper. Six research articles at least must be used in the paper for the literature review and they must be from a research or medical journal (i.e. JAMA). Web sites cannot be used as the 6 research journals but may be used as additional information. A copy of all 6 research articles you are going to use MUST also be attached to the paper.
4. The paper must be turned into your professor on or before week 9 by 5pm as a Microsoft WORD (.doc file) or RTF format via the assignment drop box for the paper in D2L.
5. Failure to comply with the deadline of the paper will result in 2 points being subtracted from the paper for each day late.
6. If the student wishes feedback for the paper before the final turn in date you may ask for the professors availability to view your draft article (NOTE: this is a courtesy and is at the discretion of your professor and the draft will only be reviewed if the draft is completed).
7. A 12-page paper (body of the paper) which does not include title page or references is to be written on the topic chosen.

Plagiarism WILL NOT be tolerated. The paper will be reviewed for plagiarism by the Turn-it-in service available through the Library services and a report will be generated. Any student who has plagiarized will be handled per the student handbook code for plagiarism.

Guidelines for using APA manual (2001) for the Paper

NUR 642 – Advanced Research Methods in Nursing Revised 11/02/06/If – 2/20/07/If -7/31/07/If – 7/24/08/If – 03/06/09
Sections of the paper
- Title Page (APA, 2001, p. 296)
- Body of paper (APA, 2001, p. 284)
- References (APA, 2001, p. 215)

**Note no abstract is due for this paper!**

**General Considerations**
- 8½ x 11 inch paper
- Times new Roman font 12 point
- Margins 1 inch all around with left margin justified
- Double-spaced with paragraph indentations of 5-7 spaces (1 tab)

**Sample Title Page (APA, 2001, p. 296, 306)**

<table>
<thead>
<tr>
<th>Manuscript page header</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RUNNING HEAD</strong></td>
<td></td>
</tr>
<tr>
<td>A Concise Title</td>
<td></td>
</tr>
<tr>
<td>Name of Student</td>
<td></td>
</tr>
<tr>
<td>NUR 642: Research</td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td></td>
</tr>
</tbody>
</table>

**Body of Paper**
- APA uses reference citations within the body of the paper (APA, 2001, p. 207+).
  - Note that the format for the citation is different for a direct quotation (APA, 2001, p. 117-118) than for a paraphrase from the original source (APA, 2001, p. 207).

**Ethical Issues**
- Plagiarism
  - (APA, 2001, p. 349-350)
  - Student Honor Code describes the University Of Southern Mississippi’s policy regarding plagiarism.
• Writing techniques
  o Author’s exact words?
    ▪ Use “quotation marks” AND internal citation in the body of the paper – (author, year of publication, p.) See APA, 2001, p. 117-118. Do not quote large amounts of text in the paper.
  o Paraphrase of author’s ideas?
    ▪ Use internal citation in the body of the paper (author, year of publication) See APA, 2001, p. 207.
  o Examples of reference citation in the body of the paper
    ▪ Finucane (2002) suggests that another possible reason for the underreporting of pain may be related to patient conditioning.
    ▪ Sleep disruption is an under-recognized and under-treated problem (Drake, Roehrs, & Roth, 2003)
    ▪ Sleepiness, a normal physiological drive, is defined as “the natural periodic suspension of consciousness during which the powers of the body are restored” (Merriam-Webster, 2003 p 1235).

References (APA, 2001, p. 215+, p. 299)
• Typed on a separate page with the word References centered at the top.
• References are double-spaced with a hanging indent format preferred. (First line of each reference begins at the left margin and subsequent lines are indented 5-7 spaces (1 tab). If a hanging indent is difficult to accomplish with your word processing program, it is permissible to indent your references with paragraph indents.
• Notice that the use of CAPITAL letters is different in titles of books than in journals.
• Books and journals are listed in alphabetical order by authors’ last names.
  o BOOK (APA, 2001, p. 215+, p. 299)
  o JOURNAL (APA, 2001, p. 239)
  o INTERNET SOURCE (APA, 2001, p. 268+, examples p. 271+)
This is how the paper will be graded.

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>POSSIBLE POINTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of the topic (2.5) and purpose of the paper (2.5)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Significance of the problem: historical development/epidemiology (1.25), importance to the population (1.25), importance to Nursing practice (1.25), importance to society (1.25)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>A review of the literature (last 5 years) of the topic to include at least 6 articles</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Impact on nursing and/or nursing education</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>General scholarly considerations: clarity of thought, organization.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Grammar, sentence structure, spelling, punctuation APA format: Fifth edition APA manual, 2001</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

Graded Discussion Topic due week 9 Saturday at 5pm - Worth a total of 3% of the course grade - Evaluation of course objectives one, two and four.
Week nine discussion topics to choose from are (choose one):

1. Discuss the criteria for critiquing a sampling plan.
2. Discuss systematic or random error.
3. What is the standard error of the mean?
4. What is the level of significance?

Every student must reply to one topic without repeating what other students have said already. At least 4 lines of content per student must be completed (please note that a line which indicates agreement with another student is not considered a line of content). You will be graded using the discussion rubric on the next page as a grade AND the instructor will respond to you in the threaded discussion area. Late Assignments - 0.2 pts off for each day or partial day late – After 7 days late assignment is not accepted.

