

PRINCIPLES OF NURSING RESEARCH

HSci 310
(#16679R)

Fall 2009
0800-1050 Tuesday

JD 2523

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HSci310 page: <http://www.csun.edu/~meh20426/310.htm>

Founding Donors to Nursing Program:
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Mary Parker, RN, MS
Nurses at Kaiser Permanente, Panorama City

COURSE NUMBER & TITLE HSci310 Principles of Nursing Research

UNITS: 3 **SEMESTER:** Fall 2009

FACULTY: M. Highfield, PhD, RN

COURSE DESCRIPTION

The research process and evidence-based practice are emphasized. Content includes how research contributes to the development of nursing knowledge, improves nursing practice, supports design of nursing systems, and enhances education and professional accountability. The historical evolution of nursing research is examined and current issues are analyzed. Ethical considerations and rights of human subjects are explored.

COURSE OBJECTIVES: After completing this course, the student will be able to:

1. Define basic research terms and concepts.
2. Identify the rationale for participation in nursing research.
3. Discuss history, purpose, principles, and process of nursing research.
4. Cite methods by which the nurse can protect the rights of human subjects.
5. Review selected nursing and health-related research studies.
6. Use research findings to address nursing practice problems.

CONTENT OUTLINE

- I. Introduction
 - A. Ways of knowing
 - B. What is nursing research: Evolution & priorities
 - C. Questions that research cannot answer
 - D. Basic research terminology
- II. Evidence-based practice (EBP)
 - A. EBP Models & methods
 - B. Barriers & facilitators of EBP
 - C. Application: The "how-to" of EBP
 - D. Contrast with research utilization
- III. Overview of research process
 - A. Purposes: Descriptive, exploratory, explanatory
 - B. Designs: Experimental versus Non-experimental
 - C. Methods of data collection: Quantitative versus Qualitative
 - D. Major steps in research process
- IV. Review of literature
 - A. Finding reports
 - B. Reading reports
 - C. Critiquing reports
 - D. Summarizing reports
- V. Research problems & hypotheses
 - A. Source of research problems
 - B. Statement of the problem
 - C. Research questions vs. hypotheses
- VI. Ethics & nursing research
 - A. History & codes
 - B. Ethical dilemmas & principles in research conduct
 - C. Protection of subjects, esp. vulnerable subjects
- VII. Research frameworks
 - A. Nursing paradigm: person, nursing, health, environment
 - B. Overview of nursing and borrowed theoretical/conceptual models
- VIII. Research design
 - A. Methods: Quantitative versus qualitative

- B. Selected designs: Quantitative & qualitative
- C. Time elements of design: Cross-sectional vs. longitudinal
- D. Purposes of design: survey, field research, evaluation, needs assessment, case study, historical, methodological
- E. Internal & external validity
- IX. Sampling Designs: Nonprobability vs. probability
- X. Data collection methods: Structure & unstructured
 - A. Self-report methods
 - B. Observation methods
 - C. Biophysiological measures
- XI. Data quality
 - A. Quantitative: Reliability & validity
 - B. Qualitative: Transferability, confirmability
- XII. Data analysis: Qualitative, quantitative, & multi-method
- XIII. Critique of research: Quantitative & qualitative

METHODOLOGY

Includes lecture, discussion, small group work, required reading, study guide exercises, library and electronic resources, online discussion, written assignments, and oral presentations.

EVALUATION

➤ Weekly assignments/quizzes/participation	10 points
➤ Exams	
Unit Exams 2 (15% each)	30 points
Final Exam (comprehensive)	25 points
➤ Research utilization/EBP project:	
Primary article analysis	10 points (due beginning of class)
Final paper	<u>25 points</u>
TOTAL	100 points

➤ Weekly assignments & Participation (10 points)

- Attendance AND attentiveness required. (*Be present in mind and spirit....not just body!*) If you study for another class during this class or do other unrelated work, you are absent.
- Participation includes
 - coming prepared to discuss your own article & EBP project each class day,
 - checking your @csun.edu email address,
 - worksheets & written assignments,
 - content-based discussion and comments, and
 - quality of critique of peer presentations.
 - Students are required to complete reading and any assigned exercises prior to each class.
- In fairness to all students, you must submit written documentation if you are requesting that an absence be excused. Asking to be excused does not automatically grant the excuse.
- Absenteeism, tardiness, lack of preparation for class, working on unrelated material during class, sleeping, late assignments, chatting in class will negatively affect your ability to master the course objectives and will be reflected in deduction of points from final participation grade and course grade. *After one (1) unexcused absence and/or late assignment, each further incident will result in a 5-point deduction from the final course grade in addition to points deducted from participation grade. More than 3 tardies will also result in deduction from participation and 5-points from final course grade. This includes tardies in coming back from break or leaving for extended periods during class.*

