Course Name: Research in Nursing

Course Number: NURS 350

WEST COAST UNIVERSITY

Academic Program: BSN
Campus: ONT

Section A:

Instructor's Name	Professor Michelle Jocson DNPc, MSN/Ed., CNRN, PHN
I. Instructor's Contact Information, Course Pre and Co-Requisites	
Phone Number:	Prefer to be notified via email
E-mail:	mjocson@westcoastuniversity.edu
Office location:	North Hollywood Campus
Office hours:	Fridays 530pm to 630 pm
Course Prerequisites	RN licensure and MATH 310 OR completion of NURS 201, 211L, 203, 213L, 206, 216L, 204, 214L and MATH 310 or the equivalent.
Course Co requisites	None

II. Mission and Outcomes	
University Mission	At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.
College of Nursing Mission	The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.
College of Nursing Philosophy	The philosophy of the College of Nursing is the education of nurses who become lifelong learners and critical thinkers. The philosophy reflects beliefs that education is a continuous process, occurring in phases throughout an individual's lifetime

Program Learning Outcomes	1. Synthesize knowledge derived from liberal arts and sciences with a conceptual framework as a basis for professional nursing practice.
	2. Utilize nursing process in health promotion, restoration, and disease and illness prevention.
	3. Apply evidence-based practice in providing therapeutic nursing interventions for patients and families in a wide variety of health care, and community setting.
	4. Apply critical thinking skills in providing culturally sensitive and developmentally appropriate nursing care to patients who are experiencing simple and/or complex health problems in a variety of settings.
	5. Provide health care education to individuals, families, and aggregates.
	6. Develop measurable goals that demonstrate the willingness to become a life-long learner in building expertise as a member of the nursing profession.
	7. Utilize effective communication to interact with patients, families, and the interdisciplinary health team.
	8. Assume responsibility for the delegation and supervision of the delivery of nursing care to subordinates based on the subordinate's legal scope of practice and ability.
	9. Demonstrate application of the AACN 9 Essentials.
	10. Be eligible to apply for the registered nursing licensing examination in order to be employed as a registered nurse in a variety of settings.

III. Course Information

Term:	Summer 2011
Class Meeting Dates:	June 24, 2011 through August 19, 2011
Class Meeting Times:	FRIDAYS 12:30 – 17:30
Class Meeting Location:	Room TBA
Class Credit Hours	3 semester credits/5 contact hours per week/ 45 hours per term:
Class Credit Length	9 Weeks
Class Required Texts, Learning Resources	Burns, N., & Grove, S. (2007). *Understanding nursing research: Building an evidence basedpractice* (4th ed.). Philadelphia, PA: W.B. Saunders.
	Speziale-Streubert, H. J., & Carpenter, D. R. (2006). *Qualitative research in nursing: Advancingthe humanistic Imperative* (4th ed.). Philadelphia, PA: Lippincott.
	West Coast University RN Student Handbook

Class *Recommended* Texts, Learning Resources	http://www.ahrq.gov/ Agency for Health Care Research and Quality - publishes research guidelines, priorities, and some study results. http://www.cinahl.com CINAHL Information Systems - includes information on the CINAHL database and access to CINAHL direct. Website has complete lists of journals in their database, the CINAHL sources link index, information about searching the database, teaching aids, and more. http://www.COCHRANE.org Cochrane Collaboration - is an international not-for-profit organization, providing up-to-date information on the effects of health care. http://www.nih.gov/ National Institute of Health - includes multiple links to health information, grants and funding opportunities, scientific news and events, and scientific resources. http://www.nih.gov/ninr/ National Institute of Nursing Research - features the programs and research agenda of the NINR, plus links to other resources for nursing research. http://www.nlm.nih.gov/ National Library of Medicine - includes information on NLM publications, research programs, grants; provides free access to NLM data bases and electronic information sources, including access to MEDLINE through Pub Med and Internet Grateful Med. http://www.stti.org/VirginiaHendersonLibrary/ Sigma Theta Tau International Virginia Henderson Electronic Library - databases about nurse researchers and nursing research, including abstracts of STTI and other national nursing research conferences. http://www.lirn.net/services.shtml (Available anywhere with Internet access) http://search.ebscohost.com Ebsco Databases: Login to Service: UserID: west Password: coast (Available anywhere with Internet access) http://site.ebrary.com/lib/westcoastu (Only available on the WCU campus)
Course Catalog Description	This course offers an understanding of the basics of research in nursing and health care including survey, descriptive, quantitative, and qualitative and outcomes research. It teaches the ability to read and understand nursing research and adequately critique and understand it for the purpose of developing evidence based practice.