**Participation Discussions Topics – Worth a total of 1% of the course grade - Evaluation of course objectives one, two and four.**

Each week there will be a discussion topic related to the reading materials for the week. Students must participate in at least 5 of the weekly discussion topics. Please note that these weekly discussions are only graded as participation; however a one sentence answer is not sufficient for a full credit. Respond to the discussions that you wish to respond to and remember that this discussion can go in any direction that the class feels is appropriate. The instructor will add in content where she/he feels the need. You will be graded only as participation; however a one sentence answer is not sufficient for a full credit. The instructor may or may not participate in the weekly discussion topics. No late participation discussions are allowed.

Topic week eight - discuss operational definition and theoretical definitions.
Topic week nine – differentiate between levels of measurement.
Topic week ten – discuss the Iowa Model of EBP.
Appendix A

<table>
<thead>
<tr>
<th>This is how the graded discussions will be graded</th>
<th>Discussion Topic Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong> 80% of total</td>
<td><strong>Score</strong> 10% of total</td>
</tr>
<tr>
<td><strong>80%</strong> (2.4 point)</td>
<td><strong>10%</strong> (.3 point)</td>
</tr>
<tr>
<td><strong>60%</strong> (1.44 points)</td>
<td><strong>8%</strong> (.2 points)</td>
</tr>
<tr>
<td><strong>40%</strong> (.96 point)</td>
<td><strong>6%</strong> (.1 point)</td>
</tr>
<tr>
<td>Below 40% (.7 points)</td>
<td>Below 6% (.05 points)</td>
</tr>
</tbody>
</table>

**Blooms taxonomy**
- **Synthesis:** Able to make other students think with additional questions on the topic – asks another related question
- **Analysis/application:** Able to relate the topic to a clinical or life situation
- **Comprehension:** Responds to the topic with textbook – has new thoughts on the topic
- **Knowledge/recall:** Responds to topic using the textbook to answer the question – no new thoughts on the topic

**Organization**
- Logical sequence of ideas or events; effective order
- Coherent with sense of completeness
- Flaw in logical sequence of ideas; order of ideas not effective
- Coherent but lacking completeness
- Order of ideas haphazard and ineffective
- Not coherent and/or not complete

**Mechanics** (Grammar, Punctuation, Spelling and Usage)
- Grammar professional and without flaws
- Free of errors in punctuation
- Free of spelling errors
- Professional word choice and usage
- Occasional errors but not enough to distract
- Few, if any, errors in punctuation
- Few, if any, spelling errors
- Simple but acceptable word choice and usage
- Distracting errors, difficult to read
- Some errors in punctuation
- Some spelling errors
- Some mistakes in word choice and usage
- Fragmented sentences, very difficult to read
- Serious and frequent punctuation errors
- Frequent errors in spelling
- Inadequate or inappropriate word choice and usage
## Presentation Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>80% of total</th>
<th>60% (1.44 points)</th>
<th>40% (.96 point)</th>
<th>Below 40% (.7 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Focus on topic consistently sustained throughout presentation</td>
<td>Focus on topic sustained throughout presentation with few exceptions</td>
<td>Focus on topic not consistently sustained throughout presentation</td>
<td>Focus on topic not sustained throughout presentation</td>
</tr>
<tr>
<td></td>
<td>Demonstrates in depth knowledge by answering all questions with explanations and elaboration</td>
<td>Demonstrates sufficient knowledge by answering most questions with explanations and some elaboration</td>
<td>Demonstrates lack of sufficient knowledge by answering simple questions but failing to elaborate</td>
<td>Demonstrates lack of sufficient knowledge to answer questions</td>
</tr>
<tr>
<td>Score</td>
<td>10% of total</td>
<td>8% (.2 points)</td>
<td>6% (.1 point)</td>
<td>Below 6% (.05 points)</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Logical sequence of ideas or events; effective order</td>
<td>Logical sequence of ideas but not presented in the most effective order</td>
<td>Flaw in logical sequence of ideas; order of ideas not effective</td>
<td>Order of ideas haphazard and ineffective</td>
</tr>
<tr>
<td></td>
<td>Presentation coherent with sense of completeness</td>
<td>Presentation coherent with minor flaws in completeness</td>
<td>Presentation coherent but lacking completeness</td>
<td>Presentation not coherent and/or not complete</td>
</tr>
<tr>
<td>Score</td>
<td>10% of total</td>
<td>8% (.2 points)</td>
<td>6% (.1 point)</td>
<td>Below 6% (.05 points)</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Visual aids and/or handouts without any errors in grammar, punctuation, and/or spelling</td>
<td>Visual aids and/or handouts with few if any errors in grammar, punctuation, and/or spelling</td>
<td>Visual aids and/or handouts with some errors in grammar, punctuation, and/or spelling</td>
<td>Visual aids and/or handouts with frequent and serious errors in grammar, punctuation, and/or spelling</td>
</tr>
<tr>
<td>(Grammar, Punctuation, Spelling and Usage)</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>