NURS 5306.01W, TRANSLATIONAL RESEARCH IN NURSING

COURSE SYLLABUS: SPRING 2019

INSTRUCTOR INFORMATION

Instructor: Monica L. Tenhunen, DNP, RN, GNP-BC
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Office Hours: as posted
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Instructor: Carole McKenzie, PhD, RN, CNM
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Preferred Form of Communication: email
Communication Response Time: 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Melnyk, B. M. & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing and healthcare: A guide to best practice* (3rd ed). Philadelphia, PA: Wolters Kluwer.

Online resources and articles as directed

The syllabus/schedule are subject to change.

Course Description

This course focuses on the logic, methods, and techniques of the research process as they apply to the nursing profession. Evidence-based practice, research utilization, and knowledge transformation processes are emphasized. The research-oriented approach is explored from problem formulation to analysis and interpretation in both quantitative and qualitative methodologies. The opportunity to recognize a researchable problem in nursing and to develop a plan for its study is provided. This course meets 595 research requirement. Prerequisites: Instructor permission.

Student Learning Outcomes

Upon completion of the course, the student will have been given the opportunity to:
1. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates (AACN Essential IV & IX).
2. Advocate for the ethical conduct of research and translational scholarship with particular attention to the protection of the patient as a research participant (AACN Essential IV).
3. Articulate the credibility of sources of information and the relevance to advanced practice (AACN Essential IV).
4. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice (AACN Essential IV).
5. Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, including the use of technologies, and in assisting patients and other healthcare providers to address such issues (AACN Essential IV & IX).
6. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations (AACN Essential IV).
7. Interpret research, bringing the nursing perspective, for policy makers and stakeholders (AACN Essential IV).

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint.

Instructional Methods

This is an online course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in course activities,

formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Student Responsibilities or Tips for Success in the Course

Logging into the course website daily during the week, checking emails at least daily, updated semester calendar and multiple hours of weekly study, and attendance at all course events.

Online Etiquette: This class will be conducted online. Please use the following as a guide to your online behavior.
• Make a personal commitment to learning about, understanding, and supporting your peers.
• Assume the best of others in the class and expect the best from them.
• Recognize and value the experiences, abilities, and knowledge each person brings to class. Value the diversity of the class.
• Participate actively in the discussions, having completed the readings and thought about the issues.
• Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
• Think through and re-read your comments before you post them.
• Never make derogatory comments toward another person in the class.
• Do not make sexist, racist, homophobic, or victim-blaming comments at all.
• Disagree with ideas, but do not make personal attacks.
• Be open to be challenged or confronted on your ideas or prejudices.
• Challenge others with the intent of facilitating growth. Do not demean or embarrass others.
• Encourage others to develop and share their ideas.
• Be willing to change.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 83%-89%
C = 75%-82%

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D = 60%-74%

F = 59% or Below

PICOT Question	**5%**
Annotated Bibliography (6)	**30% (5% each)**
Abstract	**10%**
Poster	**15%**
EBP Paper	**20%**
Evidence Table	**10%**
IRB Tutorial	**10%**
Total	**100%**

Assessments

PICOT Question   **5%**   **2/3**

Each student will develop a PICOT question based on a topic of interest to them and that would apply to a family practice clinic. This PICOT question will be used in completing the annotated bibliography, abstract, poster and EBP Paper and evidence table assignments. These assignments will also prepare the student for their performance improvement project completed in future courses. See grading rubric on D2L (Learning outcome #1).

Annotated Bibliography   **30% (5% each)**   **2/10; 2/24; 3/3**

An annotated bibliography is a list of citations to books, articles, and documents followed by a brief (usually about 150 words) descriptive and evaluative paragraph—the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. It is not an abstract—a purely descriptive summary often found at the beginning of a scholarly journal article. Students are required to complete an annotated bibliography citing six (6) separate nursing research articles, at least one (1) using qualitative research methodology. The other articles can be quantitative, qualitative and/or mixed methods. No systematic review can be used for this assignment. Each submission includes two (2) articles. See grading rubric on D2L (Learning outcomes #3 & #4).