Course Learning Outcomes	1. The student will be able to apply the nursing process in the formulation of nursing research. 2. The student will be able to discuss the importance of nursing research in achieving the goals of Healthy People 2010. 3. The student will be able to utilize research-based knowledge from nursing and other sciences as the basis of nursing practice. 4. The student will be able to plan a simple research project to present to your peers, including the review of the literature, design and plan for analysis. 5. The student will be able to demonstrate knowledge of evidence-based therapeutic nursing interventions necessary for health promotion, disease/illness prevention, and/or risk reduction. 6. The student will be able to utilize information and communication technologies to promote nursing research as well as advance patient care and education. 7. The student will be able to demonstrate therapeutic, accurate, productive, and effective communications with clients, families, communities, and colleagues while considering human diversity with regards to nursing research. 8. The student will be able to utilize theory and research-based knowledge in the formation of partnerships with clients and the interdisciplinary health care team as leader, manager, patient advocate, provider of care, and coordinator of care. 9. The student will be able to apply Gordon's 11 Functional Health Patterns in the process of doing nursing research.
Teaching Strategies	Web enhanced modules - A series of web enhanced learning modules have been structured for students to utilize in this course to augment and enhance learning. Class room discussion regarding major concepts presented in class Audiovisual/Computer-assisted instruction providing students with individualized learning options Case studies used for facilitating learning at the analysis and synthesis levels Student-peer interactions and student-faculty consultation Group assignments Abstract and proposal preparation

V. Evaluation Methods, Grading

Formative Assessment of Student Learning:
- Will not count more than 80% of final grade

Summative Assessment of Student Learning:
- Will not count more than 30% of final grade

Participation:
- Student Participation will not account for more than 10% of the final grade.

Formative Assessment:

Assignment/Assessment Activity	Due Date	Points
Abstract development	**Week 3**	20
Research critique	**Week 5**	30
Quizzes –		15
Research proposal presentation		15

Summative Assessment:

	Due Date	Points
Research proposal paper	Week 9	20

V. Policies and Procedures

West Coast University Grading Scale (reflective of final course grade. See associated policy in Catalog)

Grade	Points	WCU Numerical Scale for non program specific courses	Nursing and Dental Hygiene Specific Numerical Score
A	4	90-100	91-100
B	3	80-89	84-90
C	2	70-79	76-83
D	1	60-69	64-75
F	0	59 and below	63 and below
TC	N/A	Transfer Credit	Transfer Credit
W	N/A	Withdrawal	Withdrawal
I	N/A	Incomplete	Incomplete
CR	N/A	Credit	Credit granted for 75% or higher on a challenge exam or Credit awarded for NURS 199

West Coast University Attendance Policy	Satisfactory attendance in courses is a requirement of the university and linked with student success. The percentage of attendance is calculated on the basis of the clock hours identified and varies by the type of course or major. For example, 30% of a three credit lecture course is 13.5 hours. Absences in excess of 30% of any course will result in a grade of "F" and the student will be required to repeat the course. Nursing students may not be absent for more than 20% of a NURS lab or clinical course identified as "L". Dental hygiene students may not be absent for more than 20% of **any** DHYG course whether theory or clinical. If any student is absent from the University for more than 14 consecutive calendar days, excluding holidays, and no contact has been made during that period, the student will be withdrawn from the University. Students must provide the Academic Dean or Dean of Nursing with written documentation verifying the required military leave and length of time requested.
Course Completion Requirements	Students are expected to participate in class. Participation includes being present in the class, participation in discussions, and active engagement in the lecture/learning activities. Students must achieve a passing grade of C or better, submit all required assignments, complete all required quizzes and examinations, and meet the standards of the University attendance policy. Unscheduled quizzes may be given periodically throughout the term. The quizzes may include previously covered content and/or content to be covered during the current day's class session. Unless designated as a group project by the instructor, all student papers and assignments must be completed by the individual student and represent the student's own original work. Group projects are designated as such so that all other assignments are individual assignments and are to be completed by the student and NOT as a group assignment. Each student is responsible for his or her own learning which includes all aspects of the work required for a class. In order to maintain security and confidentiality, student assignments must be submitted directly to the instructor via the method(s) approved by the instructor. Do not fax papers to the campus. Do not e-mail papers to instructors without **written permission** from the instructor.