*****NO PERSONAL COMPUTING DEVICES ALLOWED DURING CLASS*****

This includes but is not limited to phones, laptops, & any handheld device that may be connected to the Internet. You will be counted absent if you use such devices during class. Use during

exams is considered cheating. See *Disability Accommodation* section of syllabus to arrange for necessary exceptions.

➤ **Exams (55 points total)**

Exams are closed-ended multiple-choice, matching, & true/false with a rare open-ended short-answer or fill-in-the-blank.

- 2 unit exams (15 points each) = 30 points
- 1 comprehensive final exam = 25 points

*****NO ADVANCE or MAKE-UP EXAMINATIONS WILL BE GIVEN.*****

➤ **Primary article analysis (10 points)**

Each student will find, read, & bring to class, and complete in-depth analysis of at least one (1) research study report on the selected topic of project. This in-depth analysis includes downloading, completing and submitting the appropriate quantitative or qualitative worksheet at http://www.elseviercanada.com/ReadingResearch/stu_res6.php. If your article is an integrated design (a combination of quantitative & qualitative) see faculty for appropriate critique form.

****Assignments are DUE AT THE BEGINNING OF CLASS****

➤ **Evidence Based Practice (EBP) paper (25 points)**

Students will work in pairs. Students will combine the results of their primary article analysis to make evidence-based practice (EBP) recommendations about a clinical problem using Stetler model (see worksheet).

Each group will select a clinical problem with *nurse sensitive indicators* within one of the following clinical issues that involves dependent care or self care issues:

1. End-of-life care (related to sudden death, chronic illness, codes, hospice care, etc.)
2. Herbal therapies (frequency of patient use, nurse knowledge, particular herbs, etc.)
3. Pain management (including fetal)
4. Spiritual care (prayer use, how nurses facilitate patient faith, etc)

Each pair will submit one paper & receive the same grade (although faculty reserves the right to grade individually when warranted as determined by faculty). Students should begin their literature search no later than the 4th week of class and should notify faculty immediately of any difficulty in obtaining research articles. (See grading criteria.) One (1) letter grade will be deducted for each day that a written assignment is late.

Papers must be submitted as electronic copy through TurnItIn.com. Go to <http://www.turnitin.com/static/index.html> and set up your own account. **To submit paper use class ID # = 1605584. Class password = highfield310.**

Optional Bonus credit (0-5 points on final course grade):

- Attend at least 1 day of nursing research conference: *Nursing Odyssey 2009* on **Nov. 12-13, 2009**
- Write critique of sessions attended for 0- 5 points. These bonus points can be earned ONLY if you are passing the course. *They canNot be used to change a grade of less than C- to a passing grade.*
- Register by **October 15th**. Registration form: <http://www.humabout.net/zetamu/09Odyssey.doc>.
- **BSNSA funds may be available to dues-paying members.** (Make \$50, tax-deductible check payable to AS BSNSA, and submit thru BSNSA treasurer or Dr. Highfield.) Travel and conference at your own expense because this is optional. Student rates are available.
- This is the Joint Southern California Chapters of Sigma Theta Tau International Nursing Honor Society. *Odyssey* will be held at Ontario Airport Marriott. Ontario, CA
- Other info http://www.llu.edu/llu/nursing/gamma-alpha/documents/brochure_2009_odyssey.pdf &
- This has been a wonderful conference in the past and gives you an opportunity to put your learning into practice, network with faculty from graduate schools, and enjoy spending time with colleagues.

Disability accommodation: Disability accommodation: Students with disabilities may register with the Center on Disabilities (<http://www.csun.edu/cod/index.htm>) OR the National Center on Deafness (<http://ncod.csun.edu/>) and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approve accommodations. Students who are approved for testing taking accommodation must provide a proctor form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing arrangements. The Center on Disabilities (COD) is located in Bayramian Hall, room 110. Staff can be reached at 818-677-2684. The National Center on Deafness (NCOD) is located on Bertrand St. and may be reached at 818-677-2611.