Abstract   **10%**   **3/10**

Each student will prepare an abstract based on the literature review for their PICOT question using the provided example. Your abstract will be turned in twice-the first time you will be given feedback and the abstract will be

graded. Then you will resubmit and the abstract will be graded again. The two scores will be averaged for your grade. See grading rubric on D2L (Learning outcomes #1, #6 & #7).

Poster   15%   3/31

Each student will prepare a poster based on the literature review and abstract related to their PICOT question. Examples will be provided. Your poster will be turned in twice-the first time you will be given feedback and the poster will be graded. Then you will resubmit and the poster will be graded again. The two scores will be averaged for your grade. Posters **will** be approved by course faculty prior to printing. Posters will be submitted for presentation by the student at the university annual research symposium on April 9th. See grading rubric on D2L (Learning outcomes #1, #6 & #7).

EBP Paper   20%   4/14

Each student will prepare a written paper that includes the abstract, literature review, theoretical/conceptual framework and an organizational change theory related to their PICOT question. See grading rubric on D2L (Learning outcomes #1, #4 & #6).

Evidence Table   10%   4/28

Each student will complete an evidence table based on the provided example with a minimum of ten (10) articles related to their PICOT question. See grading rubric on D2L (Learning outcomes #3 & #4).

IRB Tutorial   10%   5/5

All students are required to complete all 9 modules of the computer-based tutorial entitled "Social and Behavioral Responsible Conduct of Research Course" offered at the following site: https://www.citiprogram.org/. Instructions on registering and beginning training can be found here: http://www.tamuc.edu/research/compliance/training/ResponsibleConductInstructions.aspx. A copy of the certificate of completion is to be submitted as indicated in the course schedule (Learning outcomes #2 & #5).

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

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Interaction with Instructor Statement

It is expected that you will check your D2L course and email at least **DAILY** for communication from the instructor. A response will occur within two (2) business days. Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

1. As an adult learner and responsible professional, the student is responsible for reading and completing assignments and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come prepared to any course event/meeting.
2. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero**.**

Paper submissions
All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

Late Submissions
It is expected that students will submit all assignments on time. If an extension is needed, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Nursing Student Guide
Specific information for the nursing student regarding the nursing program and current policies and procedures can be found here:
> http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/Current%20Students/MSNStudentGuide/default.aspx

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Week Monday Date	Content	Reading Assignments Melnyk & Fineout-Overholt	Class Meetings/ Class Assignments
1 1/14	Course Overview	Syllabus Chapter 1 (MT/CM)	**Class 1/16 08-1000 (MT & CM)**
2 1/21	Types of research PICOT Questions	Chapter 2 (CM)	
3 1/28	Relevant Evidence Hierarchy of Evidence	Chapter 3 (MT)	**PICOT Question due by 2359, 2/3**
4 2/4	Critical Appraisal Theoretical Frameworks	Chapter 4 (MT)	
5 2/11	Quantitative & Qualitative Appraisal	Chapters 5 & 6 (MT)	**Annotated Bibliography #1 due by 2359, 2/10**
6 2/18	Implementing Evidence in Clinical Practice Role of Quality Improvement	Chapters 9 & 10 (CM)	**Annotated Bibliography #2 due by 2359, 2/24**
7 2/25	Innovation & Evidence	Chapter 12 (CM)	**Annotated Bibliography #3 due by 2359, 3/3**
8 3/4	Models to Guide EBP Implementation	Chapter 13 (MT)	**Abstract due by 2359, 3/10**
9 3/11	Disseminating Evidence	Chapter 18 (MT/CM)	
10 3/18	SPRING BREAK		

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11 3/25	Motivating Change	Chapter 14 (CM)	**Poster due by 2359, 3/31**
12 4/1	Ethical Considerations	Chapter 22 (CM)	
13 4/8			**Annual Research Symposium 4/9** **EBP Paper due 2359, 4/14**
14 4/15	Integrating Patient Preference	Chapter 7 (CM)	
15 4/22	Teaching EBP in Clinical Settings	Chapter 16 (MT)	**Evidence Table due by 2359, 4/28**
16 4/29	Grant Proposals	Chapter 21 (MT)	**Class 5/1 10-1200 (MT & CM)** **IRB Tutorial due by 2359, 5/5**
17 5/6	Finals Week		

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