West Coast University Make-up Work Policy	In order to meet course outcomes students may be required to make up all assignments and work missed as a result of absences. The faculty may assign additional make-up work to be completed for each absence. Hours of make-up work cannot be accepted as hours of class attendance. Students are required to be present when an examination is given. If unexpectedly absent for a documented emergency situation (i.e. death in the immediate family), it is the student's responsibility to arrange for a make-up date by contacting the faculty member within 48 hours of the original assessment date. The make-up work must be completed within five (5) school days of the originally assigned date. Students who do not take the exam on the scheduled make-up date or who do not contact the instructor within 48 hours will receive a zero score for that assessment activity. The highest score possible on a nursing or dental hygiene make-up examination is passing grade (e.g., if a student obtained a perfect score (100%) in the make-up examination, the grade will still be recorded as a passing grade). Lack of preparation at the scheduled exam time is not an acceptable excuse for not taking an examination or quiz.
Classroom Policies	• Students are expected to dress professionally during class time, as they will in their future roles and positions. • No children are allowed in class or unattended on campus. • Personal use of cell phones, Blackberries or any other electronic devises in the classroom during class time is not permitted. Unauthorized use may lead to faculty member confiscation of the device for the remainder of the class. Consistent breaches of this policy will be addressed by the University as a student conduct issue. • Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' abilities to learn and the instructor's abilities to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem. Consistent breaches of this policy will be addressed as a student conduct issue.
Academic Integrity Policy	Academic honesty, integrity, and ethics are required of all members of the West Coast University community. Students are expected to conduct themselves in a manner reflecting the ideals, values, and educational aims of the University at all times. Academic integrity and honorable behavior are essential parts of the professionalism that will be required well beyond graduation from WCU. They are the foundation for ethical behavior in the workplace. A student who acts in an unethical or unprofessional manner on an assignment will receive a grade of zero for that assignment. A second incident of unethical or unprofessional behavior may result in administrative termination from the university.

Academic Integrity Policy (continued)	In its commitment to academic honesty and accurate assessment of student work, West Coast University uses a plagiarism-detection web-service to help prevent plagiarism. Consequently, instructors reserve the right to submit student assignments to the website to check for similarities between student submissions and the internet, various research databases, and the web-site's database of previous student submissions. Students may be required to electronically submit their work to the instructor or to the website, and by taking WCU courses, students agree that all assignments are subject to plagiarism detection processes and Academic Honesty policies. Assignments submitted to the website by the student or instructor will become part of the service's database and will be used for plagiarism prevention and detection. Student papers, however, will remain the intellectual property of the authors. Any submitted papers that are not the student's original work will be considered plagiarism, in violation of the Academic Honor Code. For clarification of plagiarism, please refer to the WCU Catalog, Dean or Instructor.
Academic Dishonesty	The University considers plagiarism and falsification of documents, including documents submitted to the University for other than academic work, a serious matter that may result in a failure in the class or dismissal from the program. All student work is to be submitted to faculty and represent the student's original work. All students are required to follow the American Psychological Association (APA) writing guidelines. All sources used as references must be properly identified Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity will be strictly enforced. Familiarize yourself with the Academic Integrity guidelines and the Academic Honor Code in WCU catalog and program handbooks.
Testing and Examination Policy	The university testing policy stipulates that no phones or other electronic devices, food or drink, papers, hats or backpacks can be taken into the examination area. In specific courses the faculty may have additional requirements. Talking during testing or sharing of information regarding the test questions is not allowed. Please review the policy for the complete list of testing requirements and the Academic Honor Code.