Academic dishonesty, plagiarism, & unethical conduct: See *BSN student handbook* and *CSUN catalog* for definitions, descriptions, and penalties. Students are reminded that cheating and unethical behavior is disrespectful of others and self. Professional and ethical behavior is expected at all times in course activities and violations will result in grade penalties. Cheating will result in "F" in the course or assignment. In cases of "F" in the course students are prohibited from attending further classes of this course. Student may also be referred to the University ethics committee if the student violates codes of conduct specified in CSUN catalog.

Permission to copy student work: Faculty may wish to copy your work to use as examples for other students in the future or for accreditation reviews. Your name may be removed before showing your paper to any other student. If you do not want your paper(s) in this course to be copied for accreditation or a sample for future students, please notify the instructor in writing by the last week of classes. *If you do not notify faculty by this time, permission to copy will be assumed.* However, you may at any time during the semester or in the future notify faculty in writing that you deny permission to use your work and any copies will be destroyed and any sharing will stop at that point. Please keep copies of any such request and faculty acknowledgement of receipt of your request for your own records.

GRADING: A grade of C- or lower will require that you repeat the course.

A	= 94-100%
A-	= 90-93%
B+	= 86-89%
B	= 83-85%
B-	= 80-82%
C+	= 76-79%
C	= 73-75%
C-	= 70-72%
D	= 60-69%
F	= <60%

REQUIRED TEXTS & READINGS (* asterisk items are on Oviatt reserves or online EBSCOhost)

➤ Selected research reports may be assigned in addition to the following readings

➤ The course **password for electronic reserves for HSCI 310 is** _____ **[fill in blank in class]**

American Psychological Association (APA). (2001). *Publication manual of the American Psychological Association*. 6th ed. Washington, D.C.: Author. **[5th edition also acceptable]**

Davies, B. & Logan, J. (2008). *Reading research: A User-friendly guide for nurses and other health professionals* (4th ed.). Canada: Elsevier Canada, Ltd.

Davies, B., & Logan, J. (2003). *Reading research: A User-friendly guide for nurses and other health professionals* (4th ed.), *Student Resources*. Retrieved August 15, 2007 from the World Wide Web at http://www.elseviercanada.com/ReadingResearch/stu_res.php

*Deets, C. (1998). Research: When is enough, enough? *Journal of Professional Nursing*, 14, 196. (full text via EBSCO host or Oviatt electronic reserve)

*Fawcett, J. (1995). *Analysis and evaluation of conceptual models of nursing*, 3rd ed. F.A. Davis: Philadelphia.

- * Moore, J.B., & Beckwith, A.E. (2004). Children with cancer and their parents: self-care and dependent-care practices. *Issues in Comprehensive Pediatric Nursing*, 27, 1-17.
- Polit, D.F., & Beck, C.T. (2006). *Essentials of nursing research: Methods, appraisal & utilization*, (6th ed.) Philadelphia: Lippincott.
- Polit, D.F., & Hungler, B. (2005). *Study guide to accompany Essentials of nursing research: Methods, appraisal, and utilization*, (6th ed.) Philadelphia: Lippincott.
- National Institutes of Health Office of Extramural Research. *Protecting human research participants*. Retrieved August 20, 2009 from the World Wide Web <http://phrp.nihtraining.com/users/login.php>