Testing and Examination Policy (continued)	Once the exam results are available, the students will be offered a test review. The student will be provided with a test copy (not applicable to HESI, ATI exams), answer sheet, and a copy of his or her Scranton, which must all be returned unchanged upon completion of review. No written or oral notes can be taken when a student reviews his or her exam. The school encourages students to review their test results as soon as the exam is completed. HESI (or ATI) exam results are available for review on line through the Elsevier (or ATI) website usually within 24 hours of completing the exam. Students are encouraged to use this information to tailor their remediation in areas of weakness as identified by subjects missed on the HESI or ATI exam. The HESI and ATI testing policy require that you may not share any of the testing information with anyone at any time. Please read it carefully as this is a legal document you are signing and will be legally held accountable to uphold, when taking these examinations. See Testing policy and Academic Honor Code in WCU catalog and/or Nursing Student Handbook.
Reasonable Accommodations	Any student requesting accommodations based on a verified disability is required to register with the Director of Student Services each semester. A letter or clinical evaluation form from a learning specialist showing proof of a learning disability and what accommodations are required to assist the student, is required to be on file with the Director of Student Services. A letter of verification for approved accommodations can be obtained from that office. Please be sure the letter is delivered to your instructors at the beginning of each term so they may appropriately assist you.
Changes to the Course Schedule	Any changes to the course schedule as outlined in this syllabus will be thoroughly discussed with students attending the class prior to implementation.

Additional Program or Accreditation Requirements	**AACN Essentials for Baccalaureate Education for Professional Nursing Practice**
	
	The purpose of this section of the syllabus is to guide the student in understanding how the AACN 9 Essentials are incorporated into their education and to provide guidance to them in developing their individual portfolios.
	
	The Essentials that are met in NURS 350 Research in Nursing include the following:
	
	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
	• Outcome 1. Integrate theories and concepts from liberal education into nursing practice.
	    o The art of writing an effective research paper is included as part of the lectures, reading materials, quizzes, and assignments.
	    o The art of speaking and oral presentation are included as part of the lectures and assignments.
	• Outcome 3. Use skills of inquiry, analysis, and information literacy to address practice issues.
	    o Inquiry, analysis, and information literacy are included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 4. Use written, verbal, nonverbal, and emerging technology methods to communicate effectively.
	    o Included as part of lectures, required reading materials, and tested materials.
	• Outcome 5. Apply knowledge of social and cultural factors to the care of diverse populations.
	    o Included as part of lectures, required reading materials, and tested materials.
	• Outcome 6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.
	    o Ethical reasoning is included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 7. Integrate the knowledge and methods of a variety of disciplines to inform decision making.
	    o Included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.
	    o Included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 9. Value the ideal of lifelong learning to support excellence in nursing practice.
	    o Included as part of lectures, reading materials, quizzes, and assignments.

Additional Program or Accreditation Requirements (continued)	Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
	• Outcome 5. Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
	    o Included as part of lectures, reading materials, and assignments.
	• Outcome 6. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.
	    o Included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 8. Promote achievement of safe and quality outcomes of care for diverse populations.
	    o Included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 9. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse sensitive indicators in the microsystem of care.
	    o Included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 10. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of health care.
	    o Included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 11. Employ principles of quality improvement, healthcare policy, and cost effectiveness to assist in the development and initiation of effective plans for the microsystem and/or systemwide practice improvements that will improve the quality of healthcare delivery.
	    o Included as part of lectures, reading materials, quizzes, and assignments.
	
	Essential III: Scholarship for Evidence Based Practice
	• Outcome 1. Explain the interrelationships among theory, practice, and research.
	    o Included as part of lectures, required reading materials, and materials tested.
	    o Written assignment – Research Proposal Paper
	    o Oral presentation – Research Proposal Presentation
	• Outcome 2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
	    o Included as part of lectures, reading materials, quizzes, and assignments.

Additional Program or Accreditation Requirements (continued)	- Outcome 3. Advocate for the protection of human subjects in the conduct of research. - Included as part of lectures, reading materials, quizzes, and assignments. - Outcome 4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources. - Included as part of lectures, reading materials, quizzes, and assignments. - Outcome 5. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes. - Included as part of lectures, reading materials, quizzes, and assignments. - Outcome 6. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care. - Included as part of lectures, reading materials, quizzes, and assignments. - Outcome 7. Collaborate in the collection, documentation, and dissemination of evidence. - Included as part of lectures, reading materials, quizzes, and assignments. Essential IV: Information Management and Application of Patient Care Technology - Outcome 6. Evaluate data from all relevant sources, including technology, to inform the delivery of care. - Included as part of lectures, reading materials, quizzes, and assignments - Outcome 8. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy. - Included as part of lectures, reading materials, quizzes, and assignments. Essential V: Health Care Policy, Finance, and Regulatory Environments - Outcome 4. Examine legislative and regulatory processes relevant to the provision of health care. - Included as part of lectures, reading materials, quizzes, and assignments. - Outcome 5. Describe state and national statutes, rules, and regulations that authorize and define professional nursing practice. - Included as part of lectures, reading materials, quizzes, and assignments.

Additional Program or Accreditation Requirements (continued)	• Outcome 7. Examine the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practice.
	  o Included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 8. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.
	  o Included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 9. Use an ethical framework to evaluate the impact of social policies on healthcare, especially for vulnerable populations.
	  o Included as part of lectures, reading materials, quizzes, and assignments.
	
	Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
	• Outcome 1. Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., scope of discipline, education and licensure requirements).
	  o Included as part of lectures, reading materials, quizzes, and assignments.
	
	Essential VII: Clinical Prevention and Population Health
	• Outcome 3. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.
	  o Included as part of lectures, reading materials, quizzes, and assignments.
	
	Essential VIII: Professionalism and Professional Values
	• Outcome 1. Demonstrate the professional standards of moral, ethical, and legal conduct.
	  o Included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
	  o Included as part of lectures, reading materials, quizzes, and assignments.
	• Outcome 5. Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact on current nursing practice.
	  o Included as part of lectures, reading materials, quizzes, and assignments.

Additional Program or Accreditation Requirements (continued)	Essential IX: Baccalaureate Generalist Nursing Practice • Outcome 18. Develop an awareness of patients as well as healthcare professionals' spiritual beliefs and values and how those beliefs and values impact health care. o Included as part of lectures, reading materials, quizzes, and assignments

Assignment #1 – Abstract of Research Studies (2) – 20%

Due: Week 3

A. The purpose of the abstracts is to familiarize the student with published research, research designs and methodologies.

B. For the assignment, the student will select two research studies and write a brief description (synopsis) of the investigation.

C. Briefly answer the following questions:
    a. What type of research? (Quantitative, Qualitative & Design)
    b. What was the research question(s) or hypothesis?
    c. What is the sample, the sample size, and sample attributes?
    d. What was the setting of the study?
    e. What were the researcher's findings? (Identify 1)

You must attach the research study to each abstract. Abstracts that are not attached to the research study will not be graded.

Assignment #2 – Research Critique – 30%

Due: Week 5

A research critique demonstrates your ability to critically read an investigative study. The critique must be attached to the article and follow APA guidelines. Limit your report to six (6) typewritten double spaced pages. Use the following categories as headings.

* Please attach the Research Critique Evaluation form to your report. One (1) point will be subtracted from total points if Critique evaluation is not attached.

A. Research Problem/Purpose (20 points)
   a. State the problem clearly as it is presented in the report.
   b. Have the investigators placed the study problem within the context of existing knowledge?
   c. Will the study solve a problem relevant to nursing?
   d. State the purpose of the research.

B. Review of the Literature (5 points)
   a. Identify the concepts explored in the literature review.
   b. Were the references current? If not, what do you think the reasons are?

C. Theoretical Framework (5 points)
   a. Are the theoretical concepts defined and related to the research?
   b. Does the research draw solely on nursing theory or does it draw on theory from other disciplines?
   c. Is a theoretical framework stated in this research piece?
   d. If not, suggest one that might be suitable for the study.

D. Variables/Hypotheses/Questions/Assumptions (15 points)
   a. What are the independent and dependent variables in this study?
   b. Are the operational definitions of the variables given? If so, are they concrete and measurable?
   c. Is the research question or the hypothesis stated? What is it?

E. Methodology (30 points)
   a. Was inductive or deductive reasoning used in this study?
   b. State the sample size and study population, sampling method and study setting.
   c. Did the investigator choose a probability or non-probability sample?
   d. How were the data collected? (name the tools used)
   e. State the type of reliability and the validity of the measurement tools.
   f. Were ethical considerations addressed?

F. What type of design (quantitative, qualitative and type) was used in this study? (5 points)

G. Data Analysis (10 points)
   a. What data analysis tool was used?
   b. How were the results presented in the study?

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   c. Identify at least one (1) finding.

 H. Summary/Conclusions, Implications & Recommendations (5 points)
   a. What are the strengths and limitations of this study?
   b. In terms of the findings, can the researcher generalize to other populations? Explain.
   c. Evaluate the findings and conclusions as to their significance for nursing.

 I. APA format (5 points)
 J. Use of headings, proper English and spelling - error free

Total Points: 100 points

Assignment #3 – Research Proposal – 20%

Week 7 - Research Proposal Paper Draft

Week 8 - Research Proposal Paper

Week 9 – Research Proposal Presentation

Topic: Criteria for evaluation of Research Proposal – Total points = 100

The purpose of the research proposal is to identify and formulate questions which arise from nursing practice and to design a research project to study the identified problem.

Directions:
As students, you will be evaluating yourself and your peers in relation to your contributions to the research proposal. You and your instructor will use the following criteria to evaluate your group proposal. The proposal is a twelve to fifteen page paper. You need to provide a proposal outline to the faculty – classmates at the time of the presentation. Discussion about the proposal with the faculty is strongly recommended.

One point will be subtracted if the Research Proposal Evaluation is not attached to the proposal.

Criteria to be addressed in the proposal:

A.   Introduction (20 points)
   a.   Clearly stated problem and purpose of the study
   b.   Independent and dependent variables.
   c.   Definition of terms.
   d.   Assumptions, hypothesis or questions (depending on research type)

B.   Theoretical Framework (15 points)
   a.   Description of theoretical framework to be utilized.
   b.   Identification of concepts to be explored.
   c.   Rationale for choosing framework

C.   Review of the Literature (10 points)
   a.   Appropriateness of review and the proposal focus.
   b.   Inclusion of primary or secondary sources

D.   Methodology (30 points)
   a.   Description of study type (quantitative or qualitative)
   b.   Description of study design.
   c.   Rationale for the use of the selected design.
   d.   Inclusion of sample size, type, sampling method, inclusion/exclusion criteria, setting, data collection method (instrument) and data collection process.
   e.   Method for Protection of Human Subjects (consent). (Questionnaire and consent forms must be included as Appendices)

E. Data Analysis (10 points)
- a. Data analysis method appropriate for study design.
- b. Method of data analysis clearly stated.
- c. Method for displaying findings is stated.

F. Applicability to Nursing (5 points)
- a. Research focuses on a problem significant to nursing.
- b. Research would contribute to nursing knowledge.
- c. Proposal is complete so that another researcher could replicate the study.
- d. Statement about areas of nursing that would benefit from this study.

G. APA Format (10 points)
- a. Use of margins, headings, spelling is error-free, use of citations, and references.

PRESENTATION RUBRIC

NAME: _____   DATE: _____

PRESENTATION TOPIC: _____   COURSE: _____

CRITERIA	40	30	20	10	0	POINTS
Content accuracy, utilization of current and pertinent information is used	Information is complete, accurate, appropriate, and integrated effectively.	Information is somewhat complete, accurate, appropriate and integrated effectively.	Information is scant, mostly accurate, and not integrated effectively.	Information is mostly inaccurate, not complete, and not integrated effectively.	Information is inaccurate, inappropriate, and no integration is evident.	
CRITERIA	**10**	**8**	**6**	**4**	**2**	**POINTS**
Content has logical organization	Content is organized logically with fluid transitions to capture and hold attention throughout the entire presentation.	Organization of the content is congruent; transitions are evident.	Organization of the content is somewhat congruent and transitions are not always evident.	Organization of the content is not congruent and transitions are never evident.	Content lacks organization; transitions are abrupt and distracting.	
CRITERIA	**5**	**4**	**3**	**2**	**1**	**POINTS**
Content appropriate for time allowed	Presentation completed in the allotted time.	Presentation completed no more than 1 minute over allotted time.	Presentation completed no more than 2 minutes over allotted time.	Presentation completed no more than 3 minutes over allotted time.	Presentation completed no more than 4 minutes over allotted time.	
Pertinent references and citations	Source materials are incorporated logically, insightfully, and elegantly; sources are documented accurately	Source material is used logically and proficiently; sources are accurately documented	Sources are incorporated logically and adequately; sources are documented accurately for the most part	Source material is inappropriately or unclearly incorporated; documentation is infrequent	Source material is never incorporated or incorporated inappropriately or unclearly; documentation is inaccurate	