OPTIONAL TEXTS & READINGS

- Funk, S.G., Tornquist, E.M., & Champagne, M.T. (1995). Barriers and facilitators of research utilization. *Nursing Clinics of North America*, 30(3), 395-407.
- Gonick, L., & Smith, W. (1993). *The cartoon guide to statistics*. New York: HarperCollins Publisher.
- Harris, R.A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism*. (2nd ed.). Los Angeles, CA: Pyczak Publishing,
- Humboldt State University. (n.d.). Research Roadmap. Retrieved August 16, 2009 from the World Wide Web <http://library.humboldt.edu/researchroadmap/>
- Johanson, M. (2000). "Journals: Scholarly or popular." Retrieved August 22, 2009 from the World Wide Web <http://library.humboldt.edu/info/services/scholarpop.htm>
- Oliver, D., & Mahon, S.M. (2005) Reading a research article Part I: Types of variables. *Clinical Journal of Oncology Nursing*, 9(1), 110-112.
- Oncology Nursing Society. Evidenced Based Practice Resource Area. Retrieved August 22, 2009 from the World Wide Web <http://onsopcontent.ons.org/toolkits/evidence/>
- Orb, A., Eisenhauer, L., & Wyndaden, D. (2000). Ethics in qualitative research. *Image: Journal of Nursing Scholarship*, 33(1), 93-96.
- Orem, D. (2001). *Nursing: Concepts of practice*. 5th ed. St. Louis: Mosby OR Hartweg, D. (1991). Dorothea Orem: Self-Care Deficit Theory (Notes on Nursing Theories). Newbury Park, CA: Sage Publications.
- Patten, M.L. (2002). *Understanding research methods: An overview of the essentials* (3rd ed.). Pyczak Publishing: Los Angeles.
- Profetto-McGrath, J. Hesketh, K.L., Lang S, & Estabrooks, C.A. (2003). A study of critical thinking and research utilization among nurses. *Western Journal of Nursing Research*. 25(3), 322-37.
- Pyczak, F. (1999). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Los Angeles, CA: Pyczak Publishing. [Note: as little as \$8 from amazon.com]
- Rosswurm, M.A., & Larrabee, J.H. (1999). A model for change to evidence-based practice. *Image: Journal of Nursing Scholarship*, 31(4), 317-322.
- Rutledge, D.N., Bookbinder, M. (2002). Processes and outcomes of evidence-based practice. *Seminars in Oncology Nursing*, 18(1), 3-10.
- *Stetler, C.B. (2001). Updating the Stetler model of research utilization to facilitate evidence based practice. *Nursing Outlook*, 49, 272-9. (Oviatt electronic reserve)
- * Stetler, C.B. (1994). Refinements of the Stetler/Marram model for application of research findings to practice. *Nursing Outlook*, 42(1), 15-25. (Oviatt electronic reserve)
- *Stetler, C.B., Morsi, D., Rucki, S., Broughton, S., Corrigan, B., Fitzgerald, J., Guiliano, K., Havener, P., & Sheridan, E.A. (1998). Clinical methods: Utilization-focused integrative reviews in a nursing service. *Applied Nursing Research*, 11, 195-206. (Oviatt electronic reserve)
- Wong, S S.-L., Wilczynski, N.L., & Haynes, R. B. (2006). Optimal CINAHL search strategies for identifying therapy studies and review articles. *Journal of Nursing Scholarship*, 38, 194-199.

CLASSIC WORK: NOT REQUIRED

- Abdellah, R. & Levine, E., (1986). *Better patient care through nursing research*, 3rd ed. New York: MacMillan Publishing Co., Inc

This schedule may change because of mandated furlough days. I will make every effort to give adequate notice should this occur and certainly would make sure no one is penalized.