CRITERIA	5	4	3	2	1	POINTS
Method of Delivery: Use of visual aids is appropriate	Creative, original, reflects the purpose of the presentation.	Creativity and originality is evident.	Creativity and originality is somewhat evident.	Creativity and originality is slightly evident.	Creativity and originality is not evident.	
Method of Delivery; Handout/outline	Well written with proper grammar, spelling, and medical terminology.	Mostly well written with minimal grammatical and spelling errors.	Adequately written with minimal grammatical and spelling errors.	Not well written with many grammatical and spelling errors.	Inappropriate, sloppy, and takes not pride in the written handout.	
CRITERIA	10	8	6	4	2	POINTS
Maintains eye contact and keeps the audience interested; presents information without reading	Eye contact is effectively established; audience is attentive; does not refer to written notes	Eye contact is established; most of the audience is attentive; refers to written notes occasionally	Eye contact is minimal; most of audience is not attentive; mainly refers to written notes	Eye contact is hardly established; audience is not attentive; must refer to notes constantly	No eye contact is made; audience not listening; reads information	
Keeps audience interested and/or allows opportunity for interaction	Language is memorable and usage is felicitous; tone is appropriate; interaction with audience takes place	Most language is memorable and usage is accurate; tone is appropriate; some interaction with audience takes place	Language is not very memorable; language usage is usually accurate; tone is often inappropriate; minimal interaction	Language is not memorable and inaccurate; tone is inappropriate; no interaction with the audience	Language is confusing and inaccurate; tone is distracting; no comments from the audience	

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CRITERIA	5	4	3	2	1	POINTS
Keeps voice clear, audible and understandable.	Voice clear, loud and articulate; gestures are paralinguistic cues are used to reinforce important ideas; no excessive of vocalized pauses (ah, um)	Voice mostly clear and articulate, able to hear; gestures and paralinguistic cues are mostly used to reinforce important ideas; some vocalized pauses are used	Voice is clear difficult to hear and understand; paralinguistic cues are sometimes used to reinforce ideas; several vocalized pauses are used	Voice unclear, garbled, and difficult to understand; gestures and cues seldom used; vocalized pauses are used frequently; student is not articulate	Student cannot be heard or understood; gestures and cues are not used to reinforce ideas; vocalized pauses distract from overall message	
Professional appearance	Professionally dressed. Is not dressed provocatively.	Dress is somewhat professional.	Dressed but not professional, in jeans and tennis shoes.	Dressed but not unprofessional, shorts, sandals.	Dressed unprofessionally and/or provocative.	
TOTAL						

COMMENTS: _____

_____

_____

STUDENT SIGNATURE: _____   DATE: _____

INSTRUCTOR SIGNATURE: _____   DATE: _____

Section B: Course Outline

Week/ Date	Class Objectives	Content Outline	Specific Course Activity	Student Assignments
1	1. Define research and nursing research. 2. Describe the link between research and the development of evidence-based practice in nursing. 3. Identify the professional nurse's role in research. 4. Describe the ways of acquiring knowledge used in nursing practice. 5. Identify the type of research conducted in nursing.	Gordon's 11 functional conceptual framework nursing process, evidence-based practice, therapeutic communication, teaching, learning principles and role development as applied in the research setting. Introduction to the course and research development Importance of research Acquiring knowledge in nursing		B & G = Burns & Groves S & C = Speziale & Carpenter B & G Chapter 1
2	1. Compare the nursing process with the problem-solving process and the research process. 2. Identify the different steps of the quantitative research process in experimental, quasiexperimental, correlational, and descriptive nursing studies. 3. Read research reports. 4. Critique a research report. 5. Describe the scientific rigor associated with qualitative research. 6. Identify the purposes of the four types of qualitative research.	Gordon's 11 functional conceptual framework nursing process, evidence-based practice, therapeutic communication, teaching, learning principles and role development as applied in the research setting.		B & G Chapter 2 B & G Chapter 3

Week/ Date	Class Objectives	Content Outline	Specific Course Activity	Student Assignments
2 (cont)	7. Differentiate the research processes (including data collection issues) used in phenomenological, grounded theory, ethnographic, and historical research.	Understanding quantitative research including steps: Research problem Purpose statements Review of literature Reading and critiquing research reports Qualitative research – Contributions, views, approaches, and ethodologies		
3	1. Identify research topics, problems, and purposes in published quantitative, qualitative, and outcomes studies. 2. Critique the feasibility of a study problem and purpose by examining the researcher's expertise, funding, participants, and resources. 3. Know the different types of hypotheses in published studies. 4. Compare the quality of objectives, questions, and hypotheses presented in published studies. 5. Critique a literature review section of a peer reviewed nursing article. 6. Conduct a computerized search of the literature.	Gordon's 11 functional conceptual framework nursing process, evidence-based practice, therapeutic communication, teaching, learning principles and role development as applied in the research setting Research problems, purposes, and hypotheses Review of literature		B & G Chapter 4 B & G Chapter 5 **Abstract Due**

Week/ Date	Class Objectives	Content Outline	Specific Course Activity	Student Assignments
4	1. Define theory, phenomenon, framework, and conceptual model. 2. Identify the purpose of study frameworks. 3. Describe the elements of a study framework: concept, relational statement, conceptual model, theory, and conceptual map. 4. Critique the framework in a study.	Gordon's 11 functional conceptual framework nursing process, evidence-based practice, therapeutic communication, teaching, learning principles and role development as applied in the research setting.

Theory and research frameworks | | B & G Chapter 6

B & G Chapter 13 |
| 5 | Describe the historical events that influenced the development of ethical codes and regulations for research. 2. Explain the ethical principles that are important in conducting research on human subjects. 3. Identify the human rights that require protection in research. 4. Critique the informed consent and institutional review processes in peerreviewed nursing articles. 5. Describe the types of possible scientific misconduct in the conduct, reporting, and publication and nursing research. | Gordon's 11 functional conceptual framework nursing process, evidence-based practice, therapeutic communication, teaching learning principles and role development as applied in the research setting.

Ethical issues in research

Critiquing research for nursing | | B & G Chapter 7

S & C Chapter 16

Research Critique Due |

Week/ Date	Class Objectives	Content Outline	Specific Course Activity	Student Assignments
6	1. Identify the designs of published nursing studies. 2. Critique the quality of designs of quantitative nursing studies.	Gordon's 11 functional conceptual framework nursing process, evidence-based practice, therapeutic communication, teaching, learning principles and role development as applied in the research setting Quantitative and qualitative research designs.		B & G Chapter 8 & 10 S & C Chapters 5 to 15 **Consultations on Research Proposal Papers**
7	1. Differentiate outcomes research from traditional quantitative research. 2. Explain the theoretical basis, importance, and methodologies of outcomes research. 3. Describe sampling theory. 4. Identify the specific type of probability and nonprobability sampling methods used in quantitative, qualitative, and outcomes research. 5. Critique the sampling criteria, sample size, and settings used in quantitative, qualitative, and outcome research.	Gordon's 11 functional conceptual framework nursing process, evidence-based practice, therapeutic communication, teaching, learning principles and role development as applied in the research setting Outcomes research Populations, samples, data collection.		B & G Chapter 9 B & G Chapter 11 S & C Chapter 3 **Research Proposal Paper Draft Due**

Week/Date	Class Objectives	Content Outline	Specific Course Activity	Student Assignments
8	1. Utilize measurement theory and relevant concepts in critiquing nursing studies. 2. Identify sources of measurement error in nursing studies. 3. Critique the levels of measurement, precision and accuracy of measures, measurement section, and data collection section of a nursing research article. 4. Describe the process of data analysis. 5. Differentiate the results, findings, and conclusions of a nursing study. 6. Critique a nursing study's findings for statistical significance and practical clinical significance. 7. Define evidence-based practice and research utilization in nursing. 8. Describe the process of accessing and evaluating evidence-based guidelines for nursing practice.	Gordon's 11 functional conceptual framework nursing process, evidence-based practice, therapeutic communication, teaching, learning principles and role development as applied in the research Levels of measurement in data collection Data analysis, exercises, presentation, and interpretation of findings Gordon's 11 functional conceptual framework nursing process, evidence-based practice, therapeutic communication, teaching, learning principles and role development as applied in the research setting. Evidence-based nursing research		B & G Chapter 12 B & G Chapter 14 **Research Proposal Papers Due**
9				**Research Proposal Presentations**