CLASS SCHEDULE: TUESDAY 0800-1050

Week	Date	Topic	Reading
1	8/25	<ul style="list-style-type: none"> • Introduction to research & HSci310 • <i>Why should RNs care about research?</i> • Theory, practice, & research • Research vs. EBP vs. RU 	<ul style="list-style-type: none"> ▪ Syllabus & Online material ▪ Polit & Beck: Chapter 1 ▪ Deets (1 page article!!)
2	9/1	<p>DUE: EBP worksheet page 1 (#1-7)</p> <ul style="list-style-type: none"> ▪ RU & EBP: Stetler model ▪ Levels of evidence ▪ Nurse-sensitive indicators 	<ul style="list-style-type: none"> ▪ Davies & Logan pp. 1-38 (short book; this book is incredibly helpful!) ▪ Polit & Beck: Chapter 2 & pp.466-8 ▪ (opt.) Stetler (1994)pp.20-25 (reserve)
3	9/8	<ul style="list-style-type: none"> ▪ Reviewing the literature ▪ Frameworks for research 	<ul style="list-style-type: none"> ▪ Polit & Beck: Chapters 4, 7, & 8 ▪ Davies & Logan pp. 5 & 24-27 ▪ Moore & Beckwith (2004) (electronic Oviatt Reserve)
4	9/15 (Oviatt – Lab C)	<p>Guest lecture: Marcia Henry in Oviatt Topic: <i>Finding research for EBP</i> (Highfield not available: furlough)</p>	<ul style="list-style-type: none"> ▪ Polit & Beck chapters 7 & 8 ▪ Davies & Logan chapter 2-3
5	9/22	<p>DUE:</p> <ul style="list-style-type: none"> • EBP worksheet question #8-10 • Your research article (bring to all remaining classes) ▪ Research problems & hypotheses 	<ul style="list-style-type: none"> ▪ Davis & Logan p. 5 ▪ Polit & Beck: Chapter 6
6	9/29	<p>Exam #1:</p> <p>Ethics –6 online modules “Human Participant Protections Education for Research Teams”</p>	<p>After exam:</p> <ul style="list-style-type: none"> ▪ “Human Participant Protections” at http://cme.nci.nih.gov/ ▪ Davis & Logan p. 6 ▪ Polit & Beck: Reading: Chapter 5
7	10/6	<ul style="list-style-type: none"> ▪ Research Designs - Quantitative 	<ul style="list-style-type: none"> ▪ Davis & Logan p. 6-7 & 12-17 ▪ Polit & Beck: chapter 9 & 11
8	10/13	<p>Due: CE Certificate from http://phrp.nihtraining.com/users/login.php</p> <ul style="list-style-type: none"> ▪ Research Designs –Qualitative 	<ul style="list-style-type: none"> ▪ Davis & Logan p. 6-12 ▪ Polit & Beck: chapters 10-11
9	10/20	<p>DUE: EBP worksheet Phase III</p> <p>Populations/samples</p>	<ul style="list-style-type: none"> • Davis & Logan p. 10 & 15-16 • Polit & Beck: Chapter 12
10	10/27	<p>Exam #2</p> <ul style="list-style-type: none"> • After exam: Time for work on project 	<ul style="list-style-type: none"> • After exam: Time for teamwork
11	11/3	<p>DUE: EBP worksheet Phase IV</p> <ul style="list-style-type: none"> • Data Collection & Methods 	<ul style="list-style-type: none"> • Davis & Logan p. 11-12 & 16-17 • Polit et al: Chapter 13
12	11/10	<p>Due: EBP worksheet Phase V</p> <ul style="list-style-type: none"> • Data Quality 	<ul style="list-style-type: none"> • Davis & Logan pp. 11 & 17 • Polit & Beck: Chapter 14
Optional	Nov 12-13	<p>“Caring and Connection Through Technology” - Sigma Theta Tau International Nursing Odyssey Conference 2009.</p>	<ul style="list-style-type: none"> ▪ Ontario Airport Marriott. Ontario, CA ▪ Register by October 15th. Conference Flier.
13	11/17	<p>Due: Primary article analysis</p> <ul style="list-style-type: none"> • Analysis of Research data 	<ul style="list-style-type: none"> • Davis & Logan pp. 12 & 17-21 • Polit & Beck: Chapter 15-16
14	11/24	<ul style="list-style-type: none"> • No live class: Study & work on paper (Highfield not available: furlough) 	<ul style="list-style-type: none"> • Davis & Logan p. 11-12 & 16-17 • Polit et al: Chapter 13
15	12/1	<ul style="list-style-type: none"> • Paper due & Student study week 	
16	12/8	<ul style="list-style-type: none"> • Catch up week & Critiquing Research 	Polit & Beck: Chapters 17
17	12/15	<p>FINAL EXAM: 0800-1000 in JD2523</p>	Comprehensive exam

Evidence Based Practice **PAPER** - EVALUATION FORM
(*Electronic copy to turnitin.com*)

Student name: _____ Date: _____

Course: HSci 310 _____ Topic: _____

TITLE

Clear, concise, & delimiting

(e.g., "Use of Back Supports for Lifting & Moving Patients in Skilled Facilities")

CONTENT

Contains clear & specific **application of Stetler EBP model**

(Write a section for EVERY phase)

1. Phase I: Preparation (include how your topic is r/t Orem self-care)
2. Phase II: Validation (review of literature & levels of evidence; table as appendix)
3. Phase III: Comparative evaluation/Decision-making*
4. Phase IV: Translation/Application of findings for practice
(include implications or your practice recommendation for education, management & future research)
6. Phase V: Evaluation

Elaborates each section as described in guidelines and text.

Any additional sections contribute to purpose of paper (e.g., attachments or illustrations)

ORGANIZATION

Introduction: Purpose is specified

Body of paper is related to introduction & well-organized with logical flow.

Conclusion is based on purpose & body of paper and goes beyond summary.

FORMAT & STYLE

Follows established APA guidelines.

Correct grammar, sentence, & paragraph structure.

Clear expression of ideas.

*If you recommend NOT using, then be specific about research still needed and propose what that is.

TOTAL POSSIBLE: TOTAL EARNED _____

FACULTY SIGNATURE _____